

## NEGOTIATION MINUTES

February 12, 2019

*To hear the complete discussion of the negotiations meeting of February 12, 2019, please refer to the audio recording link on the MHS D Webpage ([Negotiations Page Link](#)).*

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

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

**OTHERS PRESENT:** Rebecca Lyons, Samantha Stenlund, Jackie Shull

**MINUTES:** Sharon Whitman

**NEGOTIATIONS STARTED:** 6:03 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).*

1. Agenda – no official agenda was presented.
2. Approve the Minutes of the January 23 2019, Negotiations Meeting:
  - Both parties reviewed the minutes, made revisions, and approved.
3. Negotiation Business Continuation
  - Amy – asked about the status of the Board proposals handed to the MHEA for them to discuss.
  - Board Prop 1 – 1.0 Agreements
    - ~ Amanda – we didn’t have any questions.
    - \* Both parties signed Board Prop 1 – Article 1 – Agreements
  - Board Prop 2 – 3.0 Teaching Environment
    - ~ Amanda – on 3.4 – Elementary Prep Time, shouldn’t it say “may” be altered.
    - \* Amy – yes, we’ll add the word “may” to that sentence.
    - ~ Amanda – on 3.5 – we would like clarification on having a representative present in the situation of having a meeting for disciplinary reasons.

- \* Denise – there was a situation where a teacher was called in to meet with their administrators, she called me as the Association rep, and she was told that she had to meet with them without me. The teacher told the administrators that according to her “contract” (**NOTE:** referring to the Collective Bargaining Agreement, which is not a teaching contract) she could have representation if it had to do with disciplinary reasons. Denise claimed that the teacher was heading into the meeting and told the teacher that she had the right not to say anything and that when he [one of the administrators] is done, call the IEA or me.
  - Denise – If this is written and a member brings it forth, should there be room for an administrator to say that the teacher has to meet anyway even if it’s for disciplinary reasons.
  - Amy – when did this happen?
  - Denise – about three years ago. I just want to make sure that we are correctly telling our members that they have the right to be represented.
  - Amy – I don’t know if this language existed three years ago. (**NOTE:** the referenced language has existed since the 2015-2016 CBA)
  - Denise – but when I saw this [article] I had all kinds of questions.
  - Amy – the way I read this article and the way it is intended is that the teacher has the right to have a representative before they can be forced into a meeting. Once a rep is available, the teacher cannot refuse to meet.
  - Denise – if they go into the meeting, and they aren’t told that it is for a disciplinary reason, can they then ask the meeting to be rescheduled.
- \* Ralph – that is stated on the last paragraph of the article.
  - Denise – I just want to make sure. We’ve [MHEA] stated this before that we have so many teachers running scared.
- \* Amy – [referring to the article] showed Denise where the statement exists.
- \* Amy – are there any other questions on Article 3?
  - Amanda – I don’t think so.
- \* Both parties signed Board Prop 2 – Article 3 – Teaching Environment with the revisions.
- Board Prop 3 – 4.0 Collaboration
  - ~ Amanda – [referring to 4.1 – District/Association Educational Collaboration] it talks about commencing an Annual Policy, Code of Ethics, and Athletic/Activity Policy review.
    - \* Denise – I had a question on the procedure review, is that just where it is posted when it comes up to review before the board when you meet monthly; is that what they [Board] are calling the policy, rather than the procedure review. I thought it was a policy review, but then I wasn’t sure about a procedure review, what exactly that wording was.
    - \* Denise - I know that each month you [Board] say that you are going to review this policy, this is the 1<sup>st</sup> reading, this is the 2<sup>nd</sup> reading, but that kind of threw me off.
    - \* Ralph – Sharon, is that not the procedure review for conducting the meeting?
    - \* Amy – we’ll talk about that and get back with an answer for you, but for now let’s focus on this.
    - \* Denise – I wasn’t sure what a procedure review was. I know what a policy review is.
    - \* Amy – we’ll take a look at the language, possibly rephrase it, and get back to you.
    - \* Amanda – and that’s all for Article 4.
    - \* **NOTE:** Since 2003, an email with the list of policies in cycle for review is emailed to every school district employee in which it also notifies employees to check the policy review page regularly, as policies are added on a regular basis.

The hyperlink to the policy review page is included in the email. The letter is also posted on the homepage of the district webpage. For the last 3 years, the policy committee has put their committee meeting dates on the district calendar for students, staff, parents, and community to view. Effective immediately, I will email all district employees monthly with the link to the policy review webpage.

- Board Prop 4 – 5.0 Acceptance
  - ~ Amy – this is really easy, all we do is sign that we agree that we will sign upon ratification.
- Amy – I see you [MHEA] have a stack in front of you, so before we caucus on Article 4, is there anything else you want us to discuss.

4. MHEA PROPOSALS TO THE BOARD

- Denise – before we caucus, let me address the insurance committee question from the last meeting.
  - ~ Denise – The insurance committee doesn’t meet until after we get our experience report from HUB, which shows the district’s experience summary for claims and premiums claimed from January through February, including the expenses incurred. The DO doesn’t get that report until April, so it’s pointless for the insurance committee to meet until we get that report.
- MHEA Prop 3 – Teacher Safety

Teacher Safety

Classroom Dynamic Goals: Students with alike IEP’s will be assigned to general education teachers evenly among available general education teachers. This also includes students with behavior IEP’s as well. Students on 504 plans will also be assigned to general education teachers evenly among available general education teachers after Students with IEP’s have been placed.

- MHEA Prop 4 – Student Expectations

Student Expectation Plan

Corrective Action for Student to Teacher misbehavior.

Offenses (made by a student towards a teacher.)	Disrespectful Obscene	Assault Intimidation Theft Defacing Property Harassment of any Kind Racial Slurs Bullying
1st Offense	ISS or OSS (1-3 days), parent contact	ISS or OSS (3 days) parent contact, Restitution & Police referral by Admin.
2nd Offense	ISS or OSS (1-3 days), Parent Conference	OSS (3 days) Parent Conference, Restitution & Police referral by Admin.
3rd Offense	OSS (3 days) Parent Conference prior to admittance (by Admin)	OSS (3-5 days) Restitution & Police referral by Admin. Referred to the DRC for conditions of re-admittance.
4th Offense	OSS (5 days) Parent contact, Referral to the DRC to determine conditions for re-admittance.	OSS, Restitution & Police referral by Admin. Referred to the DRC for conditions of re-admittance or referred for an expulsion hearing.

~ Amanda – this whole teacher safety thing and addressing student behavior we thought in addition to the classroom dynamics that we could have a student expectation plan in the contract (Collective Bargaining Agreement), so that we as teachers would

- know that when they [students] are disrespectful or for assaults, or something similar, that there are certain punishments to be followed.
- \* Amanda – We pulled these from the student handbook at the junior high. It’s pretty much word for word from the junior handbook. I thought this would be nice for our “CBA,” so that we [teachers] know that it is being followed.
    - Amy – let me make a clarifying point on this because what we have both discussed, noticeably the last two meetings were primarily on students with behavior plans, discipline issues, etc., there is a cap on the number of days a student under IDEA may be suspended, and that is 10-days.
    - Amanda – I understand. This is just a starting point. You can look it over and see if you agree or disagree. I pulled this out of the student handbook (MHJH), so most of it is similar.
    - Luke – in the handbook, is it student against student or student against teacher?
    - Amanda – no, it’s just student behavior.
    - Luke – so it’s just student behavior, it doesn’t mention teacher in the handbook.
    - Amanda – no, but don’t quote me on that.
    - Luke – I ask because Amy stated that the handbooks are board policy and if it’s already there, it’s already policy, so you wouldn’t need it, but if isn’t stated in there and it’s a student against student policy, then there might be that argument about it not protecting teachers.
  - \* Amy – is there anything else you would like us to discuss?
    - Amanda – no.
  - \* Amy – let’s take a break and caucus.
  - Caucus: 6:25 p.m. – 7:01 p.m.
  - Board Prop 3 – Article 4.0 Collaboration
    - ~ Amy – let’s start with Article 4, would it address your confusion if we strike “and procedure”?
    - \* Denise – yes, that’s fine. I just needed to know the difference between the policies and the procedures.
      - Amy – procedures are just how for instance the board runs its board meetings.
      - Eric – we [Board] are governed by a higher power anyway.
    - \* Both parties signed Article 4.0., with revision.
  - MHEA Prop 4 – Student Expectations
    - ~ Ralph – referred the MHEA to policy School Safety and Discipline Policy and said that violent acts covers students, staff, or visitors, so it is in fact in policy.
    - \* Ralph – this school policy that was approved for its 3<sup>rd</sup> and Final reading in January is where all of this comes from, so what you are asking for is already in policy.
      - Amy – since this is already in policy, in all honesty your Student Expectation Plan is not negotiable as compensation, benefits, conditions...
      - Amanda – not conditions?
      - Amy – no, this is disciplining students not disciplining teachers. The other part is that your Student Expectation Plan that you said was from the student handbook is missing words and missing columns, and mixing some of the columns up, and each school’s student handbook is different regarding student discipline.
      - MHHS Student Handbook

## School Policy Violations and Consequences

(Subject to Administrative Discretion)

Offenses	Insubordination	Behavioral Referrals	Fighting or Intent to Fight	Alcohol/Drugs/Vapes Tobacco- Possession or Under the Influence	Weapons/Arson/Bomb Threats
1 <sup>st</sup> Offense	Warning	Warning	1-5 days - out of school suspension; parent/guardian contacted	ZERO TOLERANCE- Parent/guardian contacted Students in violation of the zero tolerance guidelines will be, referred to appropriate authorities, suspension, district review, expulsion.	ZERO TOLERANCE- Parent/guardian contacted Law enforcement and parents will be contacted. Students will be required to attend a district hearing to determine the consequences
2 <sup>nd</sup> Offense	Detention or Suspension; parent/guardian contacted if deemed necessary	Removal from class for the remainder of the period; parent/guardian contacted	5 or more days - out of school suspension; parent/guardian contacted		
3 <sup>rd</sup> Offense	Behavior contract, parent conference, suspensions	Suspension, parent/Guardian contact	5 or more days- out of school suspension or referral for expulsion		
4 <sup>th</sup> Offense	suspension, possible expulsion parent/guardian contacted	Parent/Guardian Conference, behavior contract, suspensions	Referral for expulsion  <b>Off Campus:</b> If a fight is initiated during school hours and continues after a warning from administration, those involved will be disciplined as an on campus fight		

Offenses	Tardies (Per Quarter)	Tuancies	Automobiles on Campus (Parking illegally or without parking tag or unsafe driving)	Electronic Devices	Computer Network Agreement Infractions
1 <sup>st</sup> Offense	Following the 7 <sup>th</sup> cumulative tardy consequences will be applied. The consequences will be overseen by the teacher, or administration, depending on circumstances. Missing/skipping consequences for tardies may result in further disciplinary action.	Warning	\$5.00 fine, after 5 citations students will be denied right to park on campus	Warning	Violations are reviewed by administration. Consequences will be determined at that time. Possible consequences may include parent meeting, detention, suspension, to complete suspension of computer network privileges
2 <sup>nd</sup> Offense		Removal from class for the remainder of the period; parent/guardian contacted	Student could lose the privilege of driving on campus and receive a fine; parent/ guardian contacted  Administrator discretion	Cell phones will be held in the office until the end of the day. Students can pick up the phone then.	<b>**students are responsible for logging out of the computer after each use to prevent other students from hacking into their account.</b>
3 <sup>rd</sup> Offense		Suspension, parent/Guardian contact		Cell phones will be held in the office until the end of the day. Parents can pick up the phone at the end of the school day.	
4 <sup>th</sup> Offense		Parent/Guardian Conference, behavior contract, suspensions	<b>Annex Parking Lot-</b> This area is off limits for student parking. Students wishing to use the Auto Parking Lot must first clear it with their teacher and display a tag in the window, to avoid a ticket. <b>VIOLATORS WILL BE TOWED AT THEIR OWN EXPENSE.</b>	Students could lose the privilege of having a cell phone in class or in school for the remainder of the school year, depending on the violation or administrator's discretion; parent/guardian contacted	

- Amy – needless to say, it is not something the Board is willing to put in the Agreement (CBA).
- ~ Amy – what problem exactly are you trying to solve that is not being addressed in the discipline policy? ...or is it that you don't believe that the discipline policy is being followed?
  - \* Amanda – yes [not being followed].
  - \* Amy – would you please explain?
    - Amanda – what is going on in the student handbook is not what is happening. For example, I had a girl mouth off to me and I was literally told, "...so what do you want us to do about it?" Clearly, I needed to take the matters into my own hands.
    - Amy – mouthing off would follow under the insubordination and disruption, not on any of the other categories.
    - Amanda – she was being disrespectful.
    - Amy – what's the definition of disrespectful?
    - Amanda – I don't know, what is the definition of disrespectful?
  - \* Albert – we have a PBIS Crosswalk to help with that and there are thing that help clarify that sort of thing.

- Amanda – so what is the definition of disrespectful then?
- Albert – each staff is going to have a different interpretation of that, as building staff you have to be able to say this is what we see as disrespectful. Minor versus Major; Insubordination versus Disrespectful, how are we [building] going to interpret this?
- Albert – if a student asks to sharpen a pencil, and you say no, but the student gets up and sharpens it anyway, is that insubordination or is that just being disrespectful.
- Daniel – it is insubordination; the student didn't follow orders.
- Albert – but another teacher may not see it that way.
- Daniel – If you don't do what you are told, it is insubordination.
- Amanda – and when they are mouthing off; you know what I mean.
- Daniel – yes, insubordination when you are not following orders. When you are not doing what is expected of you, especially, if I'm teaching and you get up to sharpen your pencil, you are not only disrespecting me, but you are disrespecting the entire classroom.
- Amy – and each situation is going to be different; even the MHHS handbook is different from the junior high.
- Ralph – the MHJH handbook even states, "...that depending on the nature of the misconduct..."
- Denise – so it's not written in black and white.
- Amy – and it states, "...when appropriate."
- Ralph – if you look at your [MHEA] student expectation plan, if a student sharpens his pencil, are you going to suspend him or 1 to 3 days?
- Daniel – definitely not.
- Ralph – so it's to the discretion of that teacher.
- Amanda – okay.
- Daniel – well, yes.
- Amy – if you compare your [MHEA] student expectation plan with the MHJH student handbook under Assault, Intimidation, Theft, etc., you [MHEA] took out all references of "when appropriate" in the conditions in your proposal.
- Amanda – well there is...there is not...it is just that there is so much inconsistency going on. We have a kid who this last week had some serious behavior problems against an adult and was given a note to go back to class...and with no consequences, and it's all because of [the philosophy of] "what is best for him [student]," and nothing, literally nothing was done.
- Amy – is the kid a 504 or SpEd kid?
- Amanda – yes, but it is not acceptable!!
- Amy – let me explain something to you. If the conduct that the kid is out of control or disrespectful, a child with an oppositional diagnosis or a mental diagnosis, there is proceeding called Manifestation Determination, which is if the student is misbehaving, is a manifestation of their disability, we cannot discipline them for it, and it is federal law.
- Denise – so what about supporting the classroom when this is happening and a phone call could be made and help is on the way, if that could be set in place at least it's another safety net that not only the teacher has, but so do the other students. When we are one person and we have 30 students and one of them is misbehaving, and I know this is procedure, but if we try to talk him down or do we ignore him and have him attack you from the back. What about the other students, how do we meet the needs of the other students when we have this one student being disruptive and we have to meet his needs instead. This

is when we need a helping hand, maybe a Title I person who is trained. All I know is I can't respond if I don't have the training.

- Amy – it wouldn't be Title I, it would be in the student's IEP whether they have an aide, or something else.
- Amy – I understand the concern. You need to understand that every dollar we spend on SpEd outside of what the federal government gives us, which we pay for from our General Ed funds, we are not allowed to reduce.
- Amy – We are required by the federal government to spend that amount every year just for SpEd and nothing else. Even the Medicaid money we get for our students is counted against the District and not as part of the federal funding received. Theoretically, if we add 20 paras to SpEd, that money (est. \$30,000 per person) is coming out of the District, we cannot ever give up that amount; we have to keep paying for that.
- Amy – those are the things that we [Board] have to think about in those considerations. Pulling all of that money out of the pot (General Funds and not Special Ed Funds).
- Denise – but then what is in place for a teacher, what is the support net that is going to come into place not only the child, but for teachers.
- Amanda – yes, we feel like we aren't being supported.
- Denise – I realize those teachable moments, but the fact is that there needs to be some safety things in place for teachers.
- Eric – I have a question, other than you [MHEA] bringing this to us during these negotiations, where else has it gone for you guys, either individually or together; have you brought this to the building level or District Administration.
- Denise – some have gone to the building level, but I have to be blunt here, you know the surveys that come out to us and we are asked to take them on our computers, do you know how people don't take the survey because it can be traced back to the person?
- Eric – a lot less than it used to be!!
- Denise – but, I get several people who come up to me and say that they aren't going to fill out the survey and be targeted because they [District Administration] don't really want to hear what we have to say and they will just say that I'm being negative and others who won't take the survey because nothing ever is resolved.
- Denise – just because we bring up a concern, we are seen as negative.
- Amy – but the survey was written that only those who disagreed had the option to comment and the Board already knew that those comment were from staff who disagreed with the question, as did the District Administration.
- Denise – but to go in on your computer and ask what school you are assigned, allows them to discover whom we are.
- Denise - teachers already feel targeted that when they go into their administrator, they feel like they are blown off, nothing appears to happen, and the attitude is I give up.
- Amanda – and then they come to us [MHEA].
- Amy – but following up on Eric's question, have you gone to your administrator.
- Denise – that is the first thing I ask teachers and their response is that they have, but that they were blown off; nothing becomes of it.
- Eric – and where did they go after that?
- Denise – I asked them that too, but all they [administration/district administration] do is tell us to follow the chain of command, and the teacher

already did that by going to their administrator first. If that is what James is telling teachers, teachers are saying that they won't go to the District Administration in fear of being fired.

- Amy – it's a perception problem.
- Denise – it is huge!! When I was president for three years, teachers would come to me and I would tell them the proper chain of command.
- Albert – how many teachers have come to you and said this [they fear for their jobs]?
- Denise – just this year, I've had ten teachers come to me.
- Albert – all of them from North?
- Denise – no.
- Amanda – the District Survey Administrative minutes came out today and everyone was reading them, and my phone blew up [with calls from teachers] all day long. At the end, there was a comment made by an administrator stating that they can't focus on all the negativity that was made, but focus on the positive.
- Amanda – teachers were saying that anything that we suggest, it felt like according to the minutes, we are being blown off.
- Amanda – everything that we are discussing here was in the survey tenfold, so I just [shrugged shoulders].
- Amy – but the vast majority of the survey was very positive!
- Amy – the fact that 207 people responded I thought was extremely positive.
- Eric – very true.
- Amanda – yes.
- Ralph – 207 responses out of 350 staff.
- Luke – I hear what you are saying Amy about student discipline not being negotiable because it isn't a working condition, but it is a working condition if a teacher is unable to discipline a student.
- Amy – but it's [student discipline] in the handbook that teachers are supposed to review the policy at the beginning of school.
- Luke – but wait, I found the policy and there is a typo, but we'll get back to that later, the policy is super inclusive and I've not ever seen that policy, but a lot of what we are talking about here is covered. It is never going to be seen unless someone steps up and says that they are disciplining a kid and that they went to their supervisor, and they went to their administrator, but nothing ever happened, so they're going to file a grievance because it says in policy that they can't be harassed.
- Luke – [I ask myself] Is this the rock I want to fall on? No, believe me that I would put that person through the chain of command, because I don't take that lightly.
- Amy – but what you are sharing with us is that that conversation isn't necessarily happening.
- Amanda – but it is happening.
- Amy – but you are telling us that it isn't always happening and it certainly hasn't gone to the District level.
- Denise – I would like teachers to go to the front office and get their [district administrator] email address and inform them that the teacher would like to meet with them. (**NOTE:** all employees including all administrators, the Superintendent, and the Board's emails are easily located via the district's email system.)
- Denise – all I can say is that teachers are afraid, and I don't understand that because I wasn't raised that way.

- Amanda – I had someone today say the same.
- Luke – I would say sometimes it is important and we would argue that even though it is in policy it should also be in “contract” [Collective Bargaining Agreement/master agreement], because this is something that we can pull from here and really stress and say this is it, but to put this entire policy into “contract” [CBA] is insane. I’m just going to say that this [policy] is way more comprehensive than anything we could have written up to propose to you to say that we want coverage against all of what is in policy.
- Amy – but apparently everyone thought it was good enough, because no one gave a negative comment or any comment in the three months that it was read [put before the board] before it was approved. (NOTE: all policies presented to the Board for three readings and approvals are on the monthly Board agendas that are emailed to every school district employee.)
- Luke – and moving forward, that is the route that we will take, not that I’m making any threats like we are going to file grievances, but it’s awareness, it’s saying that it’s in policy and this is happening.
- Luke – then maybe we broach the topic of the policy with the administrator and inform the administrator that there is a policy protecting teachers against harassment, and teachers are being harassed.
- Luke – if the administrator tells the teacher that they are not being harassed, the teacher should tell the administrator to prove that the teacher is not being harassed, because the teacher can’t do their job because of a behavior student. The student is sent to the office only for the office to send the student back to class for the student to continue with their behavior problems, how is the teacher not being harassed.
- Luke – maybe that’s the conversations and the questions, if it is that serious and that prevalent, that need to start happening.
- Amy – a couple of things, first according to the handbook teachers are supposed to review the discipline policies with students in class. I would think that would be step that would be helpful.
- Amanda – we do.
- Luke – the handbook also says that at the beginning of the year, the building is supposed to read it [discipline policies].
- Amy – and step two, if it’s a problem as much as teachers perceive it to be, they have to communicate with administration. It’s like telling the kids that teachers can’t do anything about bullying unless the student tells the teacher [or any adult].
- Amanda – I agree, but I want you to know that these administrators are the same people who do our evaluations.
- Amy – do you mean you can’t say a student is harassing you, what can be done about it, in a proactive way?
- Amanda – and then we create more paperwork for the administrator.
- Amanda – If we keep bringing this up [perceived harassment], and we have because there are a lot of teachers who are a lot more braver than I, but you know, there are teachers who say that my administrator is already critical [of me] and if he is coming in with this notion or this negative association with me, then I’m not going to go complain and have him come in later to evaluate me after just sitting in his office and complaining. You know what I mean.
- Ralph – if you think there is a reprisal, you follow the grievance process. If you can say you went to your administrator and made a certain complaint and now suddenly I have a bad evaluation because of me telling the administrator that he is not doing his job, then there is a process in place to fix that.

- Amy – I think there is a different approach with I don't think this is being followed fairly versus I am having a problem with a student.
- Denise – that is what it should be, collaboration, but that is not or doesn't feel that way. I've even told teachers that I would personally hold their hand through the process, but the teacher says they can't because they are too afraid, and they think that they are going to be fired.
- Amy – well we have to work on killing that perception.
- Eric – when it comes to IEPs and all that, we have Albert who lives and breathes that every day. What would it look like if you tried to go to the building administrator or whoever and they give you that stupid answer, and I do mean stupid and that is dumb, but what would it look like to go to Albert, not to tattle necessarily, but to get help. Is there a threat to your job then?
- Amanda – well, I can tell you that that has happened before in an IEP meeting and a teacher broke down in tears and then asked for someone to go into her class for a particular hour to watch that class and then tell the teacher what she needs to do to make things better and it was completely brushed aside.
- Eric – who was in that IEP meeting?
- Amanda – as an administrator...nodding towards Albert.
- Eric – Albert, were you in that meeting?
- Albert – I'm not sure which meeting.
- Amanda – yes, you were!
- Amy – Amanda, at the last meeting you told everyone about one particular student that you are having problems with and Albert reached out and told you to contact him, did you ever call him.
- Amanda – no. I guess that was my student and a private matter and I've taken care of it.
- Amy – So you didn't even call him. That is the exact thing that we are talking about; it is you not reaching out for that help.
- Denise – I will be honest that at North, that if I go to the SpEd teacher for guidance, and I too have a SpEd background, so I know some of what to do, but I can go to her and get suggestions and get the help.
- Amy – do other teachers do the same?
- Denise – some come to me as their sounding board.
- Amy – so you have some resources that you can reach out to for assistance, especially in the SpEd area.
- Amy – Amanda, are you specifically talking about SpEd kids?
- Amanda – they [SpEd] are part of it, but we are talking about kids who are intimidating teachers, who are cussing at teachers, who are putting their hands on teachers, who are pushing teachers, [who are] throwing things at teachers, and that is the problem.
- Amanda – and whether it's a behavior kid or not, sometimes it more like why is this not being addressed more severely than it is. That is the problem. The teachers are not being respected and the students aren't being held accountable to respect the teachers.
- Amanda – so we want to raise that bar and we want students to realize that if students do something to a teacher there will be a severe consequence.
- Eric – but those are policy discussions. If there is something wrong with the policy then we need to work on them.
- Amanda – work on the policy, but this is where we are working on it, to put it into negotiations.
- Amy – but the policy just went through three readings and no one said a thing. Sharon sends it out monthly.

- Eric – how to discipline a kid is not something that we need to negotiate between District and teachers.
- Amanda – so what I’m hearing is [nothing will be done].
- Eric – I’m fully behind negotiations, and believe me when it comes to SpEd I don’t understand all of it and it scares the “bejesus” out of me that we [Board & District Administration] are handcuffed. I’ve spoken to you about this before, off site, and I need to learn more about this [SpEd laws].
- Eric – and I’m frustrated that I can’t go to our senators and representative about SpEd because it’s a federal issue. It’s a fight that we can keep talking about every time that we meet, but is it something that we need to negotiate in the agreement, or is it something that we need to work on.
- Amanda – well all these proposals that I’ve given you are around the ideas to help improve this. We are trying to work our way towards an improvement especially in the classroom dynamics; you know what I mean. That’s a way for us [MHEA/teachers] to control the crowd.
- Amy – that is why I came back and asked the question of what problem are we trying to solve or is it that you don’t think that it is being enforced.
- Amanda – both.
- Ralph – the bottom line is this is the stuff that you [MHEA/staff] need to bring to the policy committee; work it out with them when they are doing the review or re-write of the policy, before it comes to us [Board]. Before policy comes to us, it has already gone through the policy committee for any changes and then we [Board] see it, we go through it to check for inconsistencies or changes that we may have and that is the point when there needs to be input [during the three months of readings]; it is not during negotiations.
- Ralph – this is not something that is negotiable, it is not something that goes into the “contract” [Agreement] because it is already there in policy. Some policies are already in the master agreement, and the policies have been up for review in the committee. Ultimately, it has to work through the policy committee to make changes to the policies.
- Denise – do we have a committee?
- Eric – yes, there is a policy committee.
- Denise – do we have someone from each building?
- Eric – who is on the committee?
- Will – Nikki, Dan, Lisa Stover, Sam, Albert, Kim Wing, Stehvn, Lonnie, Angela Fish, Sharon Whitman, Jeff, and Sharon Goldsby.
- Denise – so the majority are administrators,
- Eric – so how many teachers?
- Will – two teachers, three classified, and six administrators.
- Amanda – so only two teachers.
- Amy – Luke, you’ve read the policy [discipline policy] and it’s a comprehensive policy.
- Luke – I haven’t made it all the way through the policy.
- Eric – and we did that for three months.
- Denise – I just remember years ago that we had someone from each building and then that person would come back to our building and inform the building what policies are being reviewed and for us to go to that person with our input. (NOTE: there has never been a person from each building on the policy committee, because of the time it takes to review, revise, etc., policies; very few people had the time to commit.)
- Amy – doesn’t Sharon send that out for every board meeting?

- Sharon – yes, it is on the monthly board agenda, and it is on the website, and an email goes out at the beginning of every school year.
- Denise – yes, it is, but I’m saying is that we’ve had the conversations in our buildings about the policy. I’ll be the first to tell you that I don’t go on there [website] and read this every day, because I have stuff to do for my students, but we had a person who was on the committee and basically that person would tell us the policies and then tell us to look it over and get back to that person, so that they could give input at the committee meeting.
- Amy – if you read it from what is sent out [agenda] what would prevent you from contacting the Association.
- Denise – it wouldn’t.
- Amy – We talked about two yeses; the first is that you didn’t think the policy covered it and the second is that you don’t think it is being enforced.
- Amanda – enforced.
- Amy – let us take the SpEd kids out of the equation because that is a completely different ballgame, because how that policy applies to SpEd kids is controlled by the federal government.
- Amy – for the General Ed kid, is the issue the fact that you don’t think it is being uniformly applied.
- Amanda – correct.
- Amy – does the principal share with you or share in the building what the student’s discipline is?
- Amanda – well it isn’t everyone’s business, but it should be put into Milepost, so that the teachers of that student can see if there was any disciplinary action.
- Amanda – I’m a 7<sup>th</sup> grade teacher in an 8<sup>th</sup> grade hallway. I’ve had half of those 8<sup>th</sup> graders as students before, but because they are 8<sup>th</sup> graders, I no longer get to see their Milepost. However, I’m in the 8<sup>th</sup> grade hallway and there are times that I’m addressing an 8<sup>th</sup> grader who isn’t my student, so I can’t put anything into Milepost on the student and I have to call it down to someone who can put it into Milepost, but I don’t know if that is even being done. All I can do is report it.
- Amy – Amanda, do you think you should know if it is being followed through?
- Amanda – yes, I think so.
- Ralph – I guess the same thing would go if you reported something a teacher did wrong, do you have the right to know what discipline happened to that teacher.
- Amanda – well, no, but I think just an acknowledgement of thanks for the heads-up and it will be handled.
- Eric – so you get no acknowledgement whatsoever if you report a student.
- Amanda – well you know, we send them down and last time with this particular 8<sup>th</sup> grader, they came up and they literally said what did I want them to do about it, so I said at minimum I expect an apology from the student, and well, no.
- Amy – did the student apologize?
- Amanda – no.
- Amy – is an attempt to apologize considered an apology?
- Amanda – one time a student came up to my room to apologize, but I wasn’t there and it was never followed up.
- Amanda – the next time something like that happened, I know that I will just call down [to the office]; really, sometimes when they [students] mouth off to you and the think that they are being cool in front of they’re friends. I just

want them to eat some humble pie and come to apologize and realize that their actions were wrong and then they can go on their merry way.

- Amanda – We can't even get that from a student. At the very least, they are going to get a lunch detention from me. I can call down and tell them that this kid is getting a lunch detention, but I also feel that some things don't need a lunch detention and some things need more than a lunch detention. It needs to be a little more uniform and that it is being followed through, because we are not privy to the action and I agree with that.
- Ralph – you can't make the assumption that it is not being followed through just because you are not privy to all of the information.
- Amanda – right.
- Ralph – I understand that you want uniformity, but you can't have uniformity because every case is individual. I can't give you the same discipline that I give someone else for the same offense, because of the differences [variable].
- Amanda – I understand, but at the same time, I have 150 students that I do have access to that Milepost. I see some kids that have all kinds of things [disciplines] and it seems nothing is being done.
- Luke – I can say if you are caught driving 70 mph in a 55 mph zone versus 80 mph in a 55 mph zone, the disciplines are going to be different, but there is still discipline.
- Amanda – yep.
- Luke – I think it's more of here is the very least that will happen.
- Albert – I'm hearing a couple of different things. When I hear schoolwide issues whether it is Milepost or SWIS data, what you want to be able to do is to identify what are the behaviors that are creating the biggest concern for the staff. Typically, classroom behavior is the biggest, and then you have to dig deeper into that classroom and identify what type of behavior is happening, is it being disrespectful or insubordination, and then this is what we [as a building] are going to put into Milepost and is it measurable. What is disrespect? That as a staff is what you, as a building, need to define the behaviors and determine the strategies that you as a building plan to adopt that addresses that building's behavior issues.
- Albert – As a building, as staff, define your message and inform students that the message is [insert message] and the discipline for it will be [whatever is determined]. As staff, determine what behaviors are going to go down to the office, what will happen in the classroom, that is the schoolwide plan to address your priorities. Your building should identify the behaviors and how, as a building, you plan to address those behaviors.
- Discussion continued on schoolwide plan based on the need.
- Amanda – let me ask you this, because we are getting conflicting information on what we are supposed to put in Milepost. We are being told not to put things into Milepost, but send the student to the office [instead]. We have teachers complaining that they send the kids to the office, but it isn't being logged into Milepost, and so we feel like, we feel like yes, our PBIS numbers are better because we are putting less incidents into Milepost, but at the same time, it is an entry that a teacher would have [otherwise] put into Milepost.
- Albert – so you are saying that you [building] have flawed data. You are saying that with your flawed data, that whatever decisions you make as a building...as a building, you need to determine your "top three concerns" and if it is not being input, the building needs to ask why is it not being input. You as a building need to have that discussion whether it is by your committees or

departments or leadership committees or whatever, you need to communicate what the building concerns are, and this is what is going on.

- Albert – When you [buildings, MHEA, staff] bring up a concern, always have a solution for it too, because it's one of those deals that teachers need to have some place to vent, but they need to also help provide solutions or options, otherwise it is not going to change, it could get worse.
- Amanda – and that is why we are submitting all of these.
- Amy – what one teacher enters into Milepost might be different from what another teacher might enter. One teacher might view it as insubordination and another might view it as disrespect, and another teacher might not consider the offense worth entering into Milepost.
- Everyone talking at the same time.
- Albert – this is always an on ongoing thing, you always have to fine-tune it, you get new staff and then you will have to fine-tune it again, you have different students, so you will have to fine-tune it again. The students are responding to the current building plan, so you will have to decide what supports, interventions, or disciplines need to be revised or added. This is always an ongoing process.
- Luke – bridging what you are saying Albert, the policy that you refer to says under Authority #1 that each school will review the discipline plan annually which include procedures for due process in accordance with Idaho Code, the discipline plan must be provided at the beginning of each school year to the students, staff, and parents. That is the idea, correct.
- Amy – correct.
- Luke – that is what we are talking about, here is this baseline and when a kid threatens another kid, we are going to take him out until it is investigated or if a kid threatens a teacher, we are going to take him out until it is investigated. The investigation could take an hour or it could a couple of days.
- Amy – that goes back to depending on the nature of the misconduct or when appropriate...the wiggle room that is in the policy.
- Luke – asking the MHEA, are all your schools doing that, discuss it at the beginning of the year that this is the discipline plan and this is what we are going to do when this incident happens.
- Amanda – yes, our school is required to.
- Denise – our school goes over it, but my perspective is that there is a lot of inconsistency.
- Luke – that is the piece of it, the “ownness” is upon all of us, but those of us in the classroom need to point out when policy isn't being followed, be it to your administrator or to the Board. I think that is another piece of this that is the symptom of what happens a lot of times is a lot of who I see is the leadership, who I particular work with, who stick their necks and have this conversations.
- Luke – we go to James, we go to your [Board], we have those conversations, and there are a lot of good and positive outcomes. I'm just not quite sure how to get more people on board with that.
- Amy – I was taking notes as you were talking that your major concerns are lack of respect towards the teachers, critical issue, and a disagreement with application of the disciplinary policies.
- Amanda – yes.
- Amy – I would separate those out between SpEd and GenEd.
- Amanda – okay.

- Luke – we know that a kid on an IEP or 504 will be disciplined differently than a GenEd kid.
- Denise – I was just wondering in this situation, is it a phone call away for someone to come and support the teacher and the child, because if not, then these things escalate. How do we try to de-escalate the child who is having the difficulty, because we have a roomful of other children who are witnessing this and losing time [instruction] and hopefully someone is a phone call away, because we need a person to come in and either teach the other kids or address the student in question. It is the knowing that there is support in an emergency. If a kid is going off, a chair goes flying, and someone is going to get hurt, we don't have 5-minutes to wait for help.
- Albert – are you saying that when you call the front office, no one comes to help?
- Denise – no, what I'm saying is if we call the office in that situation, can we get someone who will come to help. To have help to support either the child in question or the other students.
- Amy – has anyone called for help and not received it?
- Denise – no, but what Amanda is saying is that she has this child who is going off and taking a stance, and she is trying to do what is required, is it in place that we can make a call and get someone there in that situation?
- Denise – the child isn't being removed, so we are not violating their 10-day maximum, but no, I've never had that happen to me.
- Eric – are you being threatened by it physically or being intimidated, to me you have the right to defend yourself no matter who the other person is. Amanda, you being a smaller female and you have a larger student, so your defense is that you call for help.
- Amanda – yes, and typically I send the kid out of my classroom and then call the office to come and get him.
- Albert – the picture that is being painted is that no one is going to help you [teachers] and you are being left by yourself.
- Amanda – but we are talking long-term. You have these kids that do these things and it's frustrating and it's creating a culture among the other students including GenEd.
- Amanda – I don't want to throw other teachers under the bus, but in my school the culture this year is the cussing and it's something that seems to be accepted and it's not being addressed.
- Ralph – but part of that is that you can only do so much with that. It's how the kids are being raised at home.
- Daniel – half of what we are saying falls on the parents.
- Ralph – what is more acceptable among the kids today that wasn't a few years ago and what is not being disciplined at home, if mom and dad allow the cussing, then the kids are going to do the same thing in school. Mom and dad think it is okay, you can call mom and dad all day long, and nothing is going to be done about it at home.
- Amanda – do we end up with a bottom line anywhere; do we just let it go?
- Albert – you should not have a response that will be applied across the board. What is the context of how it is being used, where is it being said, is it between two students, is it by a student to a teacher, and all of those things should be addressed as a building and individually; how will you respond as a building and as an individual. A blanket response is going to cause more damage and more harm because it is going to cause resentment, for example, a kid sees that another kid getting the same punishment for cursing out a teacher

as he did for saying “dammit” when he dropped his books; that kid will resent it. You have to be able to level it.

- Luke – I don’t know Albert, what about your zero tolerance policy. It says right here in your zero tolerance policy what the punishment is.
- Ralph – about cussing?
- Eric – for students and teachers both?
- Amy – but the policy says when applicable and as the circumstances apply.
- Amanda – if you break the law you have a minimum punishment, you know what I mean.
- Everyone is talking at the same time.
- Luke – there are certain things that you can’t do no matter what. If I go in with a concealed weapon...
- Amy – do you think that every student who carries a weapon is expelled?
- Luke – which they find out about, I have no idea.
- Amy – no, I do hundreds of these a year and even though everyone has a zero tolerance policy; every case is different [SpEd students].
- Albert – do think that every time an officer stops a person for speeding, that that person gets a ticket.
- Luke – very true, there is a discretion.
- Amanda – in real life, when you do something, you will be punished for it, whether you go to court or something. I understand that some of these kids are allowed to cuss at home and hit their parents, hit their siblings, and get away with it, but when they graduate high school, they won’t get away with it for long. Is there some point that these kids need to be in a safe environment such as school and be punished and understand that being punished in a more loving environment, they need to learn that they will be punished and it will be okay, but that they need to serve their sentence. When they get older, if they misbehave, they cannot explain to a judge that it was okay to misbehave that way at home.
- Albert – when you punish or expel a student, it is more likely that they will commit more crimes.
- Amanda – I don’t mean OSS, but ISS is fine, or a lunch detention, or after school detention, but some of this is getting overlooked all of the time and there aren’t any consequences and it is creating a culture that it feels like it is getting more and more extreme. I feel that it is okay to give kids discipline. At the same time, teachers don’t want to give a lunch detention, because they don’t want their name in Milepost.
- Eric – what is the fear of the Milepost?
- Amanda – the fear is that we have this PBIS and the PBIS team reviews and sees what teachers have the most Milepost entries and then it is talked about.
- Eric – so the focus has shifted from trying to track what the issues are, where the issues are at, to let’s make sure our numbers look good.
- Amanda – yes, and that is what it feels like and that is a concern.
- Everyone talking at the same time.
- Eric – hold on, let’s have one person talking at a time.
- Ralph – we have more Milepost entries this year than from the year before, so Milepost actions entries are being made and students are being disciplined.
- Amy – Amanda’s issue is that she has a disagreement with the application of the discipline that is implemented and or thinks that that the discipline is not significant.
- Amanda – yes.
- Daniel – at MHJH, ISS is just a joke to students, they even brag about it.

- Amy – is this a junior high issue?
  - Daniel – no, there are issues at the elementary level with kids who have extreme discipline problems and behavior issues. What I’m saying is that when you are in 4<sup>th</sup> grade or lower, students don’t have that understanding of what they can get away with, whereas older students do.
  - Eric – and I don’t know what to tell you. All I know is that when kids hit a certain age, they start pushing buttons to see what they can get away with.
- Amy – is there anything else that you want us to look at tonight?
  - ~ Amanda – I had stuff for my back pocket (Idaho Code sections), if you want it and it’s nothing new.
  - ~ Amy – “The powers and duties of teachers and the definition of assault.”
- Eric – I want to throw something out, we are on our third meeting of talking about teacher safety and disciplinary issues. I don’t feel like we are moving anywhere forward to be honest with you. It’s such a huge issue be it GenEd or SpEd, and it’s not a negotiable item, but I don’t want to discount with what you are dealing with. I do think it is an issue.
  - ~ Eric – with that being said, we are going to start pushing away from this issue to progress these meetings, to go into actual negotiable items. You [MHEA] threw out workdays and at some point, we need to talk about that and we will need to discuss money [once the legislators make a decision on school funding]; those are the big issues.
    - \* Eric – this [discipline] is a big issue too and I don’t want to belittle that, but I also want to be fair to the district and it sounds like much of this is staying at the building level for whatever reason. Whether it’s intimidation or whatever the reason, I want to find ways, and it’s not in this setting; maybe it’s you and I sitting down together to figure out where is the issue, and it would be off the record.
    - \* Eric – what is your procedure if it stops at the building level on anything; isn’t it to take it to the next level; use the chain of command. That would be the district office.
      - Amanda – yes.
      - Eric – and at some point getting help from Albert, and if it doesn’t get resolved there, or you feel intimidated then your next step is to go to the board.
      - Amanda – yes, go to the board.
    - \* Eric – I have talked to a lot of teachers in the Association and not in the Association who have approached me with the same concerns of being too scared to talk to someone about their fears.
      - Eric – I told them what I’m telling you now, if it gets to the point where you need to go to the district office, and you are too scared to go by yourself, I’ll go with you. It does not mean that I would be on your side, but it does not mean I’m on the other side either. I would just be an advocate for both parties.
    - \* Amy – a lot of it is a communication block. The perception is that you are going to be the complainer. It is important on how the issue is approached. This may mean James needs to get together with his principals and talk about it.
    - \* Luke – I heard Ralph mention retribution. I can’t tell you how often I preach it, teachers have to say something, because once it is out there they are more protected than keeping their mouths shut.
      - Luke – I have never been able to figure out how to get teachers to talk and it seems the smaller the school district, the less likely teachers will report.
    - \* Ralph – if you have a teacher who goes to their administrator with concerns and then they receive a bad review, it is obviously retribution.

- \* Ralph – Jackie, the things that we have discussed for the last few meetings, have you sat down with James to discuss it.
  - Jackie – yes, I have. We talk about broad topics, but yes, we have discussed it. Not this much in depth.
  - Eric – [Jackie] what are some of the answers you are getting?
  - Jackie – I don't bring up specific cases, so I don't get specific answers. We talk about PBIS and whether it is effective, how to move in a more positive direction, and some other things.
  - Jackie – PBIS is great and I love how it is getting us there and I think it targets about 75% of our students, but there is always the 10%-15% of students that we cannot reach using PBIS or other positivity things, so what do we do then. What do we do to protect teachers and students? It isn't a conversation that we have had lately, but obviously, we have talked about it. At our next meeting with James, we are going to talk about this in depth.
  - Ralph – talking to the PBIS person, she said that it takes 5-years from implementation to see results.
- \* Jackie – James talks a lot about the chain of command, and he says that people need to advocate for themselves and they need to go to their administrators. I have told him that out of all the districts I have worked, I have never seen as many teachers who are too scared to say anything as here. I was very straight up with him and told him that teachers have become complacent and won't talk or speak out because either nothing happens or the administrator tells the teacher that it sucks to be them, or they target the teacher, or they see the teacher as being negative, or they consider the teacher to be a troublemaker. I have told James that and he told me that teachers still have to be an advocate for themselves. I told him that I get that, but the teachers won't do it.
  - Jackie – we [MHEA] are their voice and we may sound like complainers, but we have to do this. We have to bring up the issues.
  - Ralph – yes, but you do have to be your own advocate no matter where you work, no matter if you're a teacher, or work on the base, or work anywhere, otherwise, nothing will get done.
  - Jackie – I get that, but it is still not being done at a large scale.
  - Ralph – I understand, it is the 80/20 rule, 20% of your people are going to be 80% of your problem.
- \* Denise – a few years back we had an advocate class. The IEA came down and ran it and only eight (8) teachers in the entire district attended.
  - Eric – just eight?
  - Denise – and of the eight (8) people only five (5) were willing to go in to advocate for someone else.
- \* Jackie – and teachers know that they have no other options. If they are fired here, are they supposed to commute to Boise, so they would rather stay quiet and keep their job.
  - Luke – We [IEA] try to grow the advocacy thing, because when I show up the stakes are higher. I can advocate for a teacher, but I would rather not meet with a principal because that is a low-level meeting. I would like to see every district have a group of teachers who would advocate for those who are fearful.
- ~ Eric – I should probably know this, but how many teachers have been fired in the last few years?
  - \* Jackie – several.
  - \* Amy – so you had a termination hearing?

- \* Jackie – we had a teacher as Stephenson last year.
- \* Amy – you had a termination hearing?
- \* Luke – no.
- \* Ralph – we haven’t had a termination hearing.
- \* Eric – teachers have to come before the Board to be fired. A certified teacher has to come to us [Board] to be fired. The Board is the only one who can fire a teacher and we haven’t fired a single teacher in years.
- \* Jackie – I know that there are some teachers who have a meeting and they are going to be fired that same day, and then they see Kelly has already put the notice of their position being open, so before they could even come to us [MHEA] or the board, they’ve been fired.
- \* Sharon – they [MHEA] are confused with Category I contracts versus being fired.
- \* Amy – a Category I is a one-year contract only, one and done.
- \* Jackie – but they don’t get a chance because they are Category I, so they are fired.
- \* Amy – that is not being fired. The contract that the teacher signed was literally a One-Year contract only.
- \* Eric – they just aren’t renewed.
- \* Amy – it isn’t that they weren’t renewed; it is literally a one-year contract.
- \* Jackie – I’m pointing out they felt targeted because they said something that rubbed their administrator the wrong way and then they used this is a one-year contract to get...
- \* Eric – you [MHEA] need to be careful when you are talking to each other and other teachers about being fired, you cannot tell them to be careful of what they say because they might be “fired.” You need to correct yourself and explain that it is a one-year contract. If this conversations [being fired] does not start changing, you end up getting exactly what is happening now [perception of being fired for speaking up; wrong information].
- \* Denise – when they say that to me, I ask them if they are coming to work, are they coming to work on time, are they doing what they are supposed to be doing, and if they are, I tell them that they cannot be fired.
- \* Luke – those Category I and Category II teachers who isn’t renewed feel like they are being fired.
- \* Amy – Category II has to come to the Board to be fired.
- \* Luke – regardless, it’s the feeling that you have when you’ve done a year’s worth of work and to tell them that they aren’t coming back next year is hard.
- \* Ralph – but wait a minute, outside of the school district there are many jobs that have a 6-month to a 2-year probationary period. My job had a 2-year probationary period and at the end of two-years, I could have been let go for whatever reason, so a Category I isn’t any different.
- \* Luke – I’ve never not made it through a probation, but if I didn’t, I’m sure it would feel like being fired.
- \* Eric – if you work hard then you keep your job.
- \* Amanda – we had a teacher last year who was on probation and then was told at the end of the year that instead of being fired, she could quit with good graces and then after a year, she could apply for another teaching job elsewhere.
- \* Amy – I’ve heard from people at districts all over the state of teachers who have supposedly been “fired” or heard that if a teacher sued a school district they were supposedly fired, and then had been “fired” for other different reasons, but please, you need to understand that administration does not want to fire teachers.

- \* Amanda – she was only given one choice, so she resigned to make her hireable to some other school district.
- \* Amy – You [teachers] have to admit that there are some teachers in the state, that as much as they might try, and as good of a person they may be, that we really need to have them rethink their career choice...
- \* Luke – yes, whatever you are going to finish, yes, there are teachers who I have counseled out of the profession many times, and because of that, the most important thing I have to say to any union is we [IEA] are strengthening the profession.
- \* Amy – probation is a lot of work for the teacher and the administration.
- \* Ralph – I’ve had to do the same to employees who were on probation and if they were not performing up to that plan, I’ve had to tell them that they are better off resigning than being terminated.
- \* Luke – exactly.
- \* Amanda – if she addressed her concerns with her administrator with the Board, and then you could pitch in with your thoughts and opinions, would you hear something like this, right?
- \* Eric – Category I, II, or III?
- \* Ralph – she was put on a performance plan.
- \* Luke – yes, probation.
- \* Amanda – is the Board even told of teachers who are put on probation?
- \* Eric/Ralph/Amy – only the Board can approve teacher probations. The board are the ones who are authorized to put teachers on probation, the administrators cannot do it without Board approval, and it is all done in executive session.
- \* Eric – we have to approve all of those sort of things, except Category I.
- \* Amy – you will never find that teacher’s name in the board minutes.
- \* Ralph – during executive session, a lengthy discussion is always held to determine the best action to take.
- \* Amanda – I believe the Board.
- \* Eric – we never rubber-stamp anything.
- \* Eric – it’s like everything we’ve discussed here even though it’s not negotiable, it is still in the minutes (Open Meeting Laws).
- \* Everyone talking at the same time.
- \* Amy – it’s 8:10 p.m.
- Amanda – what’s our plan moving forward, because we are kind of stuck at money, insurance, etc.?
- ~ Luke – no, there is one more now.
- \* Ralph – what is that?
  - Luke – committees, the language around committees, nothing high risk. It’s just that every time I hear do we have a calendar committee, do we have a policy committee, etc.
  - Ralph – Luke, this is what you are here for now. That same rhetoric of not knowing that we [MHEA] have committees has been a reoccurring theme.
  - Denise – I knew we had it, but I didn’t know at what level. I remember a year that we had someone on the policy committee. I don’t know if there was someone from each building, but our person would come to the staff meetings and tell us what policies were up for review.
  - Luke – Yes, when I first started here, they had that.
  - Amy – she [Sharon] sends them out.

- Denise – yes, I know she sends them out, but we used to have a discussion at our school about the different policies.
- Amy – given that there are teachers on the committee, what prevents you from having that discussion in your school?
- Denise – there are only two teachers.
- Eric – you [MHEA, teachers] can look at them [policies on the website, via emails sent districtwide, etc.].
- Luke – and that would be the language, that every grade would be represented.
- Denise – Eric, you’re right, it’s I needing to look at them too.
- Ralph – It comes back to those committee members doing the outreach, but you can always ask when a policy comes up for review. (**NOTE:** All policies and procedures in cycle for review are emailed districtwide to all employees at the beginning of the school year, including a statement that tells staff to check the website regularly, as more policies may be added throughout the school year. The email also informs staff that policies are listed on the policy review webpage, and there is even a link on the homepage to make it very simple and easy for staff to go straight to the policy review webpage; they are also emailed monthly via the board agenda.)
- Ralph – certain policies are in review every year.
- Amy – there are certain policies that the requirement is to review them annually.
- Luke – Ralph, you are preaching to the choir [Luke] and I have approached the local unions to keep up with policies.
- Luke – West Ada has a lady who attends all the board meetings, takes notes on the meeting, and then prints them out for all of the teachers.
- Ralph – Sharon sends out the policies on the agenda.
- Luke – The sample language that I’m thinking on is more or less MHEA representation on each committee, so that they can bring it back to the Association and keep them informed.
- Amy – I understand, but we [District] have gone one-step further and every employee gets them, and it is still not working.
- Luke – but it’s not the same. To put out something to every teacher versus having a MHEA member part of the committee.
- Amy – why can’t the Association, once policies are sent out, have the discussion with their members that the policies up for revision or what not are available to read, why can’t they have those discussions in their own buildings themselves.
- Luke – they [MHEA] for sure can, but that is still not participating on the committee.
- Amanda – another thing to add to that is are those committee members the same people year after year or can we apply.
- Eric – I don’t know that.
- Amanda – it would be nice to some fresh blood.
- Albert – most teachers on the committee get tired of reading all of the policies and resign, because it is a lot of work. For example, Travis was on the committee, but he had to resign because of the amount of time and reading it takes for policy and he couldn’t afford to take that time away from what he could be doing for his class.
- Amy – it takes a lot of reading and a lot of time to review policies.
- Luke – never doubt that I don’t appreciate the work the policy committee does.

- Sharon – Kathy Holland was on it too for a couple of years, but she had to resign for obvious reasons.
- Amy – I asked about having a calendar committee and was told that the calendar committee could never agree on it [calendar], they could never reach a consensus, and it always ended up with the administration drafting the calendar and the Board approving it. The Board even asked why have a committee when they can't agree on anything and all they do is fight [disagree].
- Luke – and I've seen calendar committees that would have a calendar, and survey the parents, and in the end the parents wanted something different and the parents would win out.
- Amy – why would we create a committee that would waste valuable time? The Board is happy with the calendar, the community is happy with the calendar, and that is why it went away.
- Luke – and the argument from our side would be that the teachers felt like they weren't being listened to [regarding the calendar].
- Denise – it was probably an argument between the elementary and the secondary.
- Amy – the calendar is developed on what is best for students, and that is to have semester end at Christmas break.
- Denise – and sports.
- Luke – so it is not going to be an extensive amount of language.
- Everyone talking at the same time.
- Luke – we need to meet to talk about committees.
- Amy – when does the insurance committee meet again?  
~ Denise – in April.

5. Set next meeting date and time:

- Denise – I'll call you [Board] with the date of the next insurance committee meeting, but it won't be until April.
- Amanda – well we need to meet sooner than that, so that we don't have to take negotiations into the summer.  
~ Eric – we can't meet before that, because we are at the mercy of the legislators.  
~ Ralph – the legislators can't even figure out the funding formula.
- Will – if we get the funding between the March and April date, do you [MHEA] want us to have another informal funding training? [**NOTE:** the Business Manager and IT Director have met with the MHEA for the last few years to have an informal training session to help the MHEA understand the funding formula, the restrictions on certain funds, the accountability of certain funds, etc.]  
~ Amanda – yes, let's do it.
- Eric – so insurance, the informal meeting, and then back to negotiations, sounds like a plan.

6. Set next meeting date and time:

- TBD: mid to late April, after the legislators have decided on the 2019-2020 School District Funding – 6:00 p.m. – MHJH Library

7. Adjourn

- 8:30 p.m.