The Thompson School District
Negotiations Session #6 & #7- Summary
April 29-30, 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 Teixeira - 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

Discussion:
Question #2
How do we create a system that maximizes teachers’ ability to shape their own professional activities?

Story:
- Some middle schools used iReady to help with their turnaround status – it is now a district-wide directive that all middle schools spend 45-60 mins/week on this
- Middle school teachers feel they have had to step aside in their instruction for a canned curriculum.
- iReady is based on research – time in the program is based on the need of each student.
- Teachers can build 2 days of PD into their goals. The district funds 1.5 days for this.
- We have a fairly robust building-based shared decision making process. there isn’t a similar articulated process for teachers to collaborate at district level. This includes program-based teams (ELD or ESS) and also topic-based initiatives.
- Middle school site-based decision making is sometimes stymied by directives that are given. MS changed to humanities this year–started as a COVID decision – may extend into future years – unclear where staff gets input in that decision.
- First Wednesday of the month is collaboration time for specialized positions – can collaborate across buildings.
- High school gradebooks have been changed in IC – teachers had control over how grades were calculated, that has changed now.
- Little room in ESS for site-based decision making because of all requirements. Each provider has plans/roadmaps for upcoming year.
- ESS is asked more than ever for input on curriculum adoption.
• High school counseling filed a problem solving request earlier this year about TCO implementation; part of the conversation was about how to allow HS counseling to shape the program so they can effectively meet the student needs.

• Article 2-16 (definition of building or site):
  ■ The terms BUILDING and SITE are interchangeable and shall mean any organization, within TSD’s structure, with an assigned administration, that is allocated FTE and/or resources in order to carry out their assigned functions...

• COVID has disrupted the “flow” of what would have been this year. Hopefully we can restore what those input sessions would have created.

• There are a lot of decisions that are made that are not collectively decided, but are the result of collective input.

• COVID disrupted a lot of sites, and that gave us an opportunity to try a lot of new things. Disruption breeds innovation.

• A lot of these issues affect teachers’ sense of agency in the classroom ~ affects our ability to recruit and retain high-quality professionals.

• EC-12 representatives in all content areas work in some capacity with district-level staff ~ curriculum liaisons (math/english) discuss issues of curriculum that address the system broadly.

• High school ILTs who work with curriculum and instruction and the director of secondary education.

• What is meant by professional activities?
  ■ Comes from Article 6 (collaborative decision making): “Collaborative decision making and collaborative processes are not meant to supersede managerial responsibility or employee rights, but to acknowledge teachers’ need and ability to help shape their own activities.”
  ■ Teaching is an art, not a rote step-by-step. Whether it’s time or style in the classroom, decisions about how to best deliver instruction come from within a teacher.

• Agreed a year ago to suspend a negotiation question on district collaborative decision making.

**Interests:**
• That processes and communication within our district leads to teachers feeling valued and heard.

• Having a better understanding and clarity around the function and purpose of like groups within the district in areas where input is given and collaborative decisions are made.

• Predictability ~ people are able to predict how they will be able to give input into a decision and knowing how they are going to get that opportunity.

• Alignment with Strive 2025 ~ and research-based best practices.

• Ensuring our decisions and decision-making structures align with Strive 2025.

• Highly efficacious teachers and evaluators who can recognize best practices and the impact they have on students.

• Retaining and recruiting quality staff.

**Options:**
• Revamp system of EC-12 district-wide content teacher leaders, school content teacher leaders (CL,CC,ILT) to align priorities and predictable structure for input and feedback on district-wide curriculum, instruction and assessment.

• Revisit Article 2-16 as to intent and possible reword ~ site is defined as own FTE and administration-construct a shared decision making for those departments (GT/ELD/TOL). Clear understanding between “building” and “site”.

• Define district office.

• Revisit working of 6.1.

• Revisit work of PCC and feedback on site based shared decision making plans.

• Create a task force to revisit blue book of 2010-site based book.

• Site-based shared decision making

• Teacher agency for implementing their “craft"

• Processes for communication within our district should lead teachers and staff to feeling valued and heard.

**Criteria:**
• Embedded/embeddable (something we can incorporate in our workflow easily).

• Sustainable

• Addresses systemic concern

• Recruitment worthy/brag worthy

**Straw Design:**
• Site-based shared decision making ~ clarify and communicate what is district vs a building decision

• Teacher agency for implementing their craft

• Processes for communication within our district should lead teachers and staff to feeling valued and heard.
Discussion:
Large group discussed adding a PCC charge to monitor Article 6-1.

- **PCC Charge**
  - The Professional Concerns Committee (PCC) will investigate and discuss processes for collaboration, and/or communication, and/or site-based shared decision-making process for topics that supersede building-level decisions. PCC shall make possible recommendations for the 2021-2022 negotiations team and/or 2 + 2.
  
- **Large group approved.**

**Question #1 - Review of Story, Interests, Options, Criteria and Straw Design**
- How can we provide opportunities for effective professional development within the district?
  - Additional Options discussed:
    - Half days the first week of school
    - Delay school by a week for 5 days PD
    - Stick with how things are now, solve for PD by pulling teachers from classrooms ~ HR plans out sub coverage to the best of ability
    - 1/2 days in week 1, then five 1/2 days once/month until February (or entire year) on a predictable day.
    - 1/2 day of January personalized day → district PD
    - Use 1/2 days post-February for personalized time to make up for January day
  - **Straw Design**

- **Straw Design**

- **April 30 - Session #7**
  - **Welcome**

  - **Financial Update - Gordon Jones, CFO**
    - SB21-205 no adoption of long bill ~ reconciling amendments
    - School finance funding bill after long bill passed
    - HB21-1164 ~ indirect impact total program mill levy tax credit
      - Local share comes from property taxes
      - State share would come from contribution from general fund
      - Trying to equalize that to make rates the same - CDE allowed rate to go down
      - Increase to those districts that are less than 27mils ~ TSD is at 22mils
- ESSER II ~ close to submitting to CDE
- ESSER III ~ listening to TEA reps on how to use (what is needed)
- Budget update to the Board on May 5, 2021
- PPR in 2021-22 $8421, PPR in 2020-21 $7718 ~ proposed increase
- Staffing cost for Riverview PK-8 ~ clarification about 30 positions, was built into preliminary budget.

- **Reviewed Interests and Criteria for Question #1**
  - Small groups for straw design options
    - Strengths of each design are in black
    - Concerns of each design are highlighted in blue

![Straw design 1](image)

- 5 days in TENS
- 1 day of personalized
- 2 days of P/T

- 21 hrs = PTC
- 38.5 hrs = Pers.
- 17.5 hrs = Bldg
- 37 hrs = Bldg (LSWed)
- 55 Hrs = Ttl Building Time
- 7 hrs = Dist.
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<th>July 2021</th>
<th>January 2022</th>
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<td><strong>Graduation</strong></td>
<td><strong>Parent/Teacher Conferences</strong></td>
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<td><strong>JANUARY 2022</strong></td>
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<th>February 2022</th>
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<td><strong>Australian Capital Territory</strong></td>
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<th>March 2022</th>
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<td><strong>Sept 24 - 4 hr</strong></td>
<td><strong>Mar 3 - remains same</strong></td>
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<th>October 2021</th>
<th>April 2022</th>
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<td><strong>Oct 8 - 4 hr</strong></td>
<td><strong>May 13 - remain same (Pers Time)</strong></td>
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<td><strong>May 13 - remain same (Pers Time)</strong></td>
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<tr>
<th>November 2021</th>
<th>May 2022</th>
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<tr>
<td><strong>Add Feb 18 as student contact (for 1/4)</strong></td>
<td><strong>Add April 15 as student contact (for 9/24)</strong></td>
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<th>December 2021</th>
<th>June 2022</th>
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<td><strong>Adds 2 contract days</strong></td>
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**Straw design A**
- Two PD Days in TENS week
- PD on Friday, 9/24
- Teacher Personalized Time/Flex Day on 11/22 (was 1/3)
- Non Contract - 11/23 (swap for 2/18)

**Straw Design B**
- TENS - Furlough Days included - similar allocation as past
- Sept 24 - 4 hr Personalized Time and 4 hr PD
- Oct 8 - 4 hr Pers Time and 4 hr PD

**PD on 1/3 - Change from Personalized Time to PD**
**PD on 2/18**
Straw Design C

TENS week - 8/9 - 11
(one district PD day)
School starts 8/12 and 8/13

One furlough day added in September

One furlough day added in October (10/18) for PD

10/8 - AM half day students, PM - pers time

December Day - Full day PD

Straw Design D

TENS - same
Week of 8/16 - 3 hours PD in PM on 8/17-19

Shift to 3 hour late starts, first Wednesday of each month (Sept to May)
Small group #1 worked on similarities of all straw designs
- Consolidated to the following options
- Presented all 3 designs to large group
- Options to be given to the Board

- **TENS - Three days of District PD, 1/2 building and teachers on other two days**
- **Monday 8/16 - Full teacher; School starts 8/17;**
  - Shift to 3 hour late starts, first Wednesday of each month (Sept to April)

- **Straw Design E**
- **Straw Design A.2**

- **Reduction of 3 student contact days (9/24, 1/4 and 2/4)**
- **Reduction of 2 student days but only 2 hour reduction in time**
- **Gain 3 hours district/building directed**
- **Teacher Pers Time no change**
Option A-3D

Option A-2D

Option W: The Wednesday option

Question #3 - Review of Straw Design from April 9, 2021

- 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?

**Straw Design:**

- SELP team (including teacher representation) monitor progress and data related to SEL, behavior and mental health including PD opportunities; provide on-going input into program system and practices
- Board will fund full-time counselors with ESSER funds.
- Final costs for 6 FTE SEL and Restorative Practices positions $460K and $230K
- High School counselors extra days

Next Steps

- Environmental Scan from Gordon if needed
- Update on positions from ESSER funds

**2+2 Oversight Committee**

- To meet on May 4 - agenda for May 5 negotiations

Future Timelines

- Future Negotiations Meeting Dates
  - May 5, 2021 - 8:00 a.m. to 4:00 p.m. IN PERSON
  - May 10, 2021 - 8:00 a.m. to 4:00 p.m. IN PERSON