Negotiation Progress with Twin Rivers United Educators

Presented by: Twin Rivers Unified School District
Purpose of Meeting: To allow the Board of Trustees to set expectations for negotiations, and to allow both sides the opportunity to share priorities and objectives.
Delivered by TRUE’s Negotiation Team at Special Board Meeting January 30, 2018:

• Salary and Benefits
• School Safety
• Special Education
• Teacher Support
• Work Day/Year
Board of Trustees Priorities

Shared by Individual Board Members at Special Board Meeting January 30, 2018:

- Students a priority
- Fiduciary Responsibility
- Transparency
- Respectful
- Fair
What’s Been Done So Far?

District Daily Work:

- Safety Task Force comprised of various stakeholders established 4 primary focus areas.
- Safety Training & Drills:
  - Site Safety Team Training- Aug. 13
  - School Site Training- Aug. 14
  - Safe Saturdays
  - Established site schedule of drills
  - Catapult Communication System implemented
  - ALICE Procedures and Training
- Consistent Discipline Matrix for all grades
- PBIS: roll-in of school site behavioral expectations
- CHAMPS: District-wide implementation planned for classroom behavioral expectations
- MTSS: support for designated students at select schools
- Progress on Self-locking doors

Negotiations:

- In response to the concern expressed by TRUE regarding access to keys for itinerant teachers, the District proposed language for a check-out and in of keys during the work day at the site.
- Discussion and proposals exchanged on safety drills; association removed mandated training language as a result of the “District Daily Work” being done.
District Daily Work:

- District progress towards becoming a District SELPA which will respond to many of the concerns expressed by teachers:
  - Promptly respond to teachers’ suggestions for professional development and services to students.
  - Actively engage parents in shaping and evaluating services.
  - Thoughtfully allocate funds to align with OUR students’ needs.
- Additional Work on next slide

What’s Been Done So Far?

Negotiations:

- Association proposed a separate article; the District had concerns with the proposal that included:
  - Concerns about the language being legally compliant;
  - Language that provides IEP decision-making power to a non-IEP team;
  - Language that is already reflected in other articles.
- Association is reviewing and will provide counter language.
IEP /Compliance Support
- Process—coaching and direct support
- Scheduling and timeline support
- Modeling facilitation of IEP
- Attendance/facilitation at potentially difficult IEPs
- Compliance checks and support to address potential issues
- Drafting responses to formal parent complaints

Curriculum and Instruction
- Resource development
- Coaching/modeling/consultation (example: accommodation, modifications)
- Scope and sequence development

Behavior support
- Consultation (behavior plan review, specific strategies, classroom layout, procedures, etc...)
- Observation and data collection
- Direct student support
- Staff training

Communications
- Procedure Manuals
- Events calendar (hard copy)
- Outlook invitations for events and timelines
- Newsletter
- Reminders and procedures for required case manager duties
- Site visits
Professional Development

- Joint new teacher meetings—(approx. every 6 weeks).
- SEIS drop ins—provide support for SEIS use and IEP management in 1:1 and small groups;
- PLCs—provide support to address specific compliance updates and information; professional development; policy and procedure updates, collaboration on specific focus topics (selected by teachers in the spring to be the focus for 2018-19)
- Summer and additional PD sessions across the year: curriculum, assessment, IEP compliance/drafting, goals, teaching/instructional strategies, disability awareness
- 1:1 sessions to support specific needs (examples are: building an IEP calendar; drafting Prior Written Notices; taking IEP notes; lesson planning; accommodations; administering a specific assessment etc.)

Teacher, Psychologist and SLP materials stipends
Printers and ink for IEPs
Substitutes for IEPs
What’s Been Done So Far?

**District Daily Work:**

- To improve on-going, timely feedback for employee growth and professional development, the District has instituted earlier internal due dates for the evaluation process that also adhere to negotiated timelines.
- Improved new teacher support:
  - Additional staffing for mentoring purposes;
  - Process to better support struggling probationary teachers;
- Wide-array of Professional Development opportunities developed with feedback from stakeholders.

**Negotiations:**

- Progress made regarding:
  - Mentoring
  - Evaluations
In Summary...

Work completed and in progress will improve:

- Safety for the students, employees and community of Twin Rivers Unified School District;
- Better supports and services for our Special Education students through District SEPLA initiative;
- Provide Professional Development to support our Special Education Students targeted directly at the needs of our teachers and support staff;
- Provide timely and relevant feedback and supports to employees for continued professional growth.
Association Priority Areas:

- Work Day/Year
Association's Salary & Benefits Proposal

- Association Proposed:
  - 5% increase Schedules 1, 2, 5, 6, 7
  - 10% increase Schedules 3 and 4
  - One time bonus of 3%
  - Increase benefit cap by:
    - $300/month employee only
    - $200/month for employee plus 1 and family

- Cost of Proposal for Salary & Benefits Only: $16,514,542 or 12.04%

Costs do not include other Articles that have costs nor Articles not yet presented in negotiations: Work Day/Year; Class Size
TRUE Proposal Cost

Costs for only Salary & Benefits
## Comparative District Salaries

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<tr>
<th>Comparative District</th>
<th>Contract Days</th>
<th>Max Salary</th>
<th>Rank</th>
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<tr>
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Twin Rivers prioritizes:

• Safety
• Special Education
• Teacher Supports
• Competitive Salaries
Schools Services of California (SSC)