Thompson School District
Negotiations Session #2- Summary
March 4,2021
Virtual Meeting
8:00 a.m.
Susan Sparks, Facilitator

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

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

How do we create a system that maximizes teachers' ability to shape their own professional activities?

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?

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

How do we structure time within the contract day to maximize student learning and teacher effectiveness?

How can we recruit and retain highly qualified and effective professionals?

How do we address Memorandum of Understanding cleanup?

Agenda:

- **Welcome and purpose**

- **Check-in and expectations**

- **Interest Based Strategies**
  - Small groups discussed behaviors/norms seen during interest based process
    - Story
      - Unbiased
      - Understand what is being asked, history, traditions
      - Encourage all voices to be heard
      - Seeing things from different perspectives
      - Listening, mindful of what others outside group hear
      - We add to story at every session ~ documents are "living documents" that are added to
    - Interests
      - The why behind the story
      - Listen for common/different interests
      - Thinking about paths for solution
      - Connecting interest to story
      - Make sure interests are in why *not* position mode
      - The learning part - not so much debate
      - Objective is to meet as many interests as we can

- ○ Criteria/Standards (look fors)
  - ■ Options are always best if we keep brainstorming
  - ■ Anything goes
  - ■ What is possible
  - ■ Ideas that come up and evaluating them
  - ■ Is it doable, affordable, legal ~ will community accept it
  - ■ Does it meet with the strategic plan
- ○ Straw Design-proposal
  - ■ Which options rise to the top
  - ■ Small groups that include key people who understand the issue
- ○ Evaluation/Implementation
  - ■ What does it look like
  - ■ Who's taking it on
  - ■ How is it communicated
  - ■ Can we come back and evaluate
  - ■ Follow up/follow through

- **Environmental Scan**
  - ○ District has a draft of Digital Teaching & Learning
  - ○ Board approved renewal of Health, Dental and Life insurance (HDL) at a cost of $684K to district, includes 4.5% increase

Discussion:

Question 7
- How do we address Memorandum of Understanding cleanup?
  - ○ Continue work to clean up language in MOU
    - ■ Keep a list of items to look at

Question 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?

Story:
- No true picture of how pandemic has or will affect our students
- Different families have been affected differently ~ some have been impacted disproportionately
- There are a number of students where we don't know where they are ~ if/when they return may have large learning gaps
- There were 20 SEL positions in 2019-2020 (at a cost of $1M), there are now 6 ~ CARES Act funds helped stretch positions to 12
- Positions paid for through general fund after December
- MTSS implementation is inconsistent across levels/buildings
- Difficult for traveling teachers and specialists to follow varying processes effectively
- Limited access to staff for MTSS professional development/training
- Teachers need more supports for Tier 2 and Tier 3 students for behaviors
- District in process of implementing MTSS framework system-wide. Tiered approach to academic and behavioral needs
- District has MTSS Coordinator, leadership teams and building-level leadership teams: working in collaboration with CDE
- Transition to 6 specialists in feeder-system means not as much "person" support for students
- Originally buildings had to apply for FTE for one of the original 20 positions ~ not all schools applied
- Experts across the country are concerned about students' mental health ~ increased anxiety
- District has partnerships with local agencies to support mental health
- Procedures put in place for health/safety have changed what behavior looks like in schools
- Behavior data will look different than previous years
- Difficult for teachers to plan for and implement the trainings because of less non-student contact time this year
- We won't know what the needs are until students and staff fully back
- SELP Team developed recommendations prior to pandemic

Interests:
- Getting staff and students back in person to meet the needs as they arise
- Providing more support to students who exhibit Tier 2 and 3 behaviors
- More options and interventions at different tiers
- Preparing for students to return next year with high post-pandemic SEL and academic needs
- Flexibility to address concerns for students in the moment and to get to know them
- Carrying over the positives of this year
- Teachers being more prepared to implement SEL strategies
- Being clear in the difference between SEL, behavior and mental health supports
- Understanding what this year's data tell us ~ understanding the difference between correlation/causation
- Students learning in a safe and inclusive environment
- Classrooms being safe for staff and students
- Staff reflecting the diversity of our students
- Creating systems so that staff is equipped with skills they need, and decrease the probability of that students need higher levels of support
- Minimizing the feelings of inequities across the systems
- Consistency of systems across schools

Options:
- Increase SEL support
- Create a systematic district-wide support
- Incorporate PD to increase teachers' ability to meet the diverse needs of students
- Re-allocating FTE for academic interventions
- Continue streamlined curriculums: Power standards/Priority standards
- Incorporate interventions both in classroom and school wide. Build using resources
- Dedicated intervention FTE by content area
- Building level SEL support (FTE)
- Identify intervention resources for academic, SEL, behavior and mental health (menu of options)
- School based audit of systems that exist to address student needs for Tier 2 and 3
- Elevate work of district MTSS Leadership Team to address inconsistencies across district
- Transition days for all students (more than K, 6 and 9) support for first few days of week to re-engage
- Provide direct Tier 2 and 3 support to buildings
- Behavior Specialists in buildings
- Process review for MTSS ~ training review for SEL curriculum/programming
- Flexibility for teachers to get training
- Flexibility to continue this year's practices
- Create a podcast library for real time access to all staff on basics of behavior. Could expand to be service provider podcasts to get help on specific topics
- Targeted, specific Google meets to assist staff interested in help on a topic and record to have available

Criteria:
- Legal
- Doable ~ with time constraints
- Sustainable across years
- Affordable
- Review last year's long-term recommendations from SEL team

Question 4
- What are the quality learning and working conditions for specialized programs and schools, including K-8 schools?

Story:
- Potential to open more K-8 schools in next few years
- MOU is vague on K-8 school details
- Existing K-8 school has struggled to establish bell schedule because of lack of detail in MOU and state regulations
- Adding the philosophical perspective~ change from elementary and middle school and what the needs are for students vs K-8 programs
- As a system we have a very limited understanding and experience with K-8 ~ need to try to adapt our system to the K-8 structure
- K-8 is new we need to expand the system to include K-8 model ~ have MOU fit within new system

- Current K-8 less students per grade in 6-8 than in rest of our existing middle schools ~ programming looks very different especially electives
- K-8 teachers are sometimes asked to teach subjects/sections that either they are out of field or inexperienced to help make the staffing plan work
- Online teachers have had to teach additional sections or subjects/content for which they are out of field
- Sectioning looks different as far as online teachers ~ MOU is written for in-person sections
- TOL teachers are teaching MS and HS, working conditions different not defined for teachers who teach multiple levels
- TOL created for alternative options for students who were expelled ~ has grown into an educational option
- Credit recovery and schedule conflicts were other reasons TOL was utilized
- TOL limited to 100 fully online students ~ student taking 1 class is not counted towards that number
- Program supported by .2 counselor and registrar at Ferguson ~ a lot of enrolling and onboarding are performed by TOL teachers
- TOL/SOARS were previously housed at FHS, now with new building they are at Administration building (programs have moved in/out of Administration building, shared decision making processes not well outlined)
- Students engage in online work at different times of day because student needs are different. School day looks different for online teachers/students
- Educator Effectiveness Standards and supervisor experience in evaluating online teachers is something we have not provided explicitly to supervisors

Interests:
- Working condition defined in MOU for specialized programs similar for traditional teaching ~want to provide equity, consistency and fairness to staff in these programs **(both)**
- Making the MOU a clear set of guidelines **(both)**
- Respecting the uniqueness of the job **(TOL)**
- That unique nature of the programs and staff that go with it have working conditions that align with the uniqueness of the program **(both)**
- Kids having access to quality elective opportunities no matter where they go to school **(both)**
- Programming and activities match the intention and purpose **(TOL)**
- Make program more successful for the students in it **(TOL)**
- Understand the philosophy of the K-8 model **(K-8)**
- Reevaluate program to determine if it's needed, due to direction we may be heading with online learning **(TOL)**
- Replicating systems that have been successful in our district **(both)**
- Programming having a cohesive culture **(K-8)**
- Unique program providing equitable access for students ~ that students have equal access to them **(TOL)**
- Evaluation system aligns to online learning performance ~ supervisor/principals trained on what to look for **(TOL)**
- Having curriculums between brick and mortar and online match so there are not learning gaps **(TOL)**
- Online learning a viable option 5 years from now ~ designing a system and solutions that are sustainable over time **(TOL)**

2+ 2 Oversight Committee
- The committee will meet to decide which two critical questions will be discussed at the March 31 large group negotiations meeting

Future Timelines
- Future Negotiations Meeting Dates
  - March 31, 2021 – 8:00 a.m. to 4:00 p.m. Virtual
  - April 8, 2021 – 8:00 a.m. to 4:00 p.m., Board Room, Room 132 and Room 141
  - April 9, 2021 – 8:00 a.m. to 4:00 p.m., Board Room, Room 132 and Room 141
  - April 29, 2021 – 8:00 a.m. to 4:00 p.m., Board Room, Room 132 and Room 141
  - April 30, 2021 – 8:00 a.m. to 4:00 p.m., Board Room, Room 132 and Room 141

Next Steps...
- We will meet virtually for the March 31, 2021 Large Group meeting