

Holyoke High School (Dean and North Campuses) Operational Plan

For more information on the HTA agreements, which went into effect in July 2019, read the [Collective Bargaining Agreement](#).

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.

The principal will have the SOPs available to school staff by June 18th, although teachers may request a draft copy of the SOP from the school principal before this time. SOPs will be posted online, with additional information about reopening planning.

We recognize we are developing this document in the midst of a worldwide pandemic. Components of the SOP may need to be adjusted throughout the year, in response to health and government guidelines. District and school leaders will continue to work closely with teachers and staff to develop alternatives as needed to respond to evolving conditions.

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.

Department Chairs will receive funds allocated to each department from the school's General Fund and Title I accounts, as determined by the Executive Principal, with input from the Instructional Leadership Team.

2. School curriculum

We use a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. Educators can contact the associate principal of curriculum and instruction, department chairs, and/or coaches to access available curricular resources. 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 in department and faculty members or through individual conversations with school leaders. 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.

- A plan should exist for each course, class or content area taught. Plans should be accessible for coaches and administrators, either digitally or by hard copy upon request .
- 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.
- Teachers are expected to use the Workshop Model as the basic template for lesson planning. If, in their professional judgment, the workshop model does not fit the day's lesson teachers should have a plan that includes, minimally, the following components:
 - o grade level standard, learning and language objective,
 - o description of student task/engagement,
 - o scaffolds/differentiation and
 - o formative assessment of student learning.

Teachers should be prepared to explain the change in format.

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. Required professional development days include:

- Full day school-directed professional development on the following dates: August 24-28. *Please note, the equivalent of 2 of these 4 days will be district-directed to provide reopening training. Details will be available in the summer.*
- Full day professional development during the school year on the following dates: November 2&3, January 4&5. *Please note, this could change based on student learning needs.*
- Half day school-based, district-directed professional development focused on the teaching and learning cycle: October 21, December 23, March 10. *Please note, this could change based on student learning needs.*
- Weekly professional development before or after the school day: Wednesdays 1 hour, 50 minutes (+10 minute transition time)

5. Calendar

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

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 Dean Campus/ North Campus

	Dean Campus	North Campus
Student Arrival	7:35 - 7:45am	8:00 - 8:10 am
Start Time ⁽¹⁾	7:45 am	8:10 am
End Time ⁽²⁾	2:30 pm	2:55 pm
Early Release on Wed	1:40 pm	2:05 pm

⁽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.

Teacher Assignments

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

- Both campuses will run on a [7 course, 6 period drop schedule](#). [North/Dean campus bell schedule](#) (
- Teachers will carry 5 assigned classes and will have a prep period every day.
- Core Freshman Academy teachers on both campuses will have common prep period daily. These teachers will be expected to meet as a team 2 days/week during their common prep period.
- Core Career Pathway teachers (10th gr) will have common prep period daily. These teachers will be expected to meet as a team 2 days/week during their common prep period.
- Supervision Duty: Teachers will have a 1 semester duty to support maintaining a safe and productive school climate. Duties will include hallway, exterior door, lunchroom and bathroom monitoring. On the day they drop their prep, they will be released from the supervision duty.

Accounting for the Time **1179 hours for student day**
160 hrs in addition for teacher work day

Category	Additional time/day	Frequency	Total Time Per Year	Notes/Details/Dates
Extra Time for Student Schedule	2 min		6 hrs	This is compared to the school calendar in SY15-16.
Before School Duty	20 min	45 days, organized by quarter	15 hrs	Teachers will be organized by teams to manage opening the building
Student Entry	10 min	180 days	30 hrs	Teachers are monitoring hallways and welcoming students at the classrooms 10 minutes before the start of the student day (8 a.m. North and 7:35 am Dean)
After School Duty	20 min	4 days/wk, 5 weeks	7 hrs	Teachers (organized into floor teams) will be responsible for clearing the hallways after dismissal 4 days/week (not on their office hour day)
Office Hours	1 hr	weekly	35 hrs	Office hours will be 2:40 - 3:40 on the Dean campus or 3:05 - 4:05 at North Campus (organized by depts) *Office hours are not held during midterms or finals
Weekly Pro Dev/Collab Work	2hrs/wk	32 wks (Wed)	64 hrs	Wed that do not feature an additional 2 hours to the work

				day (tentative) are as follows 10.21, 12.23, 1.20, and 3.10
Flex Time / Principal discretion			3 hrs	Special meetings tbd
Full-day PD	6.62 hours	9 days	59.6 hours	Aug 24-28, Nov 2-3, Jan 4-5
Half-day PD	3 hours	3 days	9 hours	October 21, December 23, March 10 (Student release at Dean at 11:35 and North at 11:55. Dean teachers end at 2:35 and North teachers at 2:55.)
Total Time ⁽⁴⁾			229 hrs	

⁽⁴⁾ Total HS time may not exceed 229 hours, unless teachers are compensated according to the HPS Professional Compensation Structure.

- “Up to 160 hours” for additional responsibilities: 160 hours per year
- 9 Scheduled PD days: 6.62 hours x 6 days = 59.5 hours
- 3 school-based, districted-directed half days: 3 hours x 3 days = 9 hours

HS Paraprofessional Schedule

Paraprofessionals work 184 days per year: the 180 student days, August 27, August 28 (PD in the morning, convocation in the afternoon), and November 2 and 3 (district-based PD). Paraprofessionals do not work January 4-5.

Typical Schedule

	Mon	Tues	Wed	Thurs	Fri
Dean Campus	7:30-2:40	7:30-2:40	7:30-1:50	7:30-2:40	7:30-2:40
North Campus	7:55 - 3:05	7:55 - 3:05	7:55 - 2:15	7:55 - 3:05	7:55 - 3:05
Hours per Day	7 hrs 10 min	7 hrs 10 min	6 hrs 20 min	7 hrs 10 min	7 hrs 10 min

⁴ Most elementary and middle school paraprofessionals work 7.5 hours. High school paraprofessionals work 7 hours.

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

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

Please refer to the district’s [school year calendar](#) as needed.

This is the schedule for when teachers return to work:

- First year teachers (induction): August 10-19
- New staff orientation (for all new teaching and non-teaching staff): August 20
- Returning teachers: August 24

The final workday for teachers is Monday, June 28th, with five snow days built in.

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.

Student conferences and/or student showcases will be scheduled at least twice during the year - one in fall and one in spring. Faculty will be informed of dates in advance.

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](#). **Additional cleaning and safety protocols and procedures will be communicated to staff prior to the start of the school year, as developed by the HPS Reopening Leadership Team.**

11. Staff dress code

Faculty and staff are expected to dress in a manner that models a professional workplace for students. Concerns regarding staff attire will be addressed on an individual basis by administrators.

12. Rotation of duties

On the day in the schedule where teachers “lose” their prep period they will drop their supervision assignment and use that period for their prep period. Supervisory duties will take into account the number of discrete course preps a teacher has during the semester, and the number of years teaching those courses.

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

Until further notice, home visits are discouraged, although virtual visits are strongly encouraged. When the health environment is safe to do so, staff are highly encouraged to conduct home visits to connect with and learn more about our students and families throughout the school year.

16. Family-Teacher Communication

As part of our professional culture, teachers are encouraged 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, which will include at least two opportunities for family/teacher conferences and two opportunities for families to learn how to support learning at home (e.g. student showcase, math game night, publishing party, literacy instructional workshop, etc.) Teachers and staff are encouraged to attend school events. When faculty and staff do attend student events like plays, concerts, games, forums, etc... kids and families notice and appreciate.

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.

Note: In addition to staff appointed by the Executive Principal, the 2020-2021 Instructional Leadership Team will include 6 elected teachers drawn from the following positions:

- 2 teachers drawn from ELL, SpEd, and Counseling professional staff

- 1 teacher drawn from CTE professional staff

- 3 teachers drawn from academic discipline departments (ELA, Sci, Math, Hlstory, Languages, Business, Arts, and PE/Health). These seats should be distributed such that 1 teacher from the Dean campus is elected and 2 teachers from the North campus are elected

 - Elections will be held during the week of August professional development (August 24-28).

 - The Executive Principal may appoint one additional teacher or staff representative, and will do so in an effort to "balance the boat" in terms of perspectives and voice.