

# Thompson School District

## Negotiations Session #3- Summary

March 31, 2021  
Virtual Meeting

8:00 a.m.

Susan Sparks, Facilitator

WORK PRODUCT

### Welcome:

Attendees:

Dr. Bill Siebers - Chief Human Resource Officer  
Ms. Dawne Huckaby - Chief Academic Officer  
Ms. Charlie Carter - Executive Director  
Student Support Services  
Mr. Thomas Texeira - Director, Human Resources  
Dr. Melissa Schneider - Director Professional Development  
Mr. Todd Ball - High School Principal  
Ms. Brandy Grieves - Middle School Principal  
Ms. Valerie Lara-Black - Elementary School Principal

Mr. Andy Crisman - President  
Ms. Kayla Steele - Vice President  
Ms. Janet Kincaid - Teacher Berthoud ES  
Ms. Kim McKee - Teacher Mountain View HS  
Ms. Jill Date - Instructional Coach Sarah Milner ES  
Ms. Chrissy Marshal - Teacher Loveland HS  
Ms. Sue Teumer, Teacher - Lucile Erwin MS  
Mr. Jonathan Talan - Teacher Lincoln/Ponderosa

### Purpose:

**Create solutions and recommendations for 2021-22 school year negotiated items**

1. How can we provide opportunities for effective professional development within the district?
2. How do we create a system that maximizes teachers' ability to shape their own professional activities?
3. How do we provide a continuum of services that ensure a safe learning and teaching environment to meet the needs of a diverse student population?
4. What are the quality learning and working conditions for specialized programs and schools, including K-8 schools?
5. How do we structure time within the contract day to maximize student learning and teacher effectiveness?
6. How can we recruit and retain highly qualified and effective professionals?
7. How do we address Memorandum of Understanding cleanup?

### Agenda:

- **Welcome and purpose**
- **Check in and expectations**
- **Continuation of Story from Question #4**
  - What are the quality learning and working conditions for specialized programs and schools, including K-8 school?
  - **Representatives of High Plains School added to story on Question 4**
    - Our existing K-8 school has struggled to establish bell schedule ~ lack of detail in MOU and state regulations
    - We have a very limited understanding and experience with K-8 ~ need to try to adapt our system to K8 structure
    - K-8 is new ~ need to expand system to include K-8 model ~ have MOU fit within new system
    - K-8 is a different program, evolving, defining needs of different populations. Similar to how we went to middle schools ~ lack of clarity
    - Specials teachers are different in K-8 model with lessons, plan time and changing of grade levels
  - **Representatives from SOARS/TOL added to story on Question 4**
    - TOL was created as alternative option for expelled students
    - TOL is now an educational option for families/students
    - Often TOL students take 1 class as an extension or something they can't get within their building
    - TOL is authorized as a "program" by the state ~ must be capped at no more than 100 students enrolled at any given time
    - SOARS students come into building/labs for help
    - SOARS started as credit recovery for junior/seniors so they could graduate on time
    - Program now includes underclassman
    - 150 - 200 students on waitlist
    - Dropout prevention program for students

- **Environmental Scan:**
  - Feds passed Coronavirus Act
  - Long bill conversation will be this week

## **Discussion:**

### **Question 4**

- What are the quality learning and working conditions for specialized programs and schools, including K-8 schools?

### **Interests:**

- Working conditions defined in MOU for specialized programs similar to traditional teaching **(both)**
- Making the MOU a clear set of guidelines **(both)**
- Unique nature of programs and staff ~ have working conditions align with uniqueness**(both)**
- Kids have access to quality elective opportunities **(both)**
- Understand the philosophy of the K-8 model **(K-8)**
- K-8 programming having a cohesive culture **(K-8)**
- Evaluation system aligns to online learning performance and delivery **(TOL/SOARS)**
- What is best for kids over what drives schedule **(K-8)**
- Replicating a systems that have been successful in our district **(both)**
- Having curriculum between brick & mortar and online learning match ~ so no learning gaps **(TOL/SOARS)**
- PD support that meets the needs of the school or program model **(both)**
- K-8 teachers spread thin ~ have to choose between what to attend **(K-8)**
- Be viewed as a unique school , K-8 not K-5, and 6-8 **(K-8)**
- Interest in site-based shared decision making opportunities **(TOL/SOARS)**

### **Options:**

- Want/desire for scheduling to be decided at building level (SBSDMM)
- Partner with high school or across multiple K-8s to enhance elective options
- Change Wednesday mormons across district to better accommodate PD needs
- K-8 gets different FTE model/calculation to accommodate different needs
- District writes a K-8 purpose statement ~ to come back to in making decisions ~ everyone knows clearly what K-8 is
- K-8 specific plan time option
- How other districts have solved their K-8 problems ~ so we can build on their successes
- MS style scheduling across whole K-8 ~ more block times like MS electives
- Plan time decided by SBSDM ~with “no less than” stipulations
- Keep students more connected to brick & mortar home school and resources
- Share services between TOL/SOARS and another school
- Formalize continuous improvement cycle for other specialized programs ~ as opposed to waiting for problems to “bubble up” **(TOL/SOARS)**
- Full time counselor and registrar **(TOL/SOARS)**
- K-8 increase number of electives/specials teachers
- District distributing elective to K-8 as program-based, not ratio based
- K-8 model to emulate in TSD’s schools identity
- Defined structure so that needs of K-8 PD address in system of collaboration for K-8
- Alternative ways to calculate plan time (e.g. % of time)
- Staff at TOL/SOARS have input into structure/organization
- Put TOL/SOARS back into home schools

### **Criteria:**

- Flexibility **(both)**
- Avoids having winners/losers **(K-8)**
- Affordability **(both)**
- Equity **(both)**
- Inclusive **(both)**
- Doesn’t separate K-8 from rest of district **(K-8)**
- Legal **(TOL/SOARS)**
- Respect the expertise of people in programs **(TOL/SOARS)**

### **Question 1**

- How can we provide opportunities for effective professional development within the district?

#### **Story:**

- Pretty extensive elementary-specific PD around early literacy -time consuming and important ~required by state
- Teacher must be trained for district to get funding as opposed to teachers needing for relicensure
- State wants teachers to use more evidence-based reading practices
- State says 45 hours to complete ~ people going through it say closer to 60
- Social/emotional learning PD needed district-wide
- MTSS training needed district-wide
- Currently one day dedicated during TENS week for PD
- Other PD scattered throughout year
- Currently all PD needs to be offered within and outside contract hours ~ increases cost for quality PD
- Maximum number of teachers who have recently attended Ed Camp is 250. Expensive and limited impact
- Ed Camp created to offer more PD opportunities than were previously offered ~ there are good offerings that are timely and needed PD
- Graduations rates flatline; reading scores not increasing ~ what we are doing is not successful
- ELD pathway is also needed for teachers before they are relicensed (5 year window)
- Ongoing PD needs for Special Education ~ new training and staff needs to be brought up to date
- Annual PD around sexual harassment needed twice/year
- New equity policy has started conversations ~ moving from policy to practice
- We struggle to provide what state and strategic plan requires us to do
- Competition over time on late start Wednesdays
- Not all PD applies ~ from specials perspective
- Training is often one-time PD ~challenging to do a lot of ongoing support

#### **Interests:**

- Professional development that supports the building's current work
- Tying professional development to educator effectiveness to improve effectiveness
- Provide more PD
- Provide high-quality professional development that will help with student achievement
- Time provided during work day or school year for PD
- Provide more job-embedded PD
- The right people getting the right PD ~ not a "one size fits all"
- Provide access to baseline PD any time of day ~asynchronously (ex: podcasts)
- Ensure staff has appropriate PD to support students academically and social emotionally

### **2+ 2 Oversight Committee**

- The committee met briefly to discuss format of negotiations on April 8th and 9th format ~ virtually

### **Future Timelines**

- Future Negotiations Meeting Dates
  - April 8, 2021 – 8:00 a.m. to 4:00 p.m., Virtual
  - April 9, 2021 – 8:00 a.m. to 4:00 p.m., Virtual
  - April 29, 2021 – 8:00 a.m. to 4:00 p.m., TBD
  - April 30, 2021 – 8:00 a.m. to 4:00 p.m., TBD

### **Next Steps...**

- Continue the work from today ~ finish Question 1 then on to Questions 5, circle back to straw design