



Thompson School District Negotiations Session #2- Summary

March 9, 2023

8:00 a.m. - 4:00 p.m.

Susan Sparks, Facilitator

WORK PRODUCT

Welcome:

Attendees:

Dr. Bill Siebers - Chief Human Resource Officer

Dr. Melissa Schneider - Chief Academic Officer

Ms. Charlie Carter - Executive Director

Student Support Services

Mr. Thomas Texeira - Director of Human Resources

Dr. Jason Germain - High School Principal

Brandy Grieves - Middle School Principal

Valerie Lara-Black - Elementary School Principal

Mr. Lazlo Hunt - Director of Special Education

Mr. Andy Crisman - President

Ms. Kayla Steele - Vice President

Ms. Carol Thomas - Teacher Garfield ES

Ms. Kim McKee - Teacher Mountain View HS

Ms. Jill Date - Instructional Coach Sarah Milner ES

Ms. Chrissy Marshall - Teacher Loveland HS

Ms. Sue Teumer, Teacher - Lucile Erwin MS

Purpose:

Problem solving and solutions for 2023-2024 school year negotiated items

1. What are the quality working conditions for Exceptional Student Services?
2. How can we recruit and retain quality professionals?
3. Are leave practices meeting the needs of our employees?
4. How do we ensure educators are well prepared to deliver high quality instruction on a daily basis?
5. How do we address Memorandum of Understanding cleanup or intention?
 - a. Outperforming the budget by a dollar amount v/s a percentage
 - b. Digital teaching and learning conditions
 - c. Mandated professional development practices (ref 13-6)
 - d. Mandated testing days in Appendix A
 - e. Revise to inclusive language

Agenda:

- **Welcome and purpose**
- **Check-in and expectations**
- **Overview of February 24 meeting**
 - What worked last time that we could use today?
 - Asked questions to “depersonalize” and focus on critical question
 - Same norms as last year
 - Big areas of focus - crux of issue of working condition challenges
 - What kind of system is responsive to student needs without creating illusion of winners/losers
 - How can we give students with disabilities quality instruction they deserve
 - Learning Center teachers who give up plan time to support on-line students
 - Survey of principals who are using mapping for FTE: 70% use it, 30% have technical difficulties - ITS working on it
 - **Reviewed Interests**
 - Student support and success
 - Sustainability (retention, morale, budget)

- Fairness/equity
 - Hope/relief
 - Learning support for growth
 - Leverage resources
 - Clarity - Process and systems
 - Efficiency - time
 - Legal - IEP's
 - Exploring ways in which Special Ed staff have greater access to quality PD (added)
- **Reviewed Options**
 - Expand Academic Tester to increase capacity in more places
 - Increase fulltime ESS subs to provide relief in more places
 - Provide additional training for ESS staff to increase efficiencies w/IEP meetings
 - Increase recruitment w/local universities. Consider for sub position, support/mentorship for retention
 - Document ESS process - *share* updated flow with staff (Gen and ESS)
 - Provide more training (regularly) on identified needs
 - Grow our own careers - CTE for ESS paraprofessionals
 - Develop and review universal expectations (shared w/GenEd) around mapping. Iterative technology
 - Data mine Infinite Campus to inform/drive mapping, caseload decisions ~ quarterly workload/caseload review
 - Create a system w/guidelines for different programs for equity-with caseload numbers for transparency - address inconsistencies: refine/fix caseload mapping - FTE allocated
 - ESS Assistants - duties that could be delegated? Scheduling/clerical - classified
 - Targeted district PD days (in district ESS) for all GenEd. Focused on ESS training, focused skill building
 - Continue compensation (possibly expand) for outside of contract work
 - TOSA - ESS skilled for ongoing new hires
 - Advisory Council for ESS staff input/stakeholders
 - "Increase FTE?" not just how resources are mapped out/distributed
 - Empower Coordinators to lower burnout via workload, and empower new teachers to ask for help
 - With "caseload" review-see transparency, use for recruitment-publicize district attention to workload
 - Alternate salary placement for SSP's
- Criteria created by large group
 - Legal
 - Affordable
 - Sustainable
 - Timely
 - Fits the mission
 - Plain language - clear
 - Touch a majority of people
 - Visible
- Negotiations team work - are there certain areas that are already being addressed
 - HR - Academic tester & trainer
 - We can't fill the FTE we have, first fill unfilled positions ~
 - Coordinators/Liaisons to empower new teacher to ask for help (in language)
 - Difference between Coordinators are required to have an administrators license liaisons role is for communications
 - Recruitment - psych and speech language interns, we do hire from that pool

- Special Ed Advisory Committee (SEAC) partnership between parents, community members, staff. Meet monthly, purpose is to get feedback and to advise SpEd in the district
- Membership is stable, but very small 4 to 5 people: goal is to increase numbers
- IC Governance Committee - Chief Technology Officer is working on streamlining
- Mapping is subjective, how do we get it to be less subjective?
- Programs: TOL/non-traditional
- Role of negotiations - where can we make the most impact
 - A lot of stress on new teachers at beginning of year, new positions, paperwork not taught in school
 - TOSA - having support for those staff
 - Programming bank - options for new and existing staff - streamlining, plugged in tool, resource
 - Communication - intentional work, transparency, connecting dots with existing teams and groups
 - Thoughts about differentiated based on needs of each school
 - Communications about what caseload/workload process is (Article 16 or 21), protections for other groups of employees, i.e. class size
 - Do we need to have something for ESS teachers
- Identify focus areas
 - Caseload/workload (Infinite Campus - IT)
 - Recruit/retain ESS specific staff
 - PD - instructional programming systems

Large group broke into smaller groups to create straw designs

- Recruit/Retain -
 - Develop CTE for ESS paraprofessionals to pre-teaching program
 - Center-based teachers expand academic tester
 - Classified assistant to help with scheduling/calling/clerical
 - Extra days for ESS staff ~ cost
 - Use funds for contractors - adjust step/lane for ESS staff
 - Clarification - there are three funding sources for SpEd
 - IDEA, Medicaid and General Fund ~ IDEA and Medicaid can only be used for SpEd
- Caseload/Workload
 - Put Addendum F on hold for a couple years. Save funds to use as a discretionary fund to assist with meetings (separate conversation)
 - History of Addendum F - was a one time ask for funds at the beginning of the year. Negotiations split this into three time periods/year
 - Addendum F is \$300K. Using for caseload is only 3.5 FTE
 - Addendum F is for student needs, not just FTE, i.e. equipment we do not currently have. There are competing priorities for that money
 - SEAC is a tool, opportunity to look at process/systems
 - Creating a work group - need a "key" for mapping data to help make decisions
 - Clarification: Caseload is a number, workload is identified level of service
 - Plan is to bring a work group together. Currently has a process for allocating FTE, this is more global, an additional layer
 - Suggestions to review Addendum F process - make it more building/team friendly
 - There may be solutions that don't require Addendum F
 - This could be a part of 2 + 2 discussion
- PD/Programming/Systems
 - Target communication to ESS staff

- Being intentional of building MTSS in district: providing menu of options that are in alignment. Offering scope and sequence for staff
- More training for ESS staff
- Leverage what is already in place
- Time
 - Ed Camp differentiated
 - Daily plan time: example “of 300 minutes of weekly plan time, 60 minutes will be used for team communication and collaboration
 - 202 days - how can they be used in regard to service delivery
- Professional development
 - Curriculum and Instruction department collaborate with PD dept and ESS depts when planning Tier 1 curriculum materials training and adoption
 - IEP writing, scheduling, working with para-pros
- Structures/programs
 - Streamline instructional resources - create an aligned Tiered system of supports to choose from ...menu of resources
 - Working to the top of your contract
 - TOSA/Coach to support ESS teachers

Groups asked to caucus

- Administrators: Got back to the question - quality working conditions
 - No solutions, losing momentum
 - Narrowed down to a couple things we have in place already
 - New SpEd Director making recommendations for year two
 - Lost in the question
- Teachers: Scope is so broad, what we are talking about with this question touches other questions
 - Spend time in sub groups when we come back
 - Work on other questions
 - Table recruit/retain, PD/communication and work on other questions

Have 2 + 2 take focus areas and put those into 1 page - elements of straw design

- Name those areas: clerical staff, mapping ~ so work doesn't get lost
- Discuss at 2 + 2 on March 22
- Discuss which question to move on to # 2 or #4

Message at this stage is that “we are very much in the process”, continuing having deep conversations

Communication

- Citations for story will include facts/data as needed for clarification
- Both teams to review notes prior to electronic distribution

Next Steps:

- 2 + 2 to decide on next question

Future tasks and timelines

- March 30, 2023 at Administration building - 8:00 a.m.

- **Closure and check out**