

NEGOTIATION MINUTES

January 8, 2019

To hear the complete discussion of the negotiations meeting of January 8, 2019, please refer to the audio recording link on the MHSB Webpage ([Negotiations Page Link](#)).

BOARD/DISTRICT PRESENT: Amy White – District Counsel, Eric Abrego – Board Chair, Ralph Binion – Board Vice-Chair, Will Goodman – Director of Technology, Levi Vick – Business Manager

MHEA PRESENT: Amanda Dickinson – 7th grade Life Science Teacher, Denise Weis – 4th Grade Teacher - North, Daniel Durham – PE Teacher East/North, Luke Franklin – IEA

OTHERS PRESENT: Jackie Shull, James W. Clark, Shelly Rose, Amanda Stratton, Bobbie Lockett

MINUTES: Sharon Whitman

NEGOTIATIONS STARTED: 6:01 p.m.

These negotiation minutes are a synopsis of the conversations of the negotiation meeting. The negotiation meeting was recorded and is posted, within a reasonable amount of time after the meeting, on the school district website under Departments, School Board, Master Agreement & Negotiations, or scroll down on the homepage.

When referencing the Board, the term “Board” will be used. When referencing the Mountain Home Education Association, the term “MHEA” or “Association” will be used. Negotiations is between the School Board, which includes their appointees, and the MHEA, and not with District Administration.

Where the term “master agreement” is used, the true name of the document is Collective Bargaining Agreement (CBA) and may be used in place of it.

For additional information, please contact either the MHEA (Amanda Dickinson) or the Board appointee (Albert Longhurst).

Amanda – began the meeting by thanking the Board for listening to their concerns from last year. She said that during the first teacher collaboration meeting, James brought up a lot of issues and ideas of what to do, for instance, teachers were able to get their keys through the summer and supplies were addressed.

Eric – said that they receive the feedback on some of those things after the Board has brought it up and its good to know that they have been addressed.

Introductions were made. Daniel Durham was the newest member.

1. Agenda – no official agenda was presented.
2. Proposed Ground Rules – both parties agreed and signed.

PROPOSED GROUND RULES
2019-2020

1. Treat each other with courtesy and respect, focusing on the issues and not the person.
2. Meetings shall start and end on time. If a delayed start is necessary, timely notice should be made to the extent possible. Meetings may be extended or postponed by mutual consent. In addressing meeting, time, and location issues, the parties must be cognizant of the open meeting and posting/notice requirements.
3. Each team has spokesperson. The spokesperson may call on his/her other team members. All comments will be listened to and each participant shall have an equal voice in the process. All cell phones shall be on silent, absent disclosure and agreement of the parties.
4. Meetings, whenever possible, shall be agenda driven. The agenda for each successive meeting shall be established before the conclusion of each scheduled session. Each team may identify at least one agenda item for each session.
5. Each team shall make all best efforts to explain, clarify, and answer questions relating to the matter of discussion. Further, each team will make all best efforts to provide accurate information in a timely manner as such is requested.
6. Requests for side bars will be allowed by mutual agreement as to topic and team members involved, if any, to facilitate the discussion at the table during negotiations.
7. Respect each team's request to caucus.
8. Minutes for Negotiations shall be kept by a Board designee. The parties shall make all efforts to notify of errors contained in the Negotiations minutes. If the Association's team is not in agreement with the Negotiations minutes, the Association may submit a rebuttal set of minutes, which will be appended to the Negotiations meeting minutes. The rebuttal minutes of the Association are also subject to a Board attached rebuttal. The minutes of the Negotiations meetings will be subject to public records requests as will all submitted rebuttals.
9. Tentative agreements shall be in writing, initialed by both chief negotiators, dated, and included in the meeting minutes for the meeting during which the tentative agreement was reached. There is no ratification of tentative agreements until total agreement is reached by both teams.
10. Negotiations between the parties will be in open session. Ratification shall be pursuant to Idaho Code.
11. It is understood that each duly appointed team is empowered to draft language, negotiate, and reach tentative agreement on the issues.


Board & Date

1-8-19


Association & Date

1/8/19

3. Amanda – said that they polled all of the teachers to determine what issues were important to them. She then presented the results of the MHEA teacher survey.

MHEA 18-19 Negotiations Survey

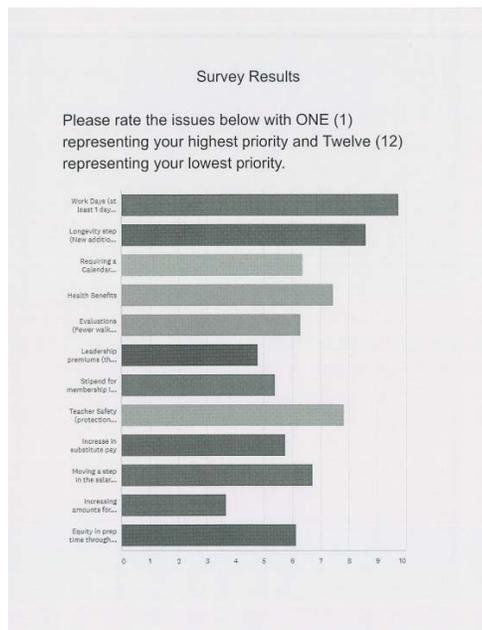
MHEA Member Input for 2018-2019 Negotiation

Hello Members,
Your input is important to us. Please complete the following priority list. Also, feel free to comment or clarify in the comment box at the end of the survey. This survey is your opportunity as an MHEA member to have your voice heard at the negotiations table. Thanks for taking the time to provide your perspective.
MHEA Negotiations Team

1. Please rate the issues below with ONE (1) representing your highest priority and Twelve (12) representing your lowest priority.

<input type="checkbox"/>	Work Days (at least 1 day before and after student contact to work in rooms: August day and May day)
<input type="checkbox"/>	Longevity step (New additional step) for employees topped out on the current schedule
<input type="checkbox"/>	Requiring a Calendar Committee and including an MHEA member on it
<input type="checkbox"/>	Health Benefits
<input type="checkbox"/>	Evaluations (Fewer walk throughs for veteran educators?)
<input type="checkbox"/>	Leadership premiums (he/haves versus have notes)
<input type="checkbox"/>	Stipend for membership in a professional organization (\$ to offset cost of MHEA dues)
<input type="checkbox"/>	Teacher Safety (protection from verbal and physical abuse)
<input type="checkbox"/>	Increase in substitute pay
<input type="checkbox"/>	Moving a step in the salary schedule
<input type="checkbox"/>	Increasing amounts for jobs on the Supplemental/Coaching/Backside salary schedule
<input type="checkbox"/>	Equity in prep time throughout the District

2. Please add further comments, questions, interests:



4. Amy – Where would you like to start?

- Amanda – this is a document of importance list, so that you are aware of some of the topics we plan to bring up in that order.

Issues in order of importance

1. Work Days
 2. Longevity Step
 3. Teacher Safety
 4. Benefits/Steps
 5. Calendar Committee
- Equal Prep Time
Increase Sub Pay
Evals (fewer)

- Amanda – to start, we are bringing up calendar days. We propose that 2-teacher workdays are added to the start of the school year and 2-teacher workdays added to the end of the school year that is just for teachers.

Working Calendar Days Defined (Non-student Contact Days)

Two (2) Workdays before the first day of student contact for the school year and two (2) Workdays after student contact for the school year ends, will be recognized as teacher work/preparation days. The time used in those days will be used at the discretion of the educator and will not be used for professional development, staff meetings and/or any other directive provided by administration that involves any work or time spent outside the educator's classroom.

~ Amy – in addition to the days on the calendar?

- * Amanda – those days are Professional Days and we don't have any actual teacher workdays when we are in our classrooms preparing curriculum and such.
 - Eric – the one day at the beginning is typically a teacher workday.

- Will – all of the days at the beginning and the end are listed as PD days, there is one day at the beginning that is typically given as a teacher workday
 - * Amy – Are you asking for a 191-day contract?
 - Amanda – yes.
 - Ralph – you want to add 4-days to the contract.
 - Amy – solely for teacher workdays.
 - Amanda – Yes, we want teacher workdays to prepare for students coming in to our classrooms.
 - Amy – just teachers, because depending on who is working would determine the cost to the district.
 - Amanda – teachers.
 - Discussion on who should work at the beginning of the year.
 - * Will – using this year’s calendar, the additional 4-days would also include a holiday at the end of the year that would have to be paid as well, so do you mean 1-workday and a paid holiday (end of school year) or 1-holiday and 2-teacher workdays, which adds 5-contract days.
 - Amanda – 2-teacher workdays at the end of the school year, so that teachers have 2-days in their classrooms at the end of the school year. We need time to close our classrooms down, prep for next year’s students, individual teacher collaboration, and at the beginning of the school year, we get our classroom list, so we need to prepare our curriculum, address all of the changes and we need time to collaborate as teachers (veterans and young teachers). There is value of teachers working together and on their own. Discussion continued.
 - Denise – we need time to look at the data to see the status of our incoming students. We need to look at the data on our own and not in a big meeting.
 - Discussion on the types of data reviewed, the reasons for needing the data, the time it takes to prep a classroom, being able to better review incoming students, etc.
- Ralph –out of the 204 certified teachers, how many teachers were sent the survey and how many responded?
 - ~ Amanda – we polled all of our members, we have 80 Association members, and we had a 50% response rate (40 to 45 responses).
 - * Amy – was the survey an open-ended survey or did you give them a list to prioritize?
 - Amanda – we gave the Association a list to prioritize.
 - * A long discussion on data started began:
 - Timeline of when data is given to teachers
 - Elementary and secondary differences in data and when it is received
 - Student testing data is supposedly ready (2-weeks after the close of the testing window) versus when the State releases the data (August)
 - ~ MHEA’s discussion to the Board:
 - * Reasons for adding two days to the beginning of school:
 - Teacher workdays are needed for a multiple of reasons especially regarding the different kinds of data that teachers need for their classroom and students
 - The many ways in which teachers use the data including student strengths and weaknesses, determine priorities in instruction, etc.
 - Data on academics, IEPs, Behavior Plans, etc., thus allowing teachers to identify and/or resolve potential student issues, and other student data information

- Identifying students with IEPs and students with Behavior issues is important so that we know what to expect and to minimize any trigger words that might set a student off
 - Given time to soak it in and being able to give those students the appropriate attention
 - Individual teacher collaboration
- ~ Amy – based on current salaries, what would the cost be to add one day?
 - * Luke – with our recent discussion with James, it would cost approximately \$60,000 per day.
 - * Board – about \$53,000 per day and benefits (NOTE: correction – about \$65,000 per day to include benefits, PERSI, etc.)
 - * Luke – as Amanda mentioned, we are more concerned about the actual 4-teacher workdays than the paid holiday.
- ~ Eric – to clarify why you want 4-teacher workdays is for data research, making copies/prepping copies, IEPs, 504s, and individual teacher collaboration.
- ~ Amy – those are the reasons for adding 2-days at the beginning of the year, what are the reasons for adding 2-days at the end of the year?
 - * Denise – grading, closing down classrooms, and closing out student folders, which takes time.
- ~ Amy – we will have to discuss the cost issues later.
- Amy – what else would you like to discuss tonight?
 - ~ Amanda – that was it for now. I gave you the list of our priorities.
 - * Amy – Last year’s discussions, even though some of it wasn’t on the agreement (CBA), the Board and District Administration worked on and resolved some of those issues.
 - ~ Amy – on your list is teacher safety.
 - * Amanda – this is an interesting subject. This was the first year that we brought it up and it ended up being a huge issue.
 - Amanda – some of the issues we are seeing is that we started this Teen Program for some of the Behavior IEP students, and some of these students are still in classrooms, but we are still having these issues.
 - Amanda – maybe in the elementary it might be different, but in the junior high situation, these students are bigger and we have students who have pushed teachers, or have postured, cursing, etc. They are being sent out at that moment and then they are sent right back in.
 - Amy – to clarify, you are talking about the physical safety of teachers in the classroom in regards to student conduct.
 - Amanda – yes.
 - Daniel & Amanda – you can even look at that as mental and verbal abuse against teachers.
 - MHEA’s extensive discussion to the Board on the abuses of teachers by the students with Behavior Plans:
 - Daniel – teachers being kicked, bitten to include breaking skin, shoved.
 - Amanda – we’ve had to evacuate classrooms.
 - Amanda – it’s a small percentage of the students, and I’m not usually scared by students, but some of these students [are scary], and it’s happening on a regular basis this year.
 - Eric – I’ve heard enough stories of teachers being hit and kicked, especially at Hacker Middle School, and I wonder what is it we are doing about this.

- Amy – special education teachers have historically had this issue and the work-comp claims of special ed personnel are sizable, because of the physical injuries to teachers by students.
- Amy – are we talking about special ed students or students in IEPs, 504s, or Behavioral Plans?
- Amanda – we have students on Behavior IEPs and they are the ones that are typically part of the Teen Program, and of course we have students who are going through the IEP process to get into the Teen Program for that Behavior IEP.
- Daniel – and then they start designing it. (Daniel explain the long process of identifying and placing students on IEPs and how it can take weeks and upwards of a month or month and a half). It can be months of implementation where nothing is being done to correct the behavior of the kid unless they get a reward at the end of the day and get their candy bar.
- Eric, Ralph, & Daniel – the students are being bribed to behave.
- Ralph – the kids who are Behavioral, is there a para or someone on the classroom with them?
- Amanda – no, well I have 5 students and only 1 of the 5 has a para that stays with him.
- Ralph – all 5 of them are on a Behavior Plan?
- * Amy – what is the Teen Program?
 - Amanda – it's a program for those students with Behavior IEPs. In the Junior High, it is their 1st class and they work on social skills for how to behave in school and life in general, and then they go to all of their other classes. If we have an incident with them, instead of going to the Quiet Room or the office, they go to the Teen Program, but the problem is that they are sent down to the Teen Program where they are given some chips and a soda and sent back to class with rewards in their hands and I have 25 other students who literally saw this kid just curse a teacher out or curse another student and they see them coming back with rewards. Part of it is how does it look and are we following up on what rules should be done.
 - Amy – do you have any suggestions for the problem, we still have to follow all of the federal mandates for students on Behavior Intervention Plans?
 - Amanda – we've discussed this, but we don't have anything written to give you.
 - Denise – I'm a special ed teacher and if I had students and took them out of the room I sure as heck did not send them back to class. I let them in my room and they could have their meltdown, and when they came around, I expected a solution from them of what they could have done better and I expected a hand-written apology given to the teacher.
 - Ralph – you had clear expectations, but it sounds like the expectations of the Teen Program are not clear or maybe not followed.
 - Amanda – we came up with some expectations at the beginning of the year, but at the same time when a student pushes me, especially when he is bigger than me, and he has even postured at me before, and they are easily upset, and at what point do you expect the student to keep coming to my classroom day in and day out. I do everything I can, but I have other students to protect.
 - Eric – how much time is involved from when you call the office to when someone actually comes down to help you?
 - Amanda – it could take a couple of minutes. At one point, I was addressing a behavior in the hallway and one of them really started on me

and I told him to go to the office. When we talk to them one-on-one and we are trying to encourage them academically, as well. They can get easily frustrated. We know we have to work behavior-wise with those students, but we also need to encourage academics too.

- Ralph – what kinds of answers are you getting from administration?
 - Amanda – the behaviors will get written up in Milepost, and when we had our meeting, we were told to just keep sending them to the Teen Program room.
- Ralph – what did they say about rewarding the negative behavior? What did those who are running the Teen Room say about rewarding the negative behavior? Those running the Teen Room, what is their answer to that?
 - Amanda – they are trying and they are trying to reward more so for good behavior.
- Ralph – how are they being accountable for the behavior with you?
 - Amanda – as far as what we heard for classroom expectations is that they owe us nothing. That is something better addressed with Albert. He runs that program.
- Ralph – I think there should be some sort of expectation for them to take accountability with you for those behaviors they did in your class. The accountability piece to the person they actually offended needs to be included.
- Will – does every building have a program?
 - Denise – East has a Severe Behavior Program that all of the behavior students go to and then HMS has a Severe Program for behavior students, and then MHJH. I'm not sure what MHHS has.
- Will – is it the same issue at every building?
 - Daniel – the majority of students with behavior issues are sent and go to East Elementary. The East Teen Room is above my gym, so we see students being brought to the Teen Room while they are kicking, screaming, biting, and hitting the teachers, and it's crazy.
 - Amy – asked a MHHS audience member what program was at MHHS. The answer was there too was a Teen Program, but if high school students are kicking and screaming then they are gone, they are out of school, they are suspended for that day.
 - Daniel – they also call law enforcement too.
- Eric – so when you have a student who comes towards you and you are threatened, what is the turnaround time for the student to return? How soon can the student return to your class? Is it the same day?
 - Amanda – I only have them for an hour, so it could be the next day before I see the student again.
 - Daniel – I see a kid being brought in and I see the kid kicking and hitting Mr. Kuntz while he's bringing them to the Teen Room and then 30-minutes later, I see the same kid walking out all by themselves. I have also seen the same kid being brought back to the Teen Room later in the day for the same behavior.
- * Amy – do you know if the people who responded to the teacher safety question all came from the same building?
 - Amanda – we don't know.
 - Luke & Amanda – we asked two questions, rank these by importance to you and then the open-ended question. We don't give you the open-ended portion of the survey because it's not fair to you, some people like to use that part as a rant and may say anything.

- * Amy – is there a safety concern from outside or was this question directed with regard to students?
 - Amanda – to students.
 - Amy – safety issues from students be it verbal, physical, mental, etc.
 - Denise – let’s face it, if a child comes up to me and bites or hits me, what am I supposed to do?
 - Eric – it’s a no-win situation.
- * Amanda – we want to help those kids, but its one of those things where they need to be in one classroom all day, so that they aren’t overwhelmed and where they can learn basic social/coping skills. Once they’re successful in the one classroom then add one more, they get to go to science, and then when they are successful with that, they get to go to geography class, and so on.
 - Denise – in elementary school, we have the extended resource where the student spends all day, then when they’ve graduated from extended resource they get to go into just the resource room, and then they get to be in a regular classroom.
- * Discussion continued on students with behavioral problems, the influx of students just before or just after the beginning of school and not having the IEP/Behavior information until after school starts, etc.
- * Ralph – I wish Albert was here because I have some questions for him like how soon would teachers be able to access IEPs, 504s, Behavior Plans, etc.
 - Amanda – it also depends when we get access to Milepost for our students.
 - Will – it’s different between the elementary and secondary schools. The secondary teachers can start seeing them as soon as the student schedules are made (May, June, July), whereas the elementary teachers don’t see it until the day before school starts.
 - Will – obviously it would be better if the elementary class schedules were done early, but procedurally, the schedules can’t be finalized early because of registration and other big issues surrounding the elementary environment.
 - Ralph – I know they have to do the reviews at the beginning of school. We need Albert here to discuss this.
 - Daniel – typically, the IEP meetings are done at the end of the school year. The special ed teachers all meet for one day, and we have paras running our classrooms, while we meet to review every single student coming in to see where they need to be placed. You don’t sit there with the file in front of you, you only get an overview.
 - Daniel – continued to explain the process and the discussion continued.
- ~ Amy – I have a question on an item on your list of priorities to ask, the increase in substitute pay. I have to assume that there is another issue behind that and not just substitute pay because substitutes aren’t part of the bargaining unit.
- * Amanda – we have an issue with getting subs.
 - Amy – You and every other school district in the state.
 - Amanda – what is it going to take to make it desirable for people to come in to sub.
 - Denise – and especially when they walk into a classroom and find that they have three students with IEPs.
 - Eric – it’s tough to find people, no matter what we pay.
 - Amanda – are we doing job fairs for subs?
- * Amy – how many subs do we have?
 - Amanda – and can we see how many of those actually take a job.

- Eric – so we throw around idea of job fairs or something?
 - Amanda – I feel that a lot of the military wives feel like they might be underqualified to sub, so if we can offer a job fair, they would discover that they are qualified.
 - Eric – this is something that we can ask Nix, he is an amazing school resource officer.
- ~ Amy – one of the things that we have talked about and the administration has talked about is reconsidering having all the trainings on the same day, such as Title I training and other trainings. What impact is it having on teachers who can't take leave or who want to take leave?
- * Amanda – one example is that one night I came down with the flu and put in for a sub. I noticed in the morning that it wasn't filled, and no one told me that I had to come in, but I felt guilty and went to work anyway. The normal thing that is done when a sub position isn't filled is to pull a para from the special ed class and have them sub for us. When I arrived, the office told me that they were going to fill it with a para and that it was their responsibility and they would take care of it. Luckily, someone came in at the last minute at filled the position, but it would great to know that we put a job in the night before and know that it would be taken care of and know that it was going to be okay.
 - Daniel – and not to have to pull another entity from another classroom. It restricts the abilities and the resources for the school itself.
 - * Amy – we don't know that increasing the pay would solve anything.
 - Denise – we were hoping that if the sub pay was higher, we would entice people to sub.
 - Luke – I don't know that Mtn. Home has a lot of people going to Boise to sub, so I don't know if throwing more money into it would solve anything.
- ~ Will – to answer the earlier question, an example of what the sub pool looks like: Tomorrow we have 122 subs available, but as mentioned, people sign up and they are on the list for a year whether they take a job or not. We can't take them off for one 1-year, so all we know is that we have 122 subs available for tomorrow.
- * Eric – Amanda, when you called in sick and then went to school anyway and the school said that they had you covered, wouldn't it be nice if someone could have told you that you were covered even though a sub may not have filled it.
 - Amanda – on that same day, there were 3 other jobs that the office was trying to fill, so it's no one's fault that this is happening, but what can we do to entice people to come sub.
 - * Ralph – part of the problem is that people don't know that subbing is available, so we need to talk to Al (Nix) to let the spouses know that subbing is available.
 - * Will – ran a sub report using the data from the past September, October, and November months.
 - 1,576 leave requests, 338 didn't need a sub because they took their leave during an in-service or during a time when they didn't have students.
 - Of the 1,576 leave requests, 1,238 requested subs
 - Of the 1,235 sub requests, 1,074 were filled
 - 164 sub requests were not filled over a period of three months
 - Amy – Will, would you be able to determine how many were sick leave requests versus personal leave requests?
 - Will – yes.
 - Luke – and we know for sure, anecdotally, that there are administrators who have denied leave; it happens.
 - Denise – can you get that data too, that it was denied?

- Will – yes, if it was put in and denied, I can get a report on that too.
- Amanda – we wanted to start this early, this negotiations process, because we know that you guys are working on the calendar for next year, so that is why we started before you finished the calendar.
- ~ Amy – your list item 5 – Calendar Committee?
 - * Luke – yes, we are asking for a calendar committee.
 - Eric – you don't have a calendar committee?
 - Will – I don't think so.
 - Denise – we did at one time and we had three options to choose from and we then would vote on them, but I haven't seen that for years.
- Amy – another list item is Teacher Prep Equality, what do you mean? What is your version of the problem with teacher prep time?
 - ~ Denise – Some of the talk that we have had at our school is that if the high school has a late start or their kids get done testing at 1:30 p.m., and go home, we still have to have our kids in school until 3:00 p.m., and the high school has no kids. I get that the elementary have 30-minutes of prep before and after school, but I can guarantee that most of the time that usually involves seeing parents or new students, so I don't really get that prep time. We are just trying to equalize it. Some of us have a hard time understanding that when the kids go home at 11:30 a.m., in the upper grades, and those teachers have the rest of the days to do whatever they do, and we still have kids, so look at all of that prep time they have, and the elementary teachers seem to need more time.
 - * Ralph – do you mean during finals weeks?
 - Denise – finals weeks and when they have their short days and things like that. There has been talk and those are some of the things I've heard.
 - Amanda – when I did 2nd second grade, that 30-min of prep is really 25-mins because you have to walk them back to class, so you don't really get that 30-min of prep.
 - * Amanda – also, what is that prep time? How much can your principals' task you with something else to do during your prep time throughout the week?
 - Amy – has that been a problem?
 - Amanda – for one school it is.
 - * Daniel – when I was a special ed teacher, I would have to give away at my prep at least one day a week to go have a parent meeting or something else, such as an IEP meeting, or I would have to go in early around 7:00 a.m. to meet or give away my prep so that we could have that meeting.
 - ~ Eric – what time is the prep time?
 - * Amanda – I have 2nd hour prep, so I teach six out of seven classes.
 - * Denise – My prep time is from 8:35 to 9:05 a.m., but by the time you walk your kids down to class and then go back and get them, you don't truly get the 30-minutes. The biggest thing is that if the upper kids get to leave at 11:30 then why can't our kids leave at 11:30, so we can have that work time. That's where we want the equality in prep.
 - ~ Ralph – explained that the kids are getting out early that day, but the teachers have to stay for their other classes and students.
 - * Amanda – are they really there with other students? I don't know how finals weeks work at the high school.
 - * Denise – we know that the teacher stays, but they have from 11:30 until 3:00 to get all of their stuff done, to grade papers and such.
 - ~ Amy – are teachers giving up their prep time to cover other classes when a sub can't be found?

- * Amanda – I think paras cover the classes.
 - * Denise – I’ve offered to cover a class, but that was my choice.
 - ~ Amanda – just to clarify with the survey, we put the list together so that everyone’s point of view is covered.
 - * Luke explained the results of the survey.
 - Amy – is there anything else you would like to talk about tonight?
 - ~ Amanda – I think we’re good.
 - ~ Will – once the legislature is out, would you like us to give you budget training like we did for you last year?
 - * Amanda – yes.
 - * Amy – and the insurance committee too.
 - * Luke – would it be similar to what you did last year? That was really beneficial in helping us understand.
 - * Will & Levi – yes, the same as last year.
5. Set next meeting date and time:
- January 23 – 6:00 p.m. – MHJH Library
6. Adjourn
- 7:20 p.m.