

# Thompson School District Negotiations Session April 26, 2019 Thompson Education Association 8:00 a.m.

## Welcome:

### Attendees:

Dr. Bill Siebers, Chief Human Resource Officer  
Ms. Dawne Huckaby, Chief Academic Officer  
Ms. Charlie Carter, Executive Director  
Student Support Services  
Ms. Anne Marie Sanchez, Director Elementary Education  
Mr. Jason Hanford, Coordinator ESS  
Mr. Rick Bowles, Elementary Principal  
Ms. Christine Smith, Middle School Principal  
Mr. Todd Ball, High School Principal

Mr. Andy Crisman, President  
Ms. Karen Shutt, Vice President  
Ms. Denika Bush, Teacher, Stansberry ES  
Ms. Ashleigh Crumrine, Teacher, Walt Clark MS  
Ms. Janet Kincaid, Teacher, Berthoud ES  
Ms. Kim McKee, Teacher, Monroe ES  
Mr. Rob Porzycki, Teacher, Thompson Valley HS  
Ms. Kayla Steele, Teacher, Berthoud HS

## Purpose:

- **Create solutions and recommendations for the 2018-2020 Amendment to the 2018-2020 Memorandum of Understanding negotiated items**
  1. Other Related Items
    - a. MOU Cleanup
    - b. Social and Emotional
  2. Compensation
    - a. Extra Duty Salary Schedule
    - b. Other

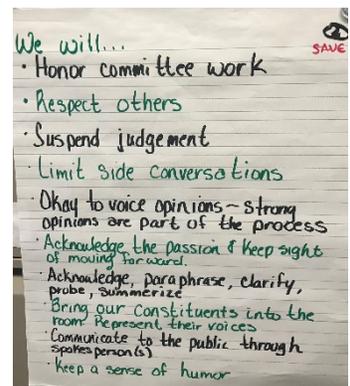
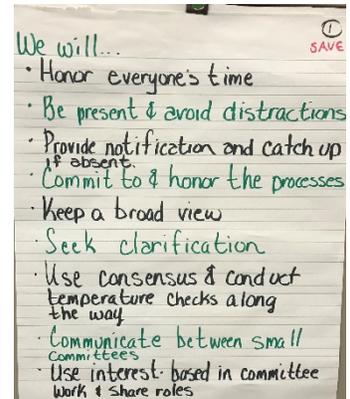
## Agenda:

- **Welcome and purpose**
- **Check-in and expectations**
- **Caucus with like groups, if needed.**
- **2018-19 Norms Discussion**

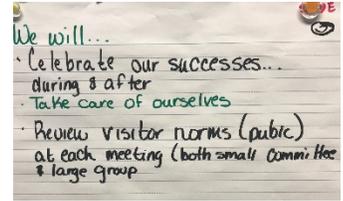
### *Norms for the 2018-2020 MOU Negotiations*

#### *We will...*

- **Seek clarification by**
  - Acknowledge the passion and keep sight of moving forward.
  - Acknowledge, paraphrase, clarify, probe, summarize.
  - Non-threatening
  - More understanding
- **Respect others by**
  - Honor everyone's time.
  - Suspend judgment.
  - Honor committee work.
  - Ok to voice opinions--strong opinions are part of the process.
- **Value others by**
  - Be present and avoid distractions (electronics).
  - Limit side conversations.
  - Come to consensus on an item/package, entire group support the item.
  - Provide notification and catch up if absent.
  - Commit to and honor the processes.
  - Keep a broad view.
  - Use consensus and conduct "Temperature checks" along the way.
  - Communicate between small committee's (oral or written)



- **Value others by**
  - Use interest-based in committee work and share roles.
  - Bring our constituents into the room. Represent their voices.
  - Communicate to the public through spokesperson(s).
  - Keep a sense of humor.
  - Celebrate our successes... during and after.
  - Take care of ourselves.
  - Review Visitor (public) Norms at each meeting (both small committee and large group).



- **Board of Education Update**

- Moving forward with the recommendations from the negotiations team.

- **Gordon Jones, CFO, will be available to provide any necessary support**

- **Review discussion with Board of Education**

- **Compensation**

- The Board is in support of the proposal.
  - For Salary Schedule B increase BA00, step 4 to \$40,000
  - The Board of Education has made this request.

***Tentative Agreement by the large group.***

- **Social and Emotion Learning**

- Reviewed the Social Emotional Learning Preamble for the TSD
- Made editing changed to the document

Preamble:

“, the staff and the Board of education will continue to emphasize this important work.

What’s in place now – second bullet

“learning through professional development including the following:

What’s being planned for 2019-20?

5<sup>th</sup> Bullet

“Schools will continue exploring Restorative Practices and other alternatives to suspension.

- Grammar corrections
- Spell out acronyms
- Where is this information going to be found?

Suggestions:

- Link on the website
- Exhibit in the MOU
- New Director of Student Success determine the best place
- Living Document –items can be added as the team works through their charge
- There is a PCC Charge- PCC will review in November and April
- Recommendation from Negotiations
  - Tab on the negotiations update
- Talk with principal and AR’s – August meeting
- Document is included with both the ratification and BOE information
- Mike Hausmann can share this document through a communication after ratification and approval by the BOE.
- Should negotiations receive an update from the SELP by March 1 – change PCC charge to March instead of April
  - 2+2 Oversight Committee will decide if they need additional information from the committee
- How will the 20 temporary positions would be approved?
  - Elementary, Secondary Directors, TEA
  - This group will not decide, 2+2 Oversight Committee will meet

***Tentative Agreement by the large group.***

- ***Tentative Agreement has been made on the above and following items (discussed on April 12, 2019) with agreement on entire package today – April 26, 2019***

- MOU Items
- First Amendment to the 2018-2020 MOU

- **Next Steps**  
Prepare the packet for Board of Education for discussion, forward to TEA membership for ratification and then to the Board of Education for approval.
- **Closure and evaluation**

## Spring 2019

### Social Emotional Learning Preamble for the Thompson School District

Because the Thompson School District believes in providing students and staff with a healthy and safe environment in which to learn and teach, the staff and the Board of Education will continue to emphasize this important work. Below is a summary of steps taken to date and plans for the future:

#### What is in place now?

- TSD provided over 15 temporary positions in 2018-19 to support social and emotional learning and behavior support.
  - Additional support was granted to schools for social emotional learning.
  - Behavior interventionists at (elementary schools)
- TSD is providing support for the social and emotional learning through professional development including the following:
  - Positive Behavior Interventions and Supports (PBIS)
  - Crisis Prevention Institute (CPI)
  - Mindfulness
  - Check-in/Check-out (CICO)
  - Hearts and Horses
  - Animal Assisted Therapy (AAT)
  - Second Step
  - In Focus
  - Trauma Informed Practices and Practical Application
  - Zones of Regulation
  - Why Try
  - Youth Mental Health First Aid
  - School Professionals Grant Trainings
  - Verbal/Non-verbal De-escalation
  - Boys Town Well Managed Classroom
  - Boys Town Specialized Classroom
  - Restorative Practices
  - Help for Billy
  - Body Keeps the Score
  - Bully Prevention
  - BrainWise
  - Mind Up
  - How Does Your Engine Run
  - Small group, 1:1 through community partnerships
  - Love and Logic
  - Advancing Wellness and Resiliency in Education (AWARE) Grant Trainings (Grant expires June 2019)

#### What is being planned for 2019-2020?

- TSD reorganized the Learning Services Department to hire a Director of Student Success, who coordinates and directs work in the development, implementation and assessment of programs, services and strategies that promote student achievement through educational programs that support the social-emotional and behavioral needs of students. See job description [here](#).
- TSD is using Medicaid funds to provide twelve elementary schools with an additional .50 counselor.
- TSD used existing budget to support additional counseling, dean, and social worker positions at many secondary schools as well as deans at two elementary schools.
- TSD provided building principals with flexibility to address social emotional needs through their staffing plans.
- Schools will continue exploring restorative practices and alternatives to suspension.

- In addition to the trainings above, Exceptional Student Services (ESS) is in the process of planning the following professional development:
  - Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP)
  - Impacts of Poverty
  - Implicit/Explicit Bias
  - Resiliency/Self Care
  - PATHS (Curriculum)
  - Neuroscience
  - Cultural Awareness
  - Happy Teacher Revolution
  - Student Success Team (SST)
  - Multi-Tiered Systems of Support (MTSS)
- Through negotiations with the Thompson Education Association, create a Social Emotional Learning Partnership Team that will work with the Director of Student Success.

### **What is being proposed for 2019-2020?**

- Through negotiations with the Thompson Education Association, TSD will provide the equivalent of 20 temporary licensed positions to support social emotional learning and behavior supports.

### **What is on the horizon for 2020-2021 and beyond?**

- Under the direction of the Director of Student Success, a Social Emotional Learning Partnership Team will be convened during the 2019-2020 school year. This team should have EC-12 representation from the following groups:
  - Teachers
  - Counselors
  - Social Workers, Behavioral Specialists and/or School Psychologists
  - Paraprofessionals
  - Building Administrators
- The Social Emotional Learning Partnership team will engage with stakeholders representing the diverse demographics of Thompson School District as they develop their plan. These stakeholders may include:
  - Parents
  - Students
  - Community Providers
- Professional Development recommendations will be reviewed and implemented

### **Social Emotional Learning Partnership Team Charge:**

The Social Emotional Learning Partnership Team will analyze and evaluate existing programs and practices, review evidence based practices to develop a long range plan for meeting the needs for a healthy and safe environment for students and staff. This plan will have short-term and long-term goals, action steps, and future recommendations for programs and/or resources, professional learning, and staffing.

### **PCC Charge 6**

PCC will monitor the progress of the Social Emotional Learning Partnership Team during the November and April meetings.



**THOMPSON SCHOOL DISTRICT  
ADMINISTRATIVE / PROFESSIONAL/TECHNICAL  
JOB DESCRIPTION**

**Job Title:** Director – Student Success  
**Prepared Date:** January 2019  
**Work Year:** 260 Days  
**Department:** Learning Services  
**Reports To:** Executive Director – Student Support Services

**SUMMARY:**

The Director of Student Success coordinates and directs work in the development, implementation and assessment of programs, services and strategies that promote student achievement through educational programs that support the social-emotional and behavioral needs of students.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Oversee and manage a wide variety of program components related to student supports related to social-emotional and behavioral needs (e.g. counseling and guidance, prevention programs, truancy prevention, wellness, student transfer processes, discipline and expulsion processes, related parent programs).
- Develop implement and monitor programs and initiatives to address student needs in the areas of social-emotional development, attendance and discipline.
- Supervise the procurement, design, and implementation of instructional materials and strategies that support district goals, assessment focus, and identified needs related to social-emotional learning.
- Collaborate with district staff, social services and other public agencies on student issues.
- Facilitate or coordinate internal and external agency opportunities to improve the academic, social and/or emotional needs of students and programs.
- Coordinate EC-12 anti-bullying and character education programs.
- Work closely with the district safety and security manager in regard to threat assessments that may lead to expulsion.
- Collaborate with Learning Services Directors to coordinate curricular, instructional and assessment alignment.
- Compile and analyze data from a variety of sources to develop and evaluate programs.
- Monitor student attendance, discipline, suspensions, and expulsions.
- Respond to social-emotional learning and behavioral issues and questions from teachers, building administrators, district administrators, parents, BOE and community.
- Plan and manage operational and grant fund budgets.
- Hire, train, direct, evaluate, mentor and develop personnel in all areas of control.
- Perform other duties as assigned.

**JOB QUALIFICATIONS**

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*



**THOMPSON SCHOOL DISTRICT  
ADMINISTRATIVE / PROFESSIONAL/TECHNICAL  
JOB DESCRIPTION**

**KNOWLEDGE, SKILLS, and ABILITY:**

- Demonstrated ability to lead, develop, and evaluate programs and personnel
- Strong knowledge of child and adolescent psychology and behaviors, crisis management and intervention strategies
- Working knowledge of best practices in Multi-Tiered Systems of Support (MTSS) to meet students' social and emotional needs
- Ability to work respectfully with diverse groups in both school and community settings.
- Possess skills in facilitation, problem solving, conflict management and mediation.
- Knowledge of school law, district policies, and budget development and management
- Excellent interpersonal skills (mediation skills a plus)
- Knowledge of Microsoft Office program, and other computer programs.
- Flexibility to work effectively, both independently and in teams.

**EDUCATION AND TRAINING:**

- Master's degree in school administration/supervision, doctorate preferred

**EXPERIENCE:**

- Five or more years of successful experience in administration preferred.
- Cross level experience preferred
- Five or more years of successful teaching experience.

**CERTIFICATES, LICENSES, & REGISTRATIONS:**

- Current Colorado Administrator and/or Principal

**NOTE: This job description is not intended to be an exhaustive list of all duties, responsibility, or qualifications associated with the job.**