



**Thompson School District
Negotiations Session #5 - Summary
April 28, 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**

Environmental Scan -

- Hold Harmless bill passed and was sent to Senate
- PPR same dollar amount as last year
- Written report on Tuesday

2 + 2 Oversight Committee report out:

Committee met twice and discussed how the April 10 and 11 sessions went, and also to plan agenda for today.

Question 5: How does the TEA president's release time help support education?

- Story
 - Randy...Nancy 3 president's back to get full time release 97-98 for full-time through 2013-14. After the BOE of 2014-15 president went to half-time. Three years full time - Andy had NEA grant to fund it. NEA will not do it again for 25 years.
 - Purpose of NEA grant was to try to get it back to full-time: 60%, 50%, 40%
 - Section 5-5, page 5 of MOU
 - Sign of times. With email, texts, physical visibility helps people feel supported
 - Since president has not been full-time had to rely on CEA staff more
 - Full-time so the president could be fully informed and could attend meetings during the day
 - Full-time allows the president to go to buildings and visit members
 - Negotiations has moved to off-season work such as budget study, task forces. This allows us to function at higher levels
 - ESSR funds were used in the past. TEA.5 and district .5
 - Poudre, St. Vrain and Greeley have full-time presidents. Boulder both president and vice president are full-time.
 - ½ time teacher, ½ time president doesn't make people happy. Missed school absences a lot. Also district admin not happy that meetings are missed
 - TSD highly values collaboration/decision making and president is a good rep of licensed staff voices
 - 1997: 5-5-1 - President full-time release plus benefits
 - 2013 - same info
 - 2014-15 TSD spells out minimum of half-time release, TEA reimbursement costs
 - 2015- present pay was ½ of everything. Before that TEA contributes
 - Didn't change MOU during the times. Things happened at budget level
 - TEA president facilitates or participates in a number of committees such as PCC, TPAC, 1338, DAC, MS Bell Schedule, Negotiations, Budget Study, Task forces, interview teams
 - More availability equals better communication. Helps with rumor control. Harder now as compared to when Andy was full-time

- No time to meet regularly with admin teams (central)
- Crystal Apple didn't happen this year
- Where we had full-time president's, president was more available for initial problem-solving so problem may not have escalated to a grievance
- Based on MOU, TEA could pay for a full-time release, however every dollar in budget is obligated with half-time release
- **Interests**
 - Strong associations in TSD to continue the culture of collaboration
 - TEA president being available for emergent situations and to prevent grievable situations
 - TEA president having time to build strong relationships with all admin in the district
 - TEA members being able to get a rapid response to emergent situation
 - TEA being empowered and utilizing the MOU as it is written
 - The president has the energy for proactive and celebratory actions (not burn out)
 - Being able to collaborate more proactively with president about Student Support Services and issues that come up
 - TEA and district continues the strong collaborative relationship that has historically been part of district
 - Facilitating strong collaboration and proactive work to use in negotiations (i.e. budget study, etc.). Negotiations does deeper work
 - Minimizing impact to students
 - TEA being able to budget for the president's release time
 - Reducing external support

Large group moved into small groups for Options

- **Options**
 - 1.0 FTE designated to TEA president
 - Vice president .5 FTE release
 - .75 FTE release plus .25 sub
 - .50 FTE release plus .50 sub
 - Meetings to be based on the president's release time
 - Seeking grant funding options
 - Restore 1997-2013 language
 - Move all meetings to occur after school...those that aren't already after school
 - Give part time president more TEA leave time
 - Make vice president half-time, president half-time
 - Explore other grants to pay half time additional salary
 - Explore long-term sub options
 - Bullet #4, Page 5 - TEA absorbs cost of full-time president release
 - District-funded, full-time president release \$62,500 (est.) Move wording from 2013-2014
 - TEA pays .5 equal to Column 5, Step 20 (\$81,570), TSD pays remaining

- Or above plus 25% - benefits
- Stay same as current
- Criteria
 - Sustainable - person and system
 - Consistent for students
 - Affordable for TEA and TSD
 - Manageable

Question 4: How can we clarify the problem solving/grievance process?

- Story
 - Number of steps that are unclear or go multiple ways in the problem-solving/grievance process
 - Example: Appendix B problem-solving form in handbook. First 5 sections get filled out by teacher that is problem-solving. Next section some teachers have been filling out prior to a meeting with district folks
 - Example: Appendix D - handbook grievance form - does not state where a completed form goes. Needs to go to both HR and TEA. Not happening now.
 - Problem-solving 7 days up to 14
 - 8.5.3 and 8.5.4 needs titles updated
 - There have been 4 grievances this year
 - Article 8, page 9 MOU - Handbook page t
 - In MOU ↑ 8-2-2 does not include Board policy - can't grieve Board policy *SAFETY*
 - Number of days varies at different stages
 - 8-4-b: Schedule within 7 days up to 14
 - 8-5-5 g: Within 5 days of Board review
 - Multiple days within each step
 - Interpretation of person filling out paperwork 2-4 a year
- Interests
 - Good, strong collaboration between TEA and others in district
 - Consistent ability to solve issues = avoid grievance at lowest possible level
 - Not stuck between MOU and Board policy
 - Clear communication
 - Clear understandable, simple process that is timely to help resolve issues
 - Keep systems consistent: open door, lowest level
 - Educators feeling their concerns are heard and addressed
 - Protecting student's confidentiality during problem-solving/grievance process
 - In problem-solving being seen as healthy (not punitive) process

Large group moved into small groups for Options

- Options
 - Modify/clean up MOU/Handbook forms
 - Refresher after clean -up
 - Look at Article 8 language
 - Definitions, general statements
 - Formal vs. informal 8-2-1
 - Full-time president: relationships, communication
 - Revise forms to make it clear that proposed solution is not filled out until after
 - Revise the grievance for with who submit it to upon conclusion
 - Return Appendix G to MOU
 - Limit formal problem-solving to only grievable problems
 - Clarity - make another form for informal problem-solving
 - Add informal site-based to SBDM
- Criteria
 - Clear and simple
 - Manageable
 - Solution-oriented
 - Human centered
 - Solid, problem-solving, collaboration process: Top to bottom - TSD relationships
 - Promotes civility and good relationships

Large group moved to small groups to work on Question 2 - Elementary Plan Time and Question 7 - Leave practices

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

- Small group report out: Straw Design Summary
 - 1 - 2 contact days
 - ½ day per month, /month Friday
 - Increase late start Wednesday to two hours or early release Wednesday
 - (Site-based plans) Personal plan time
PD Days - 2 hours (elementary plan time)
- Implementation
- Teacher Directed sub day - 8 hours plus
- BOE uncomfortable - options touching calendar



Small group found consensus on two main areas

- Elementary teacher plan day/sub time - flexed in calendar
- K-2 assessment days (sub code) (page 57) language 16-1-3
 - On four of the five professional days, a total of 2 hours will be scheduled for elementary plan time. (specify dates)

- Charge for calendar committee 2026-2027
 - Community survey, which way we prefer to capture hours, switch to early release would be for all grade levels, 1 day/quarter or ½ day/month
 - Working towards “something”
- Surveys would not be just for calendar committee, should be included in mill/bond as well
- 2 + 2 needs to keep this on the radar
- Can TA indicate this is the direction this negotiations team wants to go. Discussion on creating a task force for elementary plan time
- This is already year 3 of this discussion, feels like we keep “kicking” it

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

Small group report out: Straw Design Summary

- Have S.D - flow chart
- Consensus on HR creating tool kits on current leave practices
- Option - short term Donate-a-Day without documentation (more flexible circumstances) 2 days
- ~~Longer term -- Donate-a-Day trying to find right balance flexible without overwhelming system: 10,20,30 days~~
- Language in MOU and form changes in Handbook
- Existing Donate-a-Day for family health would continue as is

Large group set agenda for April 29 session

Closure and check out

Future tasks and timelines

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