



**Thompson School District  
Negotiations Session #8 - Summary  
May 5, 2025  
8:00 a.m. - 4:00 p.m.  
Susan Sparks, Facilitator**

**WORK PRODUCT**

**Welcome:**

Thomas Texeira - Director of Human Resources  
Sara Rasmussen - Interim Assistant Superintendent  
Learning Services  
Patti Virden - Executive Director Student Support  
Services  
Lazlo Hunt - 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  
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:**

- Governor signed a "place holder" for the budget
- TSD PPR will increase by \$192 per student

**Like groups caucused:**

Teacher report out: Updated team on comp meeting this morning

Admin report out: Updated team on comp and the 2 + 2 meeting that was held last Wednesday

**Large group went to small group work:**

**Question 6:** How do we address undesirable student behavior?

- Small group report out:
  - Reviewed and added to previous straw designs
    - District-wide expectations every school has process known by all in the building and written down, for handling student behaviors (when social contract is broken and when behaviors continue). Note: this is in process of being addressed by CIT
    - Train current para's for RBT. Will save money on contracted services, and reimbursed by Medicaid \$salary - medicaid's BCBA expanded (IEPs, 504s, BIPs other RtI/Health plans)
    - Create efficiencies in IC behavior reporting tool (Task force/PCC to monitor)
    - Tie into SBSDM plans
  - Have IC create the ability for teachers to see (basic) response to behavior referral. \*Patti will research how teachers receive disposition email after completing 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 for support
  - Differentiation between major & minor, behavior referrals
  - Create access for classified staff to enter referral
  - 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/building re what/how to input
    - Revisit communication coming out
  - Investigate levels of IC that can be purchased - look into options

Clarifying questions:

- Are bullet points in language
  - They are not in language
- If it's district-wide, how does it apply, how is the building supporting staff?
  - Building-specific

Small group would like feedback on how to create a "safety net" for teachers

- Policy GBGB in MOU
- Create MOU article regarding behavior

- Statement of care and concern and directions on how to get support and that it's not retaliatory

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

- Small group report out: There's a lot of energy around elementary plan time, we want to keep the momentum

Review of straw designs

- Personalized time - 10 hours over 5 PD days. In at least 2 hour chunks
- Floating personalized day up to 8 hours w/sub code. Can be taken in partial increments
- Future commitment to increasing personalized time
- Provide 1 additional day in January for elementary teachers (January 7th)

Small group reached consensus on these.

Large group feedback

- Needs to be defined in 16-1-3 and 16-4-1 in MOU
- What is defined as plan time (in MOU)

Large group went to small groups to work on Q6 and Q2, Q3 and Q5

**Question 2:** Straw Design

Article 16-1-1

Added day in January 7, 2026 K-5 only

PD days: original 10 hours of personalized time - now 8 hours

**2025-2026 THOMPSON EDUCATOR NETWORK (TENS WEEK)**  
**2026-2027 dates will be located in the first amendment to the MOU**

Wednesday August 7, 2025	Thursday August 8, 2025	Friday August 9, 2025	Monday August 12, 2025	Tuesday August 13, 2025
AM Building PM Teacher	District PD all day	District PD all day	AM Building PM Teacher	AM Teacher PM Teacher

16-1-3. **Personalized Time and Professional Development Days**

- Personalized Time will provide teachers an opportunity to personalize the work associated with the teacher quality standards. Teachers may decide how to utilize this time to best meet the needs of students.

**2025-2026**

- October 10, 2025
- January 5, 2026
- January 7, 2026      K-5 only
- March 5, 2026
- April 24, 2026

- Professional Development Days are designed for the enhancement of student achievement. These days will support district and building initiatives that are

designed to promote articulated curriculum, instructional delivery, and assessment practices across levels and throughout feeder systems.

September 2, 2025

January 6, 2026

February 17, 2026

2026-2027 dates will be located in the first amendment to the MOU.

16-4-1: Goal was to get additional plan time;

a. **Elementary Level Plan Time**

1. At least 300 minutes per week in a five-day week will be scheduled for elementary school teachers.
2. In addition, elementary school teachers will receive a minimum of 24 hours of personalized/plan time. This will be accomplished through the following mechanisms:
  - a Personalized time on district professional development days, as defined in 16-1-3-b.
  - b Floating plan day as defined in Appendix A.
  - c Personalized/plan day identified as K-5 only as defined in 16-1-3-a.
- ~~3. Beginning the 2026-2027 school year, the equivalent of an additional 60 minutes per week will be scheduled for a total average of 360 minutes per week.~~

Clarifying question: can there be a sub code created for floating plan day so that we can keep track ?

There may be some confusion. Will create in absence management system

**APPENDIX A – *Elementary Assessment and Floating Plan Days***

1. **Assessment Days:** To ensure adequate coverage for elementary teachers responsible for state required academic plans, teachers will be allowed the following during the school year:
  - a. K Provide up to 3 substitute days (may be taken in ½ day increments)
  - b. 1st Provide up to 2 substitute days (may be taken in ½ day increments)
  - c. 2<sup>nd</sup> & 3<sup>rd</sup> Provide a .5 substitute day
  - d. ESS Provide up to 1 substitute day (may be taken in ½ day increments)
2. **Additional Plan Day:** 16-4-a-2 of the MOU creates a floating plan day to allow elementary teachers time to engage in high-quality instructional planning. Elementary teachers will be allowed **up to 1** substitute day during the school year. This time may be taken in partial increments.

Who is doing these, exploring reviewing?

MOU cleanup remove 300 minutes - as it does not apply

**Large group approved with consensus**

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

- Small Group report out straw designs:

5-5-1. TSD will support **the full-time** release time for the Thompson Education Association president (**plus an additional ten days**) as follows:

- **TEA will reimburse the district half** ~~A minimum of half-time release for Association president with the Association reimbursing the district~~ the cost of release time salary, PERA and insurance benefits of the elected president's scheduled salary position.
- **TSD will pay half the cost of release time for Association president, including salary, PERA and insurance benefits of the elected president's scheduled salary position.**
- TSD will retain the Association president on full salary, PERA and insurance benefit schedule for the duration of the contract.
- The Association president will receive all salary and step schedule increases with PERA, and insurance benefit privileges as negotiated for the contract period.
- The Association will have the right to increase the release time president with the understanding that reimbursement of salary, PERA, and benefits to the district will reflect stated equivalent release of the elected president's scheduled salary position. The Association will notify the district of any increase in release time no later than May 1st of each year.
- Additional days of leave will be granted provided they are mutually agreed upon by the Association and the Superintendent. The district will provide cost coverage for such days.
  - TSD will cover the bill for 2024-25 TEA presidents time

**Large group approved with consensus.**

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

- Small group report out straw designs:
  - Steps and columns awarded (\$2.5 million for all employee groups) = 2%
  - 2.5% COLA added to base (salary schedule A and B) (\$2.3 million for licensed only) = 2.5%
  - 2.3% to extra duty salary schedule base (\$93,000)
  - District maintains current process of absorbing \$2.3 million to support 13% health insurance increase
- Charge to be added to tentative agreement
  - Budget study will investigate:
    - 1) the extra duty salary schedule, to specifically determine the implications of splitting the schedule into multiple sections.
    - 2) the sustainability and affordability for TEA and TSD of the TEA president's full-time release as written in 5-1-1 of the 25-27 MOU.
- Update hourly rates as necessary. (to \$36.91)

**Large group approved with consensus.**

**Question 6:** How do we address undesirable student behavior?

- Small group report out straw designs:
  - Addition to Public School Works Training: Employees to read and sign off on statement and Board Policy GBGB
    - Thompson School District and the Thompson Education Association believe a safe learning environment is the foundation upon which meaningful education is built—for both students and staff. When individuals feel secure, respected, and supported, they are empowered to grow, explore, and achieve their full potential. Safety fosters trust, and trust opens the door to collaboration, creativity, and resilience. For students, it means having the freedom to learn without fear, to ask questions, and to be themselves. For educators and staff, it provides the stability needed to lead, inspire, and nurture. A truly safe environment is not just about

physical protection; it's about emotional and psychological well-being. It's a commitment to dignity, inclusion, and the shared belief that every person matters. When safety is prioritized, learning thrives—and so does the entire school community.

- Task force charge re: behavior

In the 2025-26 school year, 2 + 2 Oversight Committee will direct a task force to improve and develop efficiencies in behavior reporting. The intent is to increase clarity, consistency and due diligence in behavior reporting to provide appropriate consequences, follow-through, and communication to support students' needs. The task force will include relevant staff such as but not limited to those from Learning Services, Innovative Technology Services, and Thompson Education Association to:

- Adjust the reporting system for classroom-resolved (minor) and office-resolved (major) discipline referrals to align with the district discipline matrix and state reporting requirements
- Make certain that each staff member that reports a behavior incident gets a response that indicates how the concern was addressed
- Provide clear differentiation between classroom-resolved and office-resolved behavior referrals
- Create access for all classified (e.g. duty personnel, campus monitors, office staff) and certified staff who supervise students to input behavior referrals
- Create a simple flowchart that explains the process for inputting disciplinary referrals
- Redesign a behavior tool that collects the big-5 data (location, time, type of behavior, all parties involved, and discipline response) and that is intuitive, simple to use, and includes drop-down options; has the ability to pull reports for relevant teams to review students' plans and data processes
- Establish clear ways to communicate with guardians/parents
- Protect confidentiality of student information (FERPA)
- Allow access for assigned staff members currently teaching and supervising students to review suspension re-entry, behavior plans, and safety plans following FERPA guidelines
- Train all stakeholders in the system with the new process

Like groups caucused

Teachers report out: approve every part

Temperature check on philosophical statement above and if it should be included in MOU

Philosophical statements in the MOU have specific guidelines or parameters, this statement does not yet.

It will not be included in the MOU.

**Large group approved with consensus**

**Question 8:** How do we clean up the Memorandum of Understanding to match intention?

- This is an ongoing process that Kayla and Karen will work on

**Closure and check out**