



Thompson School District Negotiations Session #2 Summary

April 25, 2024

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
Mrs. Pattie Virden - 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
Ms. Megan Courtright, Teacher - Berthoud ES

Purpose:

Problem solving and solutions for 2024-2025 school year negotiated items:

- Compensation
- Related Item #1 - PLCs: How has the addition of elementary PLC language help support student achievement and/or professional collaboration and/or plan time?
- Related Item #2 - Site-Based Shared Decision Making (SBSDM) plans: How do we support collaborative decision making?
- Memorandum of Understanding cleanup

Agenda:

- **Welcome and purpose**
- **Check-in and**
- **Environmental Scan**
 - Legislative update - Gordon Jones, CFO
 - HB 24-1430: Long bill has been approved and sent to governor for signature
 - SB 24-188: School Finance bill, companion bill. Passed through the house second reading with no amendments.
 - As of now, there have been no changes to TSD PPR \$10,791
 - HB 24-1448: New bill revamp of School Finance Act
 - School Finance Act is 30 years old ~ needs modification
 - HB 24-1389: Newcomer Funding Bill was signed by the governor. \$24 million for 2023-24 newcomer (migrant) students.
 - TSD will participate we have about 41 newcomer (migrant) students
- **Large group reviewed work done on April 11, 2024**
 - **Reviewed Interests for Related Item #1 - PLCs**
 - PLCs became part of the culture (not isolated event) and help teachers be prepared
 - Review effectiveness of wording from the year
 - Late start time be flexible to meet building needs
 - Educators maximize their workload in 8 hour work day
 - Principals having ability to offer PD during work day

- PLCs utilized as research & training suggests
 - Getting elementary teachers more plan time
 - Licensed staff having the ability to shape the work they do
 - Honoring the ability to have timely & purposeful PLC work
 - Ensuring that general ed and SSPs can collaborate during the 8 hr day
 - The culture of PLCs being so effective that all students are able to grow academically (strongly)
- **PLCs focus**
 - Intent - clarity and flexibility
 - 16-4-1-A-6: Elementary late start, language impacted
 - 16-1-5-A: Elementary PLCs
 - Possibly look at minutes, not just days
- **Reviewed Interests for Related Item #2 - Site Based Shared Decision Making**
 - All stakeholders having voice in major decisions
 - SB plans universal commonality
 - Decisions reflect interests of all stakeholders
 - Consistent values across plans and aligned
 - Smooth transitions from one admin in a building to another
 - Authentic conversations in building/reviewing the plans
 - Buildings having autonomy
 - Principals not getting stuck between SDB plans and district/state/legislative expectations
 - Honoring educators need to help shape their own activities
 - Building “trust” within building culture
 - Creating understanding/clarity of “3 buckets”: Admin decision, shared decision, input
 - Sites running efficiently and effectively
 - Aligns with best practice
- **Site Based Focus**
 - Consistency around practice
 - Compatibility - compliant with district policy
 - Consideration of duration
 - ALL stakeholders having a voice in major decisions
 - Guidelines - Attachment #1 (MOU)

Teams caucused to decide on small group work

Large group broke into two groups to work on straw designs for Related Item #1 and #2

- **Straw Design Expectations**
 - Apply criteria to options
 - Proposing a solution that could meet interests/good
 - Evaluative - process of elimination
 - Patience “groan zone”
 - Slow down - breakouts, small groups, caucus
 - Honoring small group work
 - Trust “messy” represent a many interests as possible
 - Feedback from large group
- **Small group straw design for Related Item #2 PLCs**

VERSION 1 BEFORE LARGE GROUP FEEDBACK

16-1-5-a. Elementary PLCs

120 minutes each month of Elementary PLC time will be held outside of the contracted 300 weekly minutes of planning time. ~~on two late start Wednesdays per month. Wednesday late-start time will be designated for PLCs through the building’s Wednesday PD plans unless a site is otherwise able to schedule PLCs within the contract day. The first Wednesday of each month will be designated for PLCs, and the second date will be decided through the building’s late-start PD plan.~~ Teams are not precluded from choosing to engage in PLC work during their plan time.

- In the 2024-25 school year, 2+2 will direct a task force to audit current practices around planning time, PLC work, and professional learning at the elementary level. The task force will make recommendations for equitable elementary planning time and potential financial implications associated with those recommendations. The task force will report recommendations to 2+2 by January 2025.

Clarifying question: *How does it provide clarity around PLCs during student contact day, traded Wednesday time?*

Plan time is within student contact day, other is contract day (beginning or end of day).
Either implying that late start time could be exchanged for plan time.

VERSION 2 AFTER LARGE GROUP FEEDBACK

16-1-5-a. Elementary PLCs

120 minutes each month of Elementary PLC time will be held outside of the contracted 300 weekly minutes of planning time. ~~on two late start Wednesdays per month. Wednesday late-start time will be designated for PLCs through the building's Wednesday PD plans (which may include the use of an equivalent exchange of planning time) unless a site is otherwise able to schedule PLCs within the contract day. The first Wednesday of each month will be designated for PLCs, and the second date will be decided through the building's late start PD plan.~~ Teams are not precluded from choosing to engage in PLC work during their plan time.

Large group discussion on task force

- Is 2 + 2 creating task force
- Will it be balanced representation
- Specific questions you want the task force to answer: How much plan time is at every elementary school and levels at PK8?
- Task force is auditing three things, plan time, PLC work and professional learning: plan time only thing that has value in MOU, trying to separate them out
- Feedback was to have task force work on one thing (will only be elementary school)
- Task force will report recommendation to the negotiations team

VERSION 3

16-1-5-a. Elementary PLCs

120 minutes each month of Elementary PLC time will be held outside of the contracted 300 weekly minutes of plan time. ~~on two late start Wednesdays per month. Wednesday late-start time will be designated for PLCs through the building's Wednesday PD plan unless a building is otherwise able to schedule PLCs within the contract day. Buildings and/or teams may choose to schedule PLC time during plan time if an equivalent amount of time is exchanged for late-start Wednesday time; this must be detailed in a building's Wednesday PD plan. The first Wednesday of each month will be designated for PLCs, and the second date will be decided through the building's late start PD plan.~~ Teams are not precluded from choosing to engage in PLC work during their plan time.

Large group reached consensus to eliminate 16-4-1-a6

~~16-4-1-a-6~~

~~Mandated elementary PLC time will be held on two late start Wednesdays per month. This does not preclude a team from choosing to engage in PLC work within their plan time.~~

- **Small group straw design for Related Item #3 Site Based**
 - Report out from Site Based small group
 - Issue is not so much with one or two schools, more of a global issue
 - Attachment 1 (Licensed Employees Handbook) doesn't meet our needs anymore
 - Rubric is based on the bullet in Attachment 1. Not every school had a plan
 - Was a charge in negotiations previously
 - Great time to revisit what we have in MOU
 - How do we help buildings move forward and be productive

Clarification :

Task force is to look at Article 6 in MOU and Attachment 1 and will guide process and implementation
Will be both internal and external best practices
Committee would make recommendations to negotiations team

First sentence in Action Step 2 comes from Article 6 in MOU
Sites (buildings) will review plans, if school has a question it will come to 2 + 2

Action Step:

For the 2024-2025 school year, 2+2 will organize a task force to review and make recommendations for possible revisions to MOU Article 6 - Collaborative Decision Making and Attachment 1 - Collaborative Decision-Making Guidelines of the Licensed Employees' Handbook. The purpose of the task force is to research internal/external collaborative decision-making plans and identify best practices in order to make recommendations regarding Attachment 1 and/or Article 6 in time for negotiations.

Action Step:

All current SBSDM plans will be reviewed by sites in the fall of 2024 to assure conformity to state and federal laws and regulations, board policy, the Memorandum of Understanding, and other TSD parameters. Sites may reach out to the 2+2 Oversight Committee for guidance.

Large group was in agreement on Action Step 1

Related Item #2 - PLCs: Addition to story was omitted in summary notes from 4-11-24 as conversation was off topic and "interests" did not answer the question.

- PLC's moved to Wednesday 2x month instead of weekly
- PLC move to Wednesday gives building less flex for PD
- Extra time has benefitted w/new math curriculum
- Already designated 1st Wednesday for teams like ESS
- Staff felt restricted with new wording
- Part of tentative agreement was for buildings to look at how they could 300 minutes
- Elementary doesn't have as much plan time as MS & HS
- Teachers are very appreciative of the "extra" time
- Having simultaneous PLC conversations means support staff (SSPs, ICs, Admin) cannot support all PLC conversations
- There's a shared appreciation amongst teachers that PLC can happen in a timely manner vs. prescribed time
- Strong investment on training for PLC conversations to take them beyond elementary to secondary levels as well as a district system
- Teacher have felt this was amazing and have asked what they could do if they had more time
- District committee created to discuss the shift in elem - new lang. (wasn't district created - no k-5 classroom teachers)
- Solution Tree suggest 60/wk for PLC
- District is cont with Solution Tree for every principal 2 days this summer
- SSPs received extensive training to implement in buildings
- Some school have reported data (growth & achievement) has stagnated or declined related to SUIP

Next Steps:

- Reconvene on May 7, 2024
- Large group to review work done on April 25, 2024
- Budget/Legislative Update from Gordon Jones
- Finalize wording for PLC's and Site Based Decision Making
- Compensation review

Future tasks and timelines.

- **Closure and check out**