

Thompson School District Negotiations Session #1- Summary

February 24, 2025
8:00 a.m. - 4:00 p.m.
Susan Sparks, Facilitator

WORK PRODUCT

Welcome:

Attendees:

Dr. Bill Siebers - Chief Human Resource Officer	Ms. Sue Teumer - President TEA
Dr. Melissa Schneider - Chief Academic Officer	Ms. Kayla Steele - Vice President TEA
Patti Virden - Executive Director Student Support Services	Ms. Carol Thomas - Teacher, Garfield ES
Mr. Thomas Texeira - Director Human Resources	Ms. Kim McKee - Teacher, Mountain View HS
Dr. Jason Germain - High School Principal	Ms. Chrissy Marshall - TOSA, Learning Services
Brandy Grieves - Middle School Principal	Mr. Aaron Estevez - Teacher, High Plains School
Valerie Lara-Black - PreK -8 Principal	Ms. Megan Courtright - Teacher Berthoud EX
Karen Hanford - Elementary School Principal	Ms. Jill Date - Instructional Coach - Sarah Milner

Purpose:

Problem solving and solutions for 2025-2026 school year negotiated items

Critical Questions 2025-2026

1. What adjustments need to be made to the Site Based Shared Decision Making process?
2. What adjustments need to be made to elementary plan time?
3. How can we recruit and retain quality professionals?
4. How can we clarify the problem solving / grievance process?
5. How does the TEA president's release time help support education?
6. How do we address undesirable student behavior?
7. Are leave practices meeting the needs of our employees?
8. How do we clean up the Memorandum of Understanding to match intention?

Agenda:

- Welcome and purpose
 - Check-in and expectations
 - Reviewed Protocols from MOU:
17. The 2+2 Oversight Committee will limit the number of identified issues to be assigned to

~~subcommittees~~ **small groups** in order to maintain a high probability of successful resolution. ~~There will be a maximum of five subcommittees, one to deal with salary and fringe benefits and four to deal with other issues. Carryover items, linkage between issues, complexity of issues, and prioritization of old and new items will be considered .in developing committee charges.~~ **Each participating body will designate members in each small group.**

~~18. At the conclusion of the first large group session at which time the issues have been identified and defined, small group assignments will be determined, if necessary. Each participating body will designate members on each small group committee and appoint one as a co-chair. The first small group meeting dates will be scheduled.~~

19. The small groups will be responsible for developing options for resolution of the issues assigned to them. They will be expected to present recommendations, which should be in written form, to the large group. The large group will not be limited to options or recommendations from the small groups. Small groups are encouraged to make presentations regarding all assigned issues at ~~the second~~ **a** large group meeting.

Large group approved

- Norms/Interest Based negotiations process
 - Small groups reviewed 7 Norms of Collaboration, discussed Negotiation norms and how they applied to interest based process:
 - Story -
 - Interests
 - Options
 - Evaluate/Criteria
 - Straw Design

Large group approved Norms, and changed dates to 2025-26.

Relationships matter.

Together, we collaborate and create solutions to 2025-26 negotiation questions.

- We will...
 - Keep a broad view.
 - Be good representatives and remember our audiences who are not in the room.

- Be on time.
- Provide notification and catch up if absent.
- Understand and follow small group and visitor protocols.
- Keep focused on purpose and interest-based process.
- Be present and participate in the work.
- Take care of personal needs.
- Communicate to the public through a spokesperson.
- Use consensus and conduct temperature checks along the way.
- Honor small group and committee work.
- Keep in mind that we don't agree on anything until we agree on everything.
- Listen to understand first and respond second.
- Honor talking time. All voices need to be heard.
- Ok to voice strong opinions.
- Take risks.
- Use your voice; all voices have space to contribute.
- Ask questions and seek clarification as needed.
- Presume positive intent.
- Treat others with respect and value all voices and perspectives.
- Respect others' opinions and experience.
- Keep a sense of humor!
- Celebrate successes!
- Support the work of the group and agreements.

Environmental Scan

- PPR dollars going up, enrollment going down. Losing a little over 509 students

- No root cause for decline: affordability, people not moving, fewer children being born
- Lowest mobility rate in the nation in over 80 years. People are staying where they are
- Incoming graduating class (kindergarten) is small than outgoing class
- Mill/bond did not pass
- New President
- Percentage of FARM students has declined
- Funding from state legislature - five year averaging is ending
- ESS watching grants, Title 1 and Medicaid funds and how executive orders could affect them
- Great applicant pool for open positions. First time in years, we are not having Classified Job Fair
- Introduction of Bob Ebersole, CFO
 - State has \$1B funding issue
 - Loss of students is about \$5M
 - Steps and Columns and increases of 13% - \$2.5M
 - Challenging year

Communication

- Both teams to review notes prior to electronic distribution
- Review 2 + 2 Oversight Committee Report
 - What 2 + 2 Oversight has been working on...
 - Work this year has been task forces. Getting updates and a lot of work done. Critical Questions are coming from task forces

Question 1: What adjustments need to be made to the Site Based Shared Decision Making process?

- Task Force report out
 - Large group added to story after reviewing SBSDM story from 2024-25 negotiations
 - Updated happened

- Some schools did take time this year
- Content was revised and components discussed
- Article 6 - Attachment 1 is from 25 years ago
- Looked at other districts wording and analyzed what was similar
- Looked at by levels
- Elementary liked 1 page format
- Type of decisions: admin., input, team, shared
- Graphics - SMES had link to show how decisions were made
- Consensus - high
- Language may or may not be appropriate
- TES - nice model and process to reconsider
- Middle School - some are harder to follow, councils used and not defined
- TMS defined quorum
- Evolution from elementary to high school
- High school want to make more shared decisions
- As a new leader, plans are hard to understand
- Voting levels are so varied across district
- Need to be respectful
- 2 + 2 defined parameters for Task Force
- Large group added to interests after reviewing SBSDM interests from 2024-25 negotiations
 - Respect site-based
 - Making it work for who is there (new admin/principal)
 - Ongoing adjustments

- Open to revision
 - Reviewed and agreed upon by end of September
 - Inclusive of all employee groups
- Large group discussed draft of Article 6 - Collaborative Decision Making
 - Clarification on school/site for Articles 6-2, 6-6 and 6-8
 - Only buildings have site-based plans, intent was more school-based
 - Clarification on language for Article 6-4
- Like groups caucused
 - Both Administrators and Teachers had a discussion on school-based. It is what happens inside a school.
- Article 6-4:
 - All employee groups will be required to share **some** responsibility for decision-making and collaboration at schools and other work sites within TSD. **Licensed staff should actively be involved in the collaborative process.**
- Article 6-6:
 - When stakeholders have ideas or concerns regarding specific issues, they should be brought to the attention of the principal and/or to **school** site-designed collaborative committees.
- Article 6-8:
 - Shared decision-making process in TSD should:
 - Include time for continued training, implementation, and assessment
 - Represent the diverse nature of its stakeholders
 - Reflect the division of responsibilities. (See Article 6-10)
 - Employ a method of recording decisions and communicating essential information and coordinating decisions with affected groups
 - Include a ~~method~~ **process** for revisiting decisions

- Large group tabled question until next session on March 13, 2025

Question 2: What adjustments need to be made to Elementary Plan Time?

- Task Force report out
 - Large group reviewed story and interests from 2024-25 Negotiations - PLCs and the Options/Criteria from the Elementary Plan Time Task Force
 - Trying to find time with minimal impact on families and without bond/mill passing
 - Three-part survey of elementary principals: When, how often and for what duration do teachers have designated PLC time?
 - Results showed four schools that have “found” more time: PES, SMES, TES and LES
 - Options
 - 1 day a month/quarter for planning - calendar change
 - Lengthen late start - 2 hours
 - Counselor/SEL specialists doing SEL lessons
 - Specials teachers full-time
 - Criteria
 - Still meet required number of instructional minutes
 - Be mindful of what is lost...instructional time, relationship building, control
 - In support of instructional improvement, PD
 - Return on investment of student outcomes
 - Broadly accessed - district stream-lines
 - Financial consideration - compensation included
 - Legal
 - Considerate of families

- Question on what does an 8 hour day look like for ES teachers right now: Elementary 7:10 - 3:30, K8 7:50 - 3:50. TSD has 300 minutes plan time/week. PSD has fewer, Aurora has 90/day and Littleton has days off
- Who has control of soft starts? There is a 15-20 minute gap. Time is used for prep, duties, answering emails, supervising
- Large group created additional options
 - Wednesday after PD days (3 minimum), September, January and February. Would like one more in May after iReady
 - Later start on Wednesdays
 - Early release
 - One hour extra pay/after school/weekly (elementary) at their hourly rate. Would be approximately \$791K - \$827K
 - Extra ½ hour per week \$468K
 - 4 day school week
 - Instead of District PD, make them four elementary plan days
 - Extend school instruction time for elementary (along with 4 days teacher directed)
 - Change one District PD day to elementary plan. Cannot due to literacy adoption
 - Classified support to run “specials” and help with duties before/after school
 - Co-teaching, collaboration
 - Adjust four days across the year
 - Can what’s working at four schools be applied to others? Based on specials configuration year -to-year, funding dependent
 - 4th PD day placement

Next Steps:

- Plan time task force to review charts and come up with Option
- SBSDM to review input and “tighten” up wording for Article 6

Future tasks and timelines

- March 13, 2025 - 8:00 a.m.
 - April 10, 2025 - 8:00 a.m.
 - April 11, 2028 - 8:00 a.m.
 - April 28, 29 and 30, 2025 - 8:00 a.m.
 - May 5, 2025 - 8:00 a.m.
-
- Closure and check out