Thompson School District  
Negotiations Session #1- Summary  
April 12, 2022  
8:00 a.m. - 4:00 p.m.  
Susan Sparks, Facilitator

Welcome:  
Attendees:  
Dr. Bill Siebers - Chief Human Resource Officer  
Dawne Huckaby - Chief Academic Officer  
Ms. Charlie Carter - Executive Director  
Student Support Services  
Mr. Thomas Texeira - Director, Human Resources  
Dr. Melissa Schneider - Director Professional Development  
Jason Germain - High School Principal  
Brandy Grieves - Middle School Principal  
Valerie Lara-Black - Elementary School Principal  
Mr. Andy Crisman - President  
Ms. Kayla Steele - Vice President  
Ms. Carol Thomas - Teacher Garfield ES  
Ms. Kim McKee - Teacher Mountain View HS  
Ms. Jill Date - Instructional Coach Sarah Milner ES  
Ms. Chrissy Marshall - Teacher Loveland HS  
Ms. Sue Teumer, Teacher - Lucile Erwin MS  
Ms. Megan Courtright - Teacher Berthoud ES

Purpose:  
- Create solutions and recommendations for 2021-2023 Amendment to the 2021-2023 Memorandum of Understanding negotiated items:
  1. Compensation  
     a. Extra Duty Salary Schedule  
     b. Other  
  2. Other related items  
     a. MOU cleanup  
     b. Posting of Professional Staff Vacancies

Agenda:  
- Welcome and purpose  
- Check-in and expectations

- Norms/Interest based negotiations process  
  - Small groups reviewed Interest Based Process and Norms that applied to each step  
    - Story  
      - Being a good representative and remember audience (what’ the story behind it)  
    - Interests  
      - Keep focused on purpose, big picture perspective, what are our goals  
    - Options  
      - Brainstorm, thinking outside the box  
    - Criteria  
      - The rules of the option, helps pare down why some will/won’t work  
    - Straw Design  
      - Draft, filter options through criteria  
    - Agreement  
      - Implement/Evaluate  
      - Large group approved 2021-2023 Norms, and changed dates to 2022-2023.
Relationships matter.
Together, we collaborate and create solutions to 2022-23 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.

**Communication**
- Citations for story will include facts/data as needed for clarification
- Both teams to review notes prior to electronic distribution

**Review 2 + 2 Oversight Committee Problem Solving Updates**
- What 2 + 2 Oversight has been working on...
  - Job posting wording is not compliant with Department of Labor
    - Issue is that open vacancy in the building is posted in-building for 2 days, law is that the whole organization needs access.
    - To be compliant, we are posting in-building 2 days and simultaneously outside for 5 days.
  - Reviewed Negotiations Protocols
  - In compliance with dates in MOU
  - MOU cleanup
  - Reviewed PCC Charges from last year and progress

**Environmental Scan**
- Gordon Jones, CFO, will be available to provide any necessary support

Handout - Negotiations Update - 4/12/2022Legislative Update

Overview - Key points below
- Actual Funded Pupil Count (FPC) for 2021-22 budget year is lower than expected
- At-risk pupil count for 2021-22 budget year is lower than expected
- Local property tax and specific ownership tax revenue are higher than expected
  - These items result in a decrease in total program funding from the state for 2021-22 budget
- Budget Stabilization Factor (BSF) for 2021-22 = $503.3M (TSD share = $8.1M)
- TSD Per Pupil Revenue (PPR), prior to rescission is $8,527.12
- HB22-1186 included $91.4M for additional at-risk (Free and Reduced Meal)(FARM) applications due to the USDA offering a waiver for all school meals. (TSD share is $1.4M with $0.3M distributed to charter schools)
○ School Finance Act related items
  ● $182M buy down of BSF, to $321.3 (TSD share = $5.2M)
  ● TSD PPR, prior to rescission is $9,039.55 (increase of $512.43 from 2021-22)
  ● Senate version has amendment proposing elimination of BSF for 2022-23

○ October Student Count (Headcount) and FPC
  ● 2022-23 preliminary budget forecast assumes TSD student count will remain flat vs 2021-22
  ● TSD student count decreased by 1,219 students from October Count 2019-20 to 2020-21
  ● TSD student count increased by 177 students from October Count 2020-21 to 2021-22
  ● School Finance Averaging means that even though student count is forecasted to remain constant from 2021-22 to 2022-23, the TSD FPC is expected to decline by approximately 128.5 FPC

○ Mill Levy Overrides (MLO)
  ● MLOs passed in 1999 and 2006 are at capacity, will not increase in the future
  ● Expenditures associated with 1999 and 2006 MLOs currently outpace the revenue that is collected by approximately $4.2M annually
  ● MLO passed in 2019 is a fixed mill
  ● 2021-22 was assessment year for Assessed Valuation (AV)
  ● District net AV increased in 2021-22 by $139.8M (6%) which resulted in approximately $1.1M more in revenue from 2018 MLO
  ● A 1% improvement in net AV across all property types would yield approximately $0.2M of additional revenue for 2021-22
  ● Expenditure Increases
    ● Employer PERA rate increase 0.5% (to 21.4%) on July 1st
    ● Steps and Columns approximately a 2.42% increase (~$2.6M) across all employee groups (approximately $1.1M = every 1.0%)
    ● Increase in severance program costs
    ● Property and liability insurance increase in 2020-21 approximately 2.5% due to additional property under coverage with completion of bond projects
    ● Increase in school instructional and non-instructional budgets to maintain consistent per pupil level of spending with prior years
    ● Increase in fuel prices for transportation
    ● Continued escalation of costs associated with out-of-district placement of significant needs Special Ed students
  ● Inflation factor 3.5%
  ● Federal Stimulus Funds
  ● ESSER 2 need to be encumbered by June 30, 2022 and fully expended by September 30, 2022
  ● ESSER 3 expenditures in progress, and need to be encumbered by June 30, 2023 and fully expended by September 30, 2024
  ● Focus on in-person learning and addressing learning loss during pandemic
  ● Funds are one-time source of revenue

**Compensation**

**Story:**

● Many came into the reopener, we needed to adjust the salary schedule so it would help w/recruit & retain. We made sure they were non-recurring costs
  ● 2.7% to 3.5% inflation rate
  ● Varying bands of increases around year 10 - 10% increase then goes back (stands out). After 9.5 bum, there is diminishing return on steps
  ● One of only districts can move all the way over on Schedule B. Here you can move w/Bachelors degree
  ● *Our salary schedule tends to fall further behind neighboring districts after Step 10. Before step-more parallel w/other districts
  ● Increased cost in Steps & Columns (ave 2.42%) would also be applied to APT and Classified; some cells on salary schedule for licensed are 0.96%. Some get 0% increase; max is 9.56%, median is 2.36% for steps. According to December 2021 FTE scattergram, 56% licensed staff on schedule B earns less than 2.42% steps & columns
  ● Some licensed staff are at the bottom of a given column where they are forgoing getting raise or moving across columns
  ● TSD is generous about providing TIC credits to allow staff to change columns. Offerings limited in past 2 years due to COVID
  ● RH article said Loveland/Berthoud home prices have risen 31% in past year
  ● $6.5M of new PPR revenue
At elementary level, principals and coaches plan PD. Coaches aren't paid for days before school starts. Practices across district are varied in order to compensate coaches.

A teacher closed on house in Alabama - based on 40K salary: 2002 26% went to mortgage, today 59.4% (medium home price, nat.realestate, walletinvestor.com)

TIC credit - we are pretty generous accepting from external

Some places cost for credit is $100/credit

Can get up to $1000 reimbursement/year in Thompson Education Reimbursement program

Increase in cost to severance by $700K. Continued cost for Addendum F $400K, PMI $150K, Tuition Reimbursement $125K

Class size for elementary have guidelines - increase of $350K for this year

Estimated additional cost of $250K for fuel

1M BOE banked for increase of health insurance. However, change was made in insurance and $1M still there

Dollars for unfulfilled positions stays in general fund - some goes to subs, contractors

ESSER funds were used to increase sub fill rates

Expanded com comparison docs were reviewed - see 2022-2023 notes in negotiations folder

Steps percentage document also reviewed - see 2022-23 notes in negotiations folder

$1M increase (estimate) to maintain instructional/non-instructional budgets

PERA costs will increase next year: 0.5% to district and employees

Toll on staff in building who sub for unfilled position plus teacher not having team member. Impacts morale and retention

From 2017-2021 district revenue increased by 28%. Salaries & benefits increased by 15.6% - from District Comp Annual Review

Unfilled positions savings are unknown at this time. Can not be considered available - 1 time savings

We have been relying on contracted positions increasingly. Much more expensive, happens in SpEd and some classified too. Range depending on position and resume

Nationally, fewer people entering education

A job analysis was presented to BOE. Have we done for licensed staff?

Caution - step to merit pay

Salary schedule doesn't really reflect what staff were paid this year. (One-time money $3000 and 1% don’t show)

All districts in this area are using contracted individuals this may cost up to $90K/position

Students in and out of district placements are not increasing (in part due to Sierra school) but are increasing/placement

9.56% - 8.89% bump from MA00 Step 10 that goes to MA40 Step 10 is because of that step Salary Schedule B fell below Salary Schedule A, and the increase to those % increased to remedy the discrepancy

When communicated in news, raises are not necessarily the same. Example: 2.4% raise, some get .9% other more

The average % agreed upon provides admin that amount x a large base salary and that % x a lower base salary for classified

Longer term teachers purchasing power declines relative to inflation after year 20, assuming a 2% inflation rate

For someone completing a career in TSD, their ending salary has lifelong effects

Choices I have made to stay in TSD have impacted me and my family for life

Not sure anyone else allows us to move across w/only a BA

Most of the other districts have to have MA or Doctorate to be able to move across

TSD has a handful (less than 5) of teachers who left TSD after 15 years came back a few years later, and came back on Step 12

6 new types of extra duty contract were recommended totalling $121K (see notes in 2022-23 negotiations)

Elementary level have double up classes-no compensation when unfilled classes (same in MS)

Interests ~ I have an interest in:

- Teachers being part of the fabric of our amazing community
- Salary schedule being competitive in all stages of a teachers career
- Rewarding teachers who have committed to TSD and showing them
- Being competitive in recruiting more experienced teachers with the decline in new teacher candidates
- Keeping our younger teachers who are having to choose between family and career
- Retaining great teachers and making them feel valued
• Figuring out a way for principals and Instructional Coaches to be able to plan PD at beginning of year
• Holistic view of compensation. Don’t want to lose related items like sub coverage, extra hours for summer work and extra duty contract proposals
• Be 100% staffed by first day of school
• Being fiscally responsible
• Making salary schedule clear for people that do not have high level of knowledge around compensation
• Strong teams (Special Ed, content)
• Being able to effectively develop those we attract
• Adequately paying subs or teachers who are covering when teachers are out so we don’t burn them out
• Ensuring our students are getting academic and behavioral support. We are staffing to meet those needs

Criteria:
• Affordable
• Legal
• Makes sense - comprehensible
• Equitable
• Attractive to potential teachers and current staff
• Aligns w/community values, Strive 2025
• Sustainable

Options:
• Steps & columns
• Consistent X percent in steps
• Minimum X percent in steps
• Percent to base
• Dollars to base
• Condense steps 1-5
• Add steps to bottom of columns MA10-MA30
• Add steps to bottom of columns BA00
• Adjust Appendix K (# years)
• Explore schedule w/different percent steps in different cells
• Separating BA105 and MA/PhD into separate columns
• Add recommended extra duty salary schedule positions
• Tie extra duty schedule to Salary Schedule B
• Give a step on Extra Duty Schedule
• Extra days to Instructional Coach contract to plan PD
• Compensate double class coverage
• Compensate planning for vacant positions
• Continuing substitute incentives
• Adding explanation to salary schedule
• Make columns more consistent ($ or %)
• Creating new salary schedule separating our BA and PhD
• Expand mentor program to include all teacher new to district
• Spread Step 10 raise across steps 5-9
• Flexibility in hiring special specialists
• Add Instructional Coaches to all levels

Posting Positions - Attachment 6

Story:
• Open positions on a staffing plan - after non-probationary staff are placed, posted internal to building for 2 days (MOU and practice)
• Employer is required to make known all vacancies to all in the organizations - internal to all
• Employer mamay not screen and notify only part o f employees in organization
• Principal can reassign first if still vacant positions - now need to be open and posted in district
• Once your building plan is approved
• Rearrange is principal’s discretion
• There is an intent form. Before you place principal gets input
• Principal are required w/input form (or conversation)
• The new process is different and so practice is a little confusing send email and having to apply
• In MOU once school get out for summer-candidates must watch website
• 20-2-3 and 20-2-4 looking at the wording - MOU clean up
• At one time, teachers were notified and made more visible to people-questions now. Sometimes when something is placed before you-may have interest

Interest~ I have an interest in:
• Having postings readily available even if I don’t go looking for them
• Being in compliance with law
• Being competitive in terms of time
• Process is clear and understandable and not duplicative or contradictory to other processes
• Valuing internal candidates
• Be equitable and non discriminatory
• Understand this related to voluntary transfer

**Discussion:**
• 2 + 2 will meet on April 13 ~ start doing work prior to 4/26
• Create a chart with 25 options and costs for each, present at 4/26 meeting
• MOU cleanup - small group work
• What worked?
  ○ Small group time
  ○ Combined review of interest-based and norms
  ○ Combining the options
  ○ A lot done
• What can we improve?
  ○ Timing of and more breaks
  ○ Paper copies or bringing ahead of time

**Next Steps:**
• Update on state
• See work of 2 + 2 (costs)
• 2- 4 x 4 groups
  ○ Comp
  ○ MOU/posting positions

**Future tasks and timelines**
  ○ April 26, 2022 at Administration building - 8:00 a.m.

• **Closure and check out**