

# Professional Council Meeting 4.28.25

4:45-6:30 p.m. — Tech Support Center Rooms 1 & 2

**In attendance:** Clint Albers, Megan Bricks, John Hutchison, Shelby Lewis, Chris Pittman, Angie Powers, Trisha Putthoff, Lachelle Sigg, Eric Skoglund, Rick Sola, Julia Wenzel, Laura Wiltanger

**Meeting begins at 4:49pm**

## **Agenda:**

### **Committees Updates**

- Extra-Curricular/Academic Support (Eric)
  - Distribution of a listing of the 9 proposals that were ranked by the group
  - Each proposal has the current amount being spent, comparing it to the total max cost (if all positions are filled)
  - There are items on the list that were on the list last year that did not get approved last year, they were carried over this year (High School Capstone)
    - #1 proposal: Event Coverage Pay Rate – Recommendation is to go from \$24/hour to \$30/hour, based on comparisons from neighboring districts; this amount has not changed in many years
    - #2 proposal: E-Sports – This has been established has a KSHAA sport; rather than using a stipend to pay the coach, this would be an added position on the scale
    - #3 proposal: MS Music Director – Additional position added for the middle school musical
    - #4 proposal: Special Chorus Groups (Elementary School) - This is revision of the current general music stipend for the elementary to include work related to teaching the special chorus curriculum, which is district approved. Elementary music teachers no longer receive one and a half sections in their schedule to teach this class like in the past. With the A-D rotation, there is not time to plan/prepare for this during the contract day.
    - #5 proposal: Adding additional support for marching band, especially during the summer practice schedule
    - #6 Proposal: Video Production/Building Techs – This is different at each of the high schools; this would allow for equity
    - #7 Proposal: Increase in the stipend for the Student Naturalist (Animal Care) - there is a current rate for \$12/hour, the increase is to \$26/hour
    - #8 Bilingual Stipends for Speech Pathologists: This is a unique situation, the screening for SLP support needs to happen in English and the student's first language. There is a current stipend, but this is more inclusive of the duties that are involved with the position.
    - #9 – Student Affinity Groups – Current groups are being done on a voluntary basis
  - Increase of Annual Spend based on these proposals: \$174,774

**Question:** Are the E-Sports and student affinity groups happening during or after contract time?

**Answer:** After.

- Discussion: Special Chorus – when asked what the buildings are doing, all but 1 are doing this during the regular school day (the instruction); Student Affinity Groups – these are student-initiated groups, up to 5 per high school

- Appraisal (Lachelle & Angie)
  - Update included in the proposal below

## Negotiations Topics

- Review of Draft Consensus Status: ☒ GBZCG Drug Free Schools & GBZE-C Non-Resident Student Enrollment, ☒ Elementary Scheduling Document Kindergarten Enrollment & Early Childhood Plan, ☒ GBZCC Professional Day Unscheduled Student or Building Needs, ☒ GBZCC Professional Day Medicaid Billing, ☒ GBZCC Professional Day Plan Time, ☒ GBZEA Professional Development & CEUs, ☒ 25-26 Revised District Calendar, ☒ 26-27 District Calendar
- Discussion of Previous Proposals: Educator Autonomy
  - Looked at proposal and get feedback including curriculum and resource selection
- Counter-Proposals: GBZCDD Leave Bank for Health-Related Circumstances, GBZCDA Leaves
- ONEA Proposal: Elementary Specialist (Elementary Scheduling Document)
- District Proposal: Appraisal, Comprehensive Package (Compensation Included)
  - Olathe KEEP Appraisal Pilot
    - Foundation & Background: Joint concern regarding outdated or lacking appraisal rubrics; confusion by educators and administrators regarding steps and the process; concern of the length of time that elapses and efficient in providing support; appraisal committee meeting monthly through 23-24 and 24-25
- Appraisal Committee Accomplishments
  - Explored rubric options; developed the updated general educator instructional practices protocol rubric
  - Created specialized rubrics: Audiologists, Autism Specialists, Behavior Coach, Curriculum Coordinator, EC Special Educator, General Educator, Instructional Coach, Library Media Specialist, Nurse, OT, PT, PBIS Coach, School Counselor, School Psychologist, SLP, Social Worker, Special Educator
  - Explored Appraisal Platform options
    - Including KEEP platform, Oracle; decided to keep Frontline to help reduce the amount of change that is involved in the new process
  - Finalized Specialized rubrics
  - Drafted Appraisal Timeline and Process
    - Consulted statutes, mandates, and what is expected at the state level; KEEP has a handbook that is already created that was used as a template; Took several rounds to look at the process and analyze the timeline involved
  - Gathered Feedback on Appraisal Timeline and Process
  - Finalized Draft Appraisal Handbook: Rubrics & Processes
- Appraisal Committee Plan & Recommendation
  - Submit Appraisal Handbook & Rubrics for Professional Council Approval (April 28<sup>th</sup>)
  - Create Rubric and Process in Frontline
    - Develop Administrator Training Tools
    - Create Educator Training Tools and Additional Resources

- Train Pilot Administrators
- Pilot New appraisal in 25-26
  - 2 elementary schools (Forest View & Countryside)
  - 2 middle schools (California Trail & Chisholm Trail)
  - 1 high school (Olathe West)
- Meet in 2025-2026:
  - October, December, January, and February – These months are chosen to allow time for the administrators to use this process. February was chosen as the last month so that there could be a full recommendation for Professional Council.
  - Gather input/feedback/edits
  - Update based on feedback- both rubrics and process
  - Submit to Professional Council for full implementation in 26-27
- Presentation of draft language: GBZCB
  - Summary: Piloting will be in 5 buildings; the others will continue with the current process. The language that is added to denote the inclusion of the pilot without removing what is happening in the other buildings; there are additional employee groups that will be also included in the specialized rubrics
    - This is done to limit the number of administrators that are going between the two different processes. As an example, the Instructional Coaches are not appraised by a building administrator, they are by a district administrator, so it's another opportunity to get additional feedback from the employee and the administrator.
    - Inclusion of the updated standards/rubrics will be added to Appendix C for next year
  - Added language to GBZCB: 2025-2026 Olathe-KEEP Appraisal Pilot
    - During the 2025-2026 contract year, a new certified appraisal process will be piloted in five school buildings and across employee groups who utilize specialized rubrics. Licensed/certified employees within these five buildings and those included in the list of specialized employee groups below will participate in the Olathe KEEP Appraisal, as outlined in the Olathe KEEP Handbook (Appendix C-1, Negotiated Agreement). The Pilot Appraisal Process meets the statutory requirements of the Professional Negotiations Act 72-5413 et.seq. and the Evaluation of Licensed Personnel Act 72-9001 through 9006.
    - Pilot Buildings for 2025-2026: Countryside Elementary, Forest View Elementary, California Trail Middle School, Chisholm Trail Middle School, Olathe West High School
    - In addition to these pilot buildings, the following licensed/certified employees will also be participating in the Olathe KEEP as part of the 2025-2026 Pilot: Audiologist, Autism Specialist, Behavior Coach, Curriculum Coordinator, Instructional Coach, Occupational Therapist/Physical Therapist, PBIS Coach, Social Worker
    - Appraisal will not be used as a disciplinary tool.
- Discussion: Data collection (Standard 6) may have updated terminology, but the process is similar; the cycle is the same; the feedback from the building will come from the

individuals on the committee and from the building as a whole – how that feedback will be collected isn't yet determined; the committee feels confident in doing a pilot

**Question:** What if there were a drastic change for an educator – “good” or “bad” in rise or dip in evaluation score? What are possible ramifications for the educator?

**Answer:** Part of the feedback collection will provide an opportunity to understand if there is an area that needs to be better examined; this is a part of the process to provide better feedback and data collection during the appraisal process.

- Discussion of Previous Proposals: Educator Autonomy
  - Response: Looked at proposal and got feedback; including curriculum and resource selection
  - Recognition that the adoption of curriculum already includes educator input
    - The “I-Series” of board policy includes selection of materials
      - Board Policy IFBB – Process and Policy of Selection materials
    - This may be a larger issue at some levels more than others; a support about the discussion but may not be the most appropriate in a larger committee
    - Provide a collaborative dialogue with content coordinators, learning services administrator
    - Plans being developed for professional learning involving high-quality instructional materials and supplemental materials in pre-service in the fall and to have more conversations with those involved to help address those concerns
  - Discussion: If the subcommittees will not be used, what mechanism would be used to bring a group of educators together – the current subcommittees are not currently being used (there are openings on those committees), when the need arises, a group can be created; Whether the development of the pre-service professional development includes the feedback given at Professional Council regarding the fidelity of the curriculum with the balance of educator autonomy; If more specific feedback is available, that can be shared with district administrators that are developing the trainings/professional development
  - Counter-Proposals: GBZCDD Leave Bank for Health-Related Circumstances, GBZCDA Leaves
    - Adding “vacation,” to the list of leaves that need to be used before applying for Leave Bank on F-2
    - Work on partnering to find ways we can encourage first-year employees to consider purchasing short-term disability insurance.
    - Add to Draft Consensus
    - Final counter for using PTO or accumulated leave during FMLA leave is to allow educators to keep 3 days of PTO allows only an absence of 1.5 days if a blackout, the counter is to increase that number to 4 days to create an even number of blackout day
      - Discussion: If there are complications and they want to change the number of days; it depends on when they communicate the days; this needs to be communicated before the return
      - Will update the proposed language to reflect this change and bring to the next meeting
  - ONEA Proposal: Elementary Specialist (Elementary Scheduling Document)

- Engagement from Elementary Specialists overview – 60+ different specialists have provided feedback one-on-one, in-person groups, Zoom, and/or surveys since August 2024; Zooms and in-person meetings have discussed a variety of topics.
  - Direct feedback given on recent survey include: “We are called ‘Specialists’ for a reason. We ‘specialize’ in a content area. We are skilled and talented in areas that others aren’t.” “The change to the A-D schedule caused a huge increase in our workload and stretched our budgets. Instead of giving us time to adjust, our schedule was filled and we are drowning in daily work. Gaps in our schedule are needed for set up, rehearsal, planning events.”
  - Proposed Language to add to Appendix B: Traveling Elementary Staff, #5: “Assignments and working conditions for traveling specialists will be guided by the “Conditions for Equitable Student Learning with Traveling Elementary Specialists” (Appendix B), which includes but not limited to access to appropriate instructional spaces, materials and technology, sufficient transition time, inclusion in communication and collaboration loops, and student access equitable learning experiences.
  - Additional language additions: Conditions for Equitable Student Learning with Traveling Elementary Specialists
    - This list was created by traveling specialists and specialists who receive the additional support of someone who travels
    - The items on the list are to create a more cohesive and equitable learning environment in all the buildings
    - Ten categories to add to Appendix B with a focus on elementary traveling specialists: Access to a dedicated, instructionally appropriate space; Availability of Necessary Instructional Materials and Supplies; Sufficient Setup and Transition Time; Technology/Equipment Access and Functionality; Inclusion in Building-Level Communication and Collaboration; Equitable Planning and Duty Assignments; Designated Workspace and Storage; Administrative Support and Advocacy; Student Access to Equitable Learning Experiences; Recognition as Experts in Their Field
    - These items are not to say that this is not happening in the district, it is a way to communicate the conditions that are needed for equitable learning environments – for example, not hosting a music class in a gym or cafeteria while floors are being cleaned; not all specialists have the same opportunity to communicate/collaborate with administrators that are not at their home building
    - There are 3 that will have traveling specialists unless enrollment changes; this could be different buildings in the future if enrollment patterns change
    - Discussion, no commitment to proposed language at this time
  - Specialists in Schools with Time Outside of Plan/Duty Free Lunch

- Changes looks as though it was completely re-written, but that is not the reality – there were a lot of changes that needed to be included, so rather than have many small changes, the essential components of the original policy are still there, but it has been rewritten to help with the clarity of the updates.
- The main pieces of feedback where that educator focused on the use of the professional expertise; the need for collaborative planning; protects specialists from frequent last-minute changes.
- Discussion: Priority doesn't mean that it happens 100% of the time, but the intention and goal is that it is happening more often than not
- Proposed language: Specialists with a 1.0 FTE contract who have additional time beyond the standard 300 minutes of plan time, 30 minutes of PLC time (over a typical 5-day student contact week), and a daily 25-minute duty-free lunch (per A-D schedule) will utilize that time to support student learning, staff collaboration, and building programs.
- The use of this time will be determined collaboratively between the specialists and the principal, with the following expectations:
  - Priority given to responsibilities aligned with the educator's area of expertise (Art, Music, PE, Library Media).
- Collaborative planning will occur at the beginning of each semester to establish how the time will be used, ensuring clarity, predictability, and respect for the specialist's primary role. If there are significant changes in student, building, or programmatic needs, the specialist and administrator will collaborate to determine shifts in use of this time.
- If building needs require support outside a specialist's certification area, assignments will be determined through collaboration with the specialists to maintain a balance between meeting building needs and honoring the specialist's primary role and expertise.
- Possible uses of this time include:
  - Designing and delivering enrichment opportunities that relate to their content area and provide cross-curricular connections (e.g., literacy nights, art fairs, field days, music performances)
  - Providing academic support related to their content area
  - Collaborating with other educators to enhance curriculum with specialized expertise.
  - Supporting building-wide initiatives
- Discussion: Specialists have the good intention of wanting to contribute to what the building needs, but there are not always collaborative conversations happening; there can be a divide between classroom and specialist educators because of the implementation and/or success of the interventions; there is no place in the proposed language that takes away the decision-making from the building administrator – there is an emphasis on professional collaboration; the language does not have the intention that specialists are not involved in building-wide needs/initiatives
- District Compensation Proposal
  - Background: A new salary schedule was developed by a subcommittee in 2023, it was implemented in 23-24; the schedule was designed to provide flexibility around volatile school funding in KS while still recognizing the need to retain and recruit

quality staff; This flexibility allowed for the equivalent of 3 step moves last year, in reaction to State and Local funding increases; The flexibility of the schedule will be utilized again to allocate as much funding as possible to the schedule in order to both retain and recruit quality staff.

- o NEA Proposal per Notice Letter: Increase in beginning salaries; allowance for a minimum of one step movement for all educators; column movement for those educators that are eligible; make note changes to the salary schedule structure; Additional compensation for non-KSDE licensed members of the bargaining unit to reflect the time and cost of obtaining CEUs to maintain licensure; Revision to compensation for paid educator coverage including combined classes; Examine and revise supplemental pay, taking into consideration the recommendations from the Extra Curricular/Academic Support Salary Schedule Committee; Establish a district 403b match for all certified staff to enhance retention and recruitment.
- o District Proposal: While the district agrees in principle with the items proposed by ONEA, as noted last year, we must also consider additional factors in the development of our compensation proposal, namely: Both short-term and long-term financial sustainability of any offer made; Our obligation to provide for the recruitment and retention of non-bargaining unit employees, who make up approximately 50% of our workforce.
- o 24-25 Starting Teacher Salaries
  - Blue Valley - \$50,100; Shawnee Mission - \$50,048; Spring Hill - \$49,450; DeSoto - \$49,628; Olathe - \$48,500; Gardner-Edgerton - \$47,900
- o District Proposal Salary Schedule
  - Establish a \$50,000 (\$1,500 higher than the current); Place all new hires with no experience on Step 2 (the current top); Place all new hires with experience at the appropriate level and column based on years of experience, as previously agreed to.
  - Provide column movement to those educators that are eligible; Increase value of EC/AS stipend based on the new base salary of \$50,000; For the 7<sup>th</sup> consecutive year, the district will absorb any increase in health insurance premiums, currently estimated at \$5.8 million overall. The employee portion will remain unchanged from 2025 rates.
- o District Proposal- Financial Impact
  - Beginning Salary Increase (\$50,000 from \$48,500) - \$5,942,976 (3.1%)
  - Column Movement - *estimated* \$1,000,000
  - EC/AS Enhancement from Base Increase - \$150,923
  - EC/AS Additions ? – Presented tonight
  - Health Insurance (1/2 of overall increase) - \$2,767,191
  - Total Bargaining Unit - \$9,861,089 (5.1%)
- o Overall District Investment – 5.1% / Inflation/Consumer Price Index – 2.8%
- o Comparison: ONEA Notice Letter // District Proposal
  - An increase in beginning salaries // Proposed beginning salary is \$50,000
  - Column movement for those who are eligible // Proposal reflects this
  - Minimum of 1 step movement // District proposal does not include this; Maximizing the starting salary assists with retention of staff by providing an

increase above inflation, as well as recruitment by increasing the starting salary

- Examine and revise supplemental pay, taking into consideration the recommendations from the EC/AS Salary Schedule Committee // District proposal includes increases to all EC/AS pay based upon the increased starting teaching salary utilized as the base for the EC/AS pay schedule
- Additional compensation for non-KSDE licensed members of the bargaining unit to reflect the time and cost of obtaining CEUs to maintain license // District did not incorporate in the proposal. All available dollars were placed on the salary schedule in order to enhance current pay. However, if ONEA wishes to reduce the investment in this proposed compensation package and invest in providing this additional compensation, the district would consider such a proposal.
- Revision to compensation for paid educator coverage including combined classes. // All available dollars were placed on the salary schedule in order to enhance current pay. However, if ONEA wishes to reduce the investment in this proposed compensation package and invest in providing this additional compensation, the district would consider such a proposal.
- Establish a district 403b match for all certified staff to enhance retention and recruitment. // All available dollars were placed on the salary schedule in order to enhance current pay. However, if ONEA wishes to reduce the investment in this proposed compensation package and invest in providing this additional compensation, the district would consider such a proposal.
- The district proposal reflects no increase in employee contribution toward health insurance for the 7<sup>th</sup> consecutive year.

**Question:** Why estimate the health insurance cost at half?

**Answer:** Best way to consider portion that is for the bargaining unit, as the bargaining unit is approximately 50% of the total number of employees within the district.

**Question:** Where are other savings come from?

**Answer:** Administrators will have tighter budgets; finding savings in a variety of ways

- Proposals Tabled: GBZEF Paid Educator Coverage, GBZE-A Matching 403b, Appendix A: Other District Stipends (Updated language on reimbursement) & Appendix A: Reimbursement

## **Upcoming Meetings:**

- Upcoming Dates: 5/5, 5/13
  - All meetings are at the BOE Room in the EC

**Meeting Ends at 6:40pm**

## ***How We Will Work:***

- Quick communication between Council members
  - Listen to understand



- We all have and should use our voice
- Consider the scope of our impact as a Council
- Not shying away from difficult conversations or topics
- If someone feels that communication norms have been broken, we need to feel comfortable respectfully pointing this out.
- The Council considers this important to deal with at the time and as a group.
- Have an open mind, being good listeners, treating each other with respect

### ***Processes We Will Use:***

- Note taker (Julia) will send out minutes to all Professional Council members for review within a week, OR prior to the next meeting, whichever is sooner.
- Final minutes are submitted to communications department to be both added to the Professional Council website and included in the “In The Know”
- Meetings are noticed in the “In The Know”
- Agenda will be set by Clint and Angie
- Draft Consensus Folder