

Metcalfe School Operational Plan, SY20-21

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

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 /high-leverage instructional practice facilitating student discourse and higher-level thinking skills, scaffolds/differentiation and formative assessment of student learning.*

- Lesson Plans should be submitted into a google folder by 8am on Monday mornings, or Tuesday mornings if Monday is a holiday. The purpose of the shared lesson plan folder is for all grade level stakeholders to have access to the lessons and to create a cohesive and collaborative learning environment.

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 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. Expected professional development include:

- Before school year, full day professional development: August 25-28. *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 district-directed professional development on the following dates: November 2 and 3 and January 4 and 5
- Half day school-based, district-directed professional development focused on the teaching and learning cycle: Oct. 21, December 23, March 10
- Weekly professional development after the school day: Tuesday, 2:55-5:10
- Professional development during the school day: When needed and as coverage allows.

5. Calendar

We follow the district’ [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	7:40
Start Time ⁽¹⁾	7:40
End Time ⁽²⁾	2:45

⁽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 (except Veritas and Peck): 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
Teacher Entry/Duty	7:30	7:30	7:30	7:30	7:30
Student Entry	7:40	7:40	7:40	7:40	7:40
Student Dismissal	2:45	2:45	2:45	2:45	2:45
Teacher Dismissal/Duty	2:55	2:55	2:55	2:55	2:55
Collaboration Time		2:55-5:10			

⁽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 4-5 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	7:30-7:40	10 min./Daily	30 hrs	
After School Duty	2:45-2:55	10 min. Daily	30 hrs	
Weekly Collaboration & "Nuts and Bolts" Meetings	2:55-5:10	2 hours 15 min /1x week	81 hrs 36 weeks	*The first 15 minutes is "nuts and bolts" meetings
School based PD Days	7:30-3:00 (7.5 hours)	4	30 hours	August 25-28 *2 of these dates will be district based focused on re-opening school
School based half-days	3	3	9 hours	October 21, December 23, March 10
District scheduled PD days	7.5 hours	4	30 hours	November 2-3, January 4-5
Open House			2 hours	September 24th 5:30-6:30 1 hr 1 hr prep as needed
Family events to learn how to support child's learning	see right	2 events	5 hours 2 hours 7 Total Hours	Cultural Celebration (PR Discovery Day) Spring Showcase/Maybe showcase a country?
Family Engagement Event			2 hours	Ice Cream Social (Sept. 3)5:30-7:00

Family Conferences	2 hours	2/year	built into school day built into PD time 6 add'l hours	October 21st (12-2:55) 3 hours October 20 (2:55-5:10) 2 hours 15 min. October 22nd (2:55-5:55) 3 hours These conferences will be as needed or requested as they are 3 hours shorter. March 2nd (2:55-5:10) 3 hours (build into collaboration time) March 3rd (2:55-5:55) 3 hours
Principal Discretion			12 Hours	As needed
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
- 8 District PD days: 7.5 hours x 4 days = 60 hours
- 3 school-based, districted-directed half days: 3 hours x 3 days = 9 hours

Exceptions

No exceptions

ES/MS Paraprofessional Schedule

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

Typical Schedule

	Mon	Tues	Wed	Thurs	Fri
Para Start	7:35	7:35	7:35	7:35	7:35
Para End	2:55	2:55	2:55	2:55	2:55
Collaboration Time		3:00-3:45pm (The extra 45 minutes from the school day will be used to have paras attend collaboration)			

		time with teachers.)			
	7 hr 20 min	8 hr 10 min	7 hr 20 min	7 hr 20 min	7 hr 20 min

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

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

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

Exceptions

None

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 10-19
- New Staff Orientation: August 20
- Returning teachers: August 25

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

October 21st (12-2:55) 3 hours

October 20th (2:55-5:10) 2 hours 15 min.

October 22nd (2:55-5:55) 3 hours

March 2nd (2:55-5:10) 3 hours

March 3rd (2:55-5:55) 3 hours

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

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

12. Rotation of duties

The time for duties is accounted for in section 6. The general expectation for duties is to support the entry and dismissal of students. More specifics will be covered during August professional development.

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. Home visits may be conducted on professional development days or as part of the “up to 90 hours” of additional responsibilities as detailed above.

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.)

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.