



Thompson School District
Negotiations Session #4 - Summary
April 11, 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
Thomas Texeira - Director of Human
Resources
Patti Virden - Executive Director Student Support
Services
Dr. Jason Germain - High School Principal
Brandy Grieves - Middle 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 Mr.
Ms. Jill Date - Instructional Coach, Sarah Milner ES
Ms. Chrissy Marshall - TOSA, Learning Services
Mr. Aaron Estevez - Teacher, High Plains
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

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

- Story

- We need high-quality people
- Ongoing challenge to have the right people. Lots of issues out of our control
- Everyone received a bonus in December
- Some positions very difficult to fill and want to keep those high quality
- More mobile employees after COVID
- K-8 create more challenges to recruit for specials and need flexible and more diverse employees
- Challenge of declining enrollment which impacts retention
- SSP positions. We compete against private and we pay more for contracted services
- Extra Duty Committee has wants and future potential needs of positions
- If people can live and work in the same place, they have more buy-in
- For several years, we have had a Budget Study Team that has helped us be creative in ways we can be competitive
- November mill & bond did not pass
- With alternative licensing options, we need more knowledge of how to support these teachers
- TSD had a reduction of FTE for next year. Much of this is impacting licensed staff in buildings, which impacts students
- Insurance costs are rising 13% for next year. My personal cost increased 50%
- We need to continue to provide PD and other ways for employees to improve
- Windfall Act allow PERA employees to collect on Social Security
- Some neighboring districts did pass mill and bond
- 18.9% of new FTE went to APT (adm)
- Escalated (extreme/intense) behaviors factor in to recruiting and retaining
- There is a work-life balance with elementary teachers

- From 23-24 to 24-25 increased starting teacher salaries from \$50K to \$53.3K. Increased steps and columns
- Unfilled positions are getting better, but lack of certified/licensed impact student success
- Several task forces work on topics - working on low or no cost solutions
- For special education and other areas not going through a traditional training program leaves gaps which impact the team
- From last year into this, we added 20 licensed positions to cope w/loss of ESSER funds.
- State's inflation in School Finance Act is 2.3%
- There is uncertainty around federal funding related to Title and we added another school to Title schools, reducing funding average
- Less than 10% of students qualify for free/reduced lunch (TSD) because students have moved. Medicaid is impacted
- School Finance Act changed and being phased in which means this year Thompson is being held harmless next year
- Averaging will drop from 4 years to 3 years
- There is competition from non-public schools: charter, religious. Have a charter school with waitlist of 143 kids
- PPR is up 3.31% but enrollment is down
- Extra Duty Story
 - Contracts in Thompson are lower than many surrounding districts
 - Our extra duty salary schedule uses dollar amount (frozen to 2013-2014 salary schedule)
 - Conversation in extra duty committee - prioritizing increasing the base
 - Big initial cost to update salary schedule and increase costs going forward
 - Extra Duty salary schedules in other districts separate athletics from instructional leadership
 - TSD is not regionally competitive for any of it

- Extra duty committee received fiscal year 1st priorities and fiscal year 2nd priorities
 - \$50,000 -∞ Priority 1
 - \$112,000 for Priority 2
- There are about 1300 extra duty contracts given to 750 people
- \$2.8M for all extra duty contracts. To update our extra duty to base of \$50K (closest to current base) would cost \$1.4M
- 1% increase to extra duty is \$35K. 1 step is \$120K
- Interests
 - People feel like they have hit the jackpot if they work for TSD
 - People being able to live in community where they work
 - Attract next generation of teachers that are passionate about children
 - Being fully staffed as a district and not having people do multiple jobs
 - In new teachers having the skills, resources and support needed to be successful
 - Continue to see improvements in the quantity and quality of applicants
 - Students and community members build long-term relationships with staff staying in buildings
 - Extra Duty schedule being competitive
 - No longer needing contracted services
 - Our workforce reflecting the community we serve
 - Reducing need for mid-year hiring
 - Teachers not needing to take a second job
 - Recruiting high-quality substitutes and paying them timely
 - Conditions that support teacher leadership
 - Culture that retains students in our district that recruits and retains teachers

- Recruit and retain high-quality staff to positively impact student outcomes
- Reducing class sizes

Large group moved into small groups for Options

- Options
 - Steps and columns
 - Splitting extra duty contracts into two groups
 - Task force for extra duty salary schedule
 - COLA for base...% or \$\$
 - Extra duties?
 - Instructional coaches to support alternative licenses/new staff
 - Creative scheduling to support staff...experiences leaser and or new staff
 - Our district to explore the “state apprenticeship” program
 - Post open positions at same time as surrounding districts for next year’s staff
 - More robust supports for new teachers/new hires - purposeful/ongoing
 - Possibly as a cohort model
 - Compensation
 - SSP salary schedule competitive with private sector
 - Certified salary increase
 - Provide recovery leave
 - Salary increase to providers of significant needs students
 - Match COLA with compensation
 - Additional 202 flexibility
 - Looking at impact of combining small schools

- Performance bonus - student data
- Steps/columns automatic, not an option % to base \$ to each cell
- Four day work week
- Teacher affordable housing
- Increase extra duty salary schedule
- Match COLA
- Daycare option for employees
- Criteria
 - Affordable
 - Limit harmful impact
 - Supports all staff classifications
 - Sustainable
 - Legal
 - Competitively innovative destination district

Large group reviewed PCC (Professional Concerns Committee) notes and charge from 2023-2025 around student behavior and added to interests

- Interests
 - Communication, clear expectations and consistency
 - Adequate staffing and resources
 - Students and staff being physically and emotionally safe
 - Classrooms being largely focused on instruction
 - Efficient and simple behavior reporting tool
 - Good communication from admin to all staff related to student behavior (all staff that work with that student)

- Communication happen with home that involves all parties
- Supporting students with trauma while minimizing exposure to other with secondary trauma
- Strengthening family and school partnerships
- Maintaining the dignity of the children in the disciplinary process
- Staff and teachers being trained and using best practices in the school and in the classroom
- Looking at how we support staff with mental health and physical safety support
- Flexible system to teach students who need it to learn how to be a student and/or learn how to handle their emotions
- Giving kids tools instead of excuses “get past it - not live in it”
- Subs being trained and supported and adequately managing student behavior
- Retaining student enrollment
- Retaining that next generation of teachers
- Making sure teachers can get subs if they have “that class”
- Designing better supports for students who need and have the intense support
- Shared responsibility between teachers, staff, admin, guardians
- Closing the discrepancy gap with students of color, poverty and students in special education
- Using restorative and guidance from our matrix that is balances
- Students are offered opportunities with restorative justice

After reviewing PCC notes, the three highest rated statements were recommended options to negotiations. Additional options were also added

- Options

- Implement consistent responses to behavior
 - Appendix G back into MOU ~ Policy GBGB from handbook

- Adequate number of people to respond to behavior
 - Adequately trained people to respond to behavior - PD days
- Implement a more efficient system of behavior reporting
 - Class coverage to input data
 - Out of Infinite Campus to working at all bugs/or not - cumbersome
- Looking at short term - long term supports
- Each building has flowchart and people I can go to for support
- Strengthening school/family relationships
- Prevention Steps (teaching, reteaching)
- Consistency of counselors
- Straw Design
 - Create efficiencies in IC Behavior Reporting Tool
 - Have Infinite Campus create ability for teachers to see (basic) response to behavior referral
 - Flowchart and training for response
 - Behavior response - who has which responsibilities
 - Who to call
 - What does it take to have multiple minors become a major
 - Roles of each person (SEL, Counselor, etc.)
 - Classroom/hallway management vs. minor behavior
 - Methods of support
 - Differentiation between major and minor behavior referrals
 - Create access for classified staff to enter referrals
 - System of documenting minor teacher-managed behavior, especially repeated ones
 - Google form
 - Forms from Behavior Support Team?
 - Tiered system (1,2,3)
 - Consistency in message to admin/buildings re: what/how to input
 - Revisit communication coming out

Small group from Question 7 reported out on straw design

- Straw Design
 - Parameters around expanded DaD
 - Professionals at this time naturally regulate this already by donating in segments, having limited days/hours available annual to donate
 - “Pushy” people who are hard to say “no” to
 - Protect this valuable resource
 - Keep in mind privacy
 - Expand reasons why people can use
 - ? up to x number days
 - How do we look at equity large vs. small schools
 - ? keep given donation limits
 - 30 day max for Donate-a-Day
 - Donate-a-Day would be full pay, FMLI is 66%
 - Current system sick leave is for family, Donate - a - Day is for immediate family not covered by FMLA
 - Allows for unexpected issues, differentiation in circumstances

Small group explained current leave practice

Use of annual leave, then accrued leave

⇓

Sick Bank Leave for employee illness

⇓

FMLA for qualifying events

⇓

Donate-a-Day if more time needed (can be used for immediate family) or LOA (unpaid)

Small group had consensus on:

- DaD stays in some form
- 16 hours/year no questions asked
- Eligible w/limits
- Donata-a-Day circumstances expands
- Documentation must be given to HR
- There should be a limit to extended DaD to minimize impact on system
- Available time should maximize impact on employee need

Concerns and questions from large group:

- How did you come up with six weeks? Covers time that is not covered by Sick Bank Leave

- Costs involved, too many variables to figure out
- Has this been talked about for all employee groups? This hasn't been addressed
- Need to have a ceiling on days

Large group reconvened

2 + 2 Oversight Committee will meet on April 16, 2025 and connect with Susan Sparks to set agenda for April 28 negotiations.

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