



Thompson School District
Negotiations Session #3 - Summary
April 10, 2025
8:00 a.m. - 4:00 p.m.
Susan Sparks, Facilitator

WORK PRODUCT

Welcome:

Dr. Bill Siebers - Assistant Superintendent

Human Resources

Sara Rasmussen - Interim Assistant Superintendent

Learning Services

Patti Virden - Executive Director

Student Support Services

Mr. Thomas Texeira - Director of Human

Resources

Brandy Grieves - Middle School Principal

Dr. Jason Germain - High School Principal

Valerie Lara-Black - PreK -8 Principal

Karen Hanford - Elementary School Principal

Ms. Sue Teumer - President TEA

Ms. Kayla Steele - Vice President TEA

Ms. Carol Thomas - Teacher, Garfield ES

Ms. Kim McKee - Teacher, Mountain View HS

Ms. Jill Date - Instructional Coach, Sarah Milner ES

Ms. Chrissy Marshall - TOSA, Learning Services

Mr. Aaron Estevez - Teacher, High Plains School

Ms. Megan Courtright - Teacher Berthoud ES

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

Environmental Scan

State level - maintain four year averaging for the 2025-26 school year then reduce after that

- Holding school districts harmless for 2024-25 funding. No schools to all below 2024-25 funding for 2025-26
- Close to finalizing a draft budget for BOE approval
- Declining enrollment ~ large graduating class, small incoming kindergarten class
- Rising cost of insurance \$2.2M, and utilities
- Lack of affordable housing, people not moving ~ staying where they are at
- Growth in Berthoud and Centerra
- FTE is down 31, or about 600 projected students

Clarifying questions: The CDE spreadsheet shows decline of 200 students, how do we get 519?

- The state updates those numbers on a regular basis

How are those numbers divided geographically?

- Declining enrollment in central Loveland ~ TVHS, Loveland

Federal Level - Department of Education is being dismantled

- Responsibility would go back to states
- Keeping an eye on funding and how funds are used

Question 7: Are leave practices meeting the needs of our employees?

- Large group reviewed Summary Notes for question 7 from March 13 meeting
 - Added privacy to criteria
 - Task Force made three recommendations
 - Create toolkit for a variety of topics - improve Frontline training
 - Update the name of Donate-a-Day, expand to cover more circumstances
 - MOU cleanup and BOE policy align in language
- Large group worked in threes and discussed Task Force recommendation #1
 - 2 items on awareness on variety of leave time available
- Leave Education Program - One place to house this information
 - Benefits
 - Toolkits - definitions or flowchart with digital links
 - HR leads - who to call? Centralized person. Update on a regular basis, start with directory “go to person”
 - Principal and building secretaries
 - Building ambassador
 - AR
 - Payroll - refers back to HR
 - Building bulletin - QR code
 - FAQs or scenarios can assist
 - Survey/evaluation, implement and check for effectiveness
- It's up to ARs to help new staff
- Inequity in small schools vs large schools
- We are creating a system that already exists
- 45% of staff are non-probationary and don't have time

- The reason we are talking about leave time is because the question is “How is leave time meeting the needs of our employees?”
- Bill , Kayla and Karen to work on Leave Statement of Support

Question 2: What adjustments need to be made to elementary plan time?

- Large group reviewed Summary Notes from March 13
- Reviewed Straw Design commonalities and agreed to take out SEL from focus area, they then moved into evaluating options (commonalities, themes) for straw design.

Commonalities

- 4 days off elementary
- Soft Start - changing a technicality, instructional minutes - recording. Information to support another option
- ~~SEL~~
- 4 day plus additional student contact day

Small groups to work on straw designs for Q7 and Q2

Question 7 - Are leave practices meeting the needs of our employees?

- Small group report out:

Tiered system

- Short term option maximum donation of 16 hours (2 days)/year
 - No documentation, circumstance not defined
- Long term option 17+ hours/year
 - Adds flexibility to current system. Documentation provided to HR for approval/not
- Suggest putting limit on long-term as least for a year to see how it works
- Concerns on who would take this over, and how much additional work will be on a district department
- Want to be sure of unintended consequences
- There is robust oversight for sick bank leave, don't want this for Donate-a-Day
- Could be overwhelming use of Donate-a-Day the way it is written now. Could do a 1-2 year pilot
- MOU cleanup - direction sheet and form on pages 12-13 in Employee Handbook
- Large group had consensus on moving in the right direction

Question 2 - What adjustments need to be made to elementary plan time?

- Small group report out Options
 - PD days - implementation time, 3 days. TENS week has two plus one in September, January and February 2 hours on 4 PD days (8 hours) for elementary plan time
 - Wednesday late start first month (8 hours)
 - One day delay start beginning of year (elementary) and/or last school day elementary (+ 4

hours)

- Teacher-directed day. Teacher would have one day to have sub so they can do planning in-building
- Decrease student contact time by 10 minutes.
- Any combination of them - combo with four days September 3 and February 18, one day would come out to 315 minutes
- Soft Start, not all buildings do - SBSDM
 - 30 minute increments
 - Benefits to students
- Reduce 1 -2 contact day(s)
- Increase late start Wednesday to 2 hours or early release 2 hours

Clarifying question: Two hours on PD day, what would happen to K8s?

- Need to look at that further
- Conversation about PD days and elementary schools time: Secondary teachers were taking those days off, potential for that to happen with elementary schools
- Principals who see that teachers are struggling to get caught up are able to give them a day to get caught up
- Would like to see options written out to better understand. Larger chunks of time are more impactful
- There is not a lot of flexibility in elementary schools as there is in secondary. Kids in elementary only have three options: Art, PE and Music. Secondary have 15 options
- 10 minutes would give back ½ hour to the end of the day to elementary school teachers. 30 minutes is not enough time to “dive into” a project

Large group went back to small group work

Question 2 - What adjustments need to be made to elementary plan time?

- Small group report out:
 - Options - leaning toward early release or Wednesday
 - Teacher directed day sub (1) 8 hours flex would be \$70K
 - Minutes - two hours Wednesday, one hour PD, one hour plan time, average of 60 minutes plan time/week
 - Language in MOU should be clear
 - What is best for families? Early release or late start
 - A lot of info and changes, there is potential. Still impacts secondary. Need more info, details matter
 - Want first Wednesdays protected (PLCs)
 - Early release/late start for elementary school has to do with instructional time
 - Instead of late start for everyone, shift to early release. Elementary school would release earlier than secondary

- Lengthening early release would not work system-wide. Trying to eliminate the factors: PD day for secondary but not elementary

Clarifying questions: How do you get parent perception - communication with community?

- We would get feedback. If we decided in this direction, we would need to send out a survey and get BOE support
- 2 + 2 Oversight Committee will talk about options for Elementary Plan Time so that large group can move forward on April 28 and get consensus.

Agenda for April 11, 2025

- Welcome - Overview of Day
- Grounding
- Agenda Check

Question #3: How can we recruit and retain quality professionals?

Start Question #6: How do we address undesirable student behavior?

- Straw Designs for Question #2 - Elementary Plan Time and Question #7 - Leave Practices

Future tasks and timelines:

- April 28, 29 and 30, 2025 - 8:00 a.m.
- May 5, 2025 - 8:00 a.m.

Closure and check out

Future tasks and timelines

- 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.
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- Closure and check out