

Donahue School Operational Plan

In accordance with the HTA's agreement, "Each school will implement a process to engage all teachers in the development of the school's operational plan. Engagement of teachers must be substantive and allow for opportunities for leadership to both share information and receive feedback from teachers in the building to ensure staff support and buy-in." School leaders should lead a process to gather input through at least three ways, which includes through meetings (e.g. whole staff, ILT, grade level, climate and culture, focus groups, teachers from the School Site Council, etc.), surveys or written correspondence.

1. Allocation of discretionary funds made available by the principal, including in areas such as: wraparound services for students and families, after-school programs, and school supplies.

Discretionary funds are those remaining after a school budgets for district services, partner fees, staff salaries and stipends. Any transfer or use of additional funds received over the course of the school year will be determined by the principal. Schools work closely with your financial analyst to create a spending plan that is balanced and meets the needs of the school.

2. School curriculum

We use a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. Most curriculum resources can be found [here](#) on the intranet site (sign in with your credentials). Teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and have an opportunity to provide feedback. Educators are encouraged to refer to the school improvement plan for the instructional improvement efforts.

3. Lesson Planning

Lesson planning is a professional expectation, since it is an essential component of providing our students with a high quality, standards-based learning experience. Staff are expected to refer to the School Improvement Plan (SIP) for specific guidelines on their lesson plan templates and components. Baseline expectations include:

- A plan should exist for each course, class or content area taught.
- The lesson planning process should add value to an educator's ability to deliver high quality instruction. It should not be an exercise in compliance, but rather offer sufficient preparation to provide for a strong learning experience for all students.
- The expectations established by each school should be aligned to a school's improvement plan and priorities as determined by the Instructional Leadership Team.
- Minimally, the following components should be part of a lesson plan: *grade level standard, learning and language objective, description of student task/engagement, scaffolds/differentiation and formative assessment of student learning.*

At Donahue, we use the following template for the [Weekly Lesson Summary](#).

4. Professional development applicable to the school as a body

(This does not include individualized professional development or coaching of teachers.)

Teachers may be required to participate in professional development activities throughout the school year, including before and after the school day for students, and before or after the school year ends. If possible, at least one week’s notice will be given to teachers before any required professional development activities. Expected professional development activities include:

- Full day district-directed professional development on the following dates: November 4, November 5, January 30, January 31
- Half day school-based, district-directed professional development focused on the teaching and learning cycle: October 28, January 10, March 9
- Full day school-directed professional development on the following dates: August 21, August 22, August 23 (with the afternoon set aside for district convocation), and August 26
- Weekly professional development before the school day: 7:40 - 8:20 on Tues, Wed, Thurs
- Professional development during the school day: One teacher planning block (50 min) per week

5. Calendar

We follow the district’s [school year calendar](#), with the school-determined professional development days as dictated below.

6. Attendance and Schedule for staff and students

Staff and students are expected to attend school every day, on time. Our students learn best when taught by their teachers. Staff should refer to the contract for attendance expectations.

Student Schedule

	Mon - Fri
Student Arrival	8:25
Start Time ⁽¹⁾	8:30
End Time ⁽²⁾	3:35

⁽¹⁾ Start time is defined as the start of the student day. It starts with Breakfast in the Classroom. Students may be allowed in the building prior to this, in order to get to the classroom.

⁽²⁾ End time is defined as the end of the student day. It is dismissal.

Total Elementary/Middle School Hours: 1266 hours per year

Exceptions

None. Our school follows the HPS calendar.

Teacher Schedule

Actual Schedule (Include all scheduled time outside of the student learning day; this includes entry/dismissal, collaboration, staff meetings, etc.)

	Mon	Tues	Wed	Thurs	Fri
SST Collaboration Bi Weekly or Data Review (Feedback from assessments and observations) (rotating weeks)		7:40 - 8:20			
PLC Collaboration or Math & Literacy PD (rotating weeks)			7:40 - 8:20		
Instructional PD				7:40 - 8:20	
AM Duty	8:20 - 8:30	8:20 - 8:30	8:20 - 8:30	8:20 - 8:30	8:20 - 8:30
Student Day	8:30 - 3:35	8:30 - 3:35	8:30 - 3:35	8:30 - 3:35	8:30 - 3:35
PM Duty	3:35 - 3:45	3:35 - 3:45	3:35 - 3:45	3:35 - 3:45	3:35 - 3:45

⁽³⁾ Collaboration outside of the traditional school day for ES/MS must be at least 2 hours per week.

- Teachers at each school will receive a duty-free lunch and regular preparatory time.
- Teachers will have 4 planning periods every week. This time will be used to plan, grade, collaborate with colleagues, participate in professional development, etc. Teachers may be asked to perform some duties during this time.

Accounting for the Time

Category	Length of Time per Session	Frequency	Total Time Per Year	Notes/Details/Dates
Before School Duty	10 min	180	30 hours	M- F 8:20-8:30
After School Duty PreK-4th	10 min	180	30 hours +3.5 hours	M-F 3:35-3:45 Add 3.5 hours for additional after-school responsibilities
After School Duty 5th-8th	50 min	1 per week	33.5 hours	Each teacher will designate one day a week for office hours/detention
Weekly Collaboration	40 minutes	3 sessions per week	78 Hours	AM 7:40-8:20 (T, W, Th) includes time for PLC and SST collaboration, and Instructional PD
After School Meetings "Nuts & Bolts"	45 min	10 (Once monthly)	7.5 Hours	3:45-4:30 the first Tuesday of each month
School based PD Days	7.5 Hours	4	30 Hours	August 21, August 22, August 23, August 26
School based	3 Hours	3	9 Hours	October 28, January 10, March 9

half-days				
District scheduled PD days	7.5 Hours	4	30 Hours	November 4, November 5, January 30, January 31
Open House	3 Hours	1	3 hours	September 26
Family events to learn how to support child's learning	3 Hours	3	9 Hours	Math Night in September Literacy Night in January Science Showcase in May
Family Conferences	3 Hours	2	6 Hours	October 21st-25th 2019 March 16th-20th 2020
Home Visits	3 Hours	1	3 Hours	Teachers will have three options: August 23 November March
Total Time ⁽⁴⁾			239 Hours	

⁽⁴⁾ Total ES/MS time may not exceed 239 hours, unless teachers are compensated according to the HPS Professional Compensation Structure or Morgan Professional Compensation Structure.

- Weekly Collaboration by having a 7-hr 5 min day: 2 hours per week, 80 hours per year
- "Up to 90 hours" for additional responsibilities: 90 hours per year
- 4 District PD days: 7.5 hours x 6 days = 45 hours
- 3 school-based, district-directed half days: 3 hours x 3 days = 9 hours
- 4 School-Scheduled PD days: August 21, August 22, August 23, August 26 = 30 hours

Exceptions

No exceptions

Exceptions

Please note whether any teachers have alternative schedules.

ES/MS Paraprofessional Schedule

Paraprofessionals work 184 days per year: the 180 student days, August 23 (at their school, with district-wide convocation in the afternoon), August 26 (at the school site), and November 4 and 5 (district-based PD). Paraprofessionals do not work January 30 and 31.

Typical Schedule

	Mon	Tues	Wed	Thurs	Fri
Start Time	8:25	8:25	7:50	8:25	8:25
End Time	3:48	3:48	3:38	3:48	3:48
Total Time	7 hours, 23 min	7 hours, 23 min	7 hours, 58 min	7 hours, 23 min	7 hours, 23 min

³ Elementary and middle school paraprofessionals should be included regular at least 45 minutes of collaboration weekly.

⁴ Most elementary and middle school paraprofessionals work 7.5 hours per day on average (37.5 hours per week).

⁵ School leaders are allowed to stagger paraprofessional schedules, assuming students' needs and IEPs are met.

Exceptions

Please note whether any paraprofessionals have alternative schedules.

7. Work before and/or after the regular school year

This is the schedule for when teachers return to work:

- First year teachers (induction): August 5-13
- Teachers new to Holyoke Public Schools (Day of Learning): August 14
- All staff new to Holyoke Public Schools (new staff orientation): August 15
- Returning teachers: August 21

The final work day for teachers is **June 16, 2020**, unless snow days require the school days to be extended. If possible, at least one month's notice will be given to teachers before any change to the start and end of the school year.

8. Scheduling of school-wide parent/teacher meetings.

School-wide parent conferences will be scheduled twice per year. The first will be scheduled the week of October 21st-25th 2019 and the second week of March 16th-20th 2020

9. Notices and announcements

Teachers will be notified in advance of special events which will involve students such as health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept at an absolute minimum.

10. School health and safety issues

Working with central office, the school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning. Security of school premises will be maintained and visitors to the school will be required to check in with the main office upon entry. Additionally, ALL staff and visitors will be required to have an HPS Identification visible at all times. Staff is encouraged to support safety and security efforts by questioning anyone in the building without ID that is visible. Every effort will be made to mitigate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning. Staff should follow the [District Green Cleaning procedures](#).

11. Staff dress code

As part of our professional culture, staff will dress professionally for a school setting. Excessively casual clothing such as: jeans, sweatpants, and flip flops is not permitted, unless otherwise designated (approved Jeans Day).

12. Rotation of duties

All teachers will have duties at the following times: Arrival 8:20-8:30, Breakfast in the Classroom 8:30-8:45, Dismissal 3:30-3:45

13. Class size

We commit to ensuring a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development. Target class sizes are defined in the school staffing allocations.

14. Bulletin boards

As part of our professional culture, teachers may be asked to support the development and maintenance of bulletin boards in hallways.

15. Home Visits

Staff will be required to participate in at least one home visit to connect with and learn more about our students and families throughout the school year. Home visits will be scheduled after school collaboratively so teachers can visit families in teams three times during the year. The dates will be agreed upon in August, November, and March.

16. Family-Teacher Communication

As part of our professional culture, teachers are required to have regular communication with families through email, a blog or phone calls home to share what students are learning in class and discuss the academic progress of individual students. Teachers are expected to respond to family inquiries via email, phone or requests for in-person meetings within 2 working days to at least acknowledge receipt and to indicate when they will follow up with more information, if not immediately resolved. Teachers should refer to the School Improvement Plan (SIP) for more details, three opportunities for families to learn how to support learning at home (e.g. student showcase, math night, publishing party, literacy night)

17. Class Coverage

All staff members may be required to cover classes as needed, except during teacher's duty-free lunch, when such incidents as substitute coverage of classes for others who are absent arises. When possible, common planning time should be used when teachers are asked to cover classes, if and when a substitute teacher is not available. To the extent possible, class coverage will be assigned equitably and on a rotating basis.

18. Additional Leadership Opportunities, including practicum teacher assignment practices if applicable

Teachers should consult with the Principal, TalentEd system and other district communications for additional leadership responsibilities. Teachers may be requested to supervise a student teacher during the school year. Teachers may express preference to the principal in requesting or declining a student teacher placement.