

Negotiations – May 4 & 5, 2018 - Minutes
Moscow Middle School Music Room

Friday, May 4, 2018

Present:

MSD Team: Greg Bailey, Jennifer Johnson, Jim Frenzel, Dawna Fazio

MEA Team: Kathy Hannon, Cyndi Faircloth, Rosalie McFarland, Megan Cueller

Facilitator: Kathi Yamamoto

Other: Erick Larson

The meeting began at 4:00 PM and Kathi provided a brief overview of what would take place.

1. Check in – Each member of the teams gave a brief update on how they are doing. Kathi then reviewed the Group Norms.
 - a. Parking Lot: When sending out information pursuant to negotiations, send to all members of the teams including note taker and mediator. This also includes items that are to be looked at later.
2. Interest Based Bargaining.
 - a. Issue:
 - Problem Identification – What?
 - Interest – Why?
 - Option – How?
 - Standards – How well? The standards are: 1) Understandable; 2) Mutual Gains to Both Parties; 3) Fair & Equitable; 4) Legal; 5) Cost Effective; 6) Sellable
 - BATNA – Best Alternative to Negotiated Agreement
3. New Issues
 - a. MEA
 - Issue 1: Emotional supports for students.
 1. Student safety and emotional health
 2. Teacher competency in this specialization
 3. Time taken from the educational process
 - Issue 2: Elementary Report Cards/Conference
 1. Time Issue – inadequate for responsibilities
 - Issue 3: Substitute Teachers
 1. Struggle to fill openings
 2. Loss of prep time
 3. Leave questions – charged for sub
 4. Morale
 5. Compromises education of children
 6. Qualified subs needed
 - Issue 4: Insurance for Certified Staff
 1. Affordability & Quality
 2. Teachers need to focus on teaching
 - Issue 5: Salaries for Certified Staff
 1. Attract and retain quality teachers
 2. Valued teachers will stay
4. Current Issues
 - a. Issue 1 - Professional Preparation
 - Input:
 1. When credits are documented and counted. Summer-Fall semester
 2. Recordkeeping Issues

3. Salary schedule movement issues – blurred line
4. Consistency
- Options:
 1. Compliant with the State
 2. Add language to define specific windows setting definition
 3. When completed counts – Fall, Spring, Summer prior to start of the school year
 4. Previous academic year will end with summer
 5. Valid proof of completion of credits
- Parking Lot
 1. New language for Professional Preparation crafted as a Straw Design by Greg and Cyndi by next negotiation session.
- b. Issue 2 – Caseload/Class Size – this was moved to discuss after Issue 4.
- c. ~~Issue 3 – Leadership Premium Positions~~ – *this was removed as it is not a negotiable item.*
- d. Issue 4 – Professional Development
 - Input:
 1. Individually tailored to teacher needs
 2. Teachers are knowledgeable about their needs
 3. Limitation that teacher individual growth plans must align with District goals to access funds
 4. District Goal - valid
 5. State requirement that goals align with District goals.
 6. Time to take PD training – 2 days of PD for each teacher in the building
 7. District has the desire to have teachers in the classroom versus substitutes
 8. Meet needs of the community – PR in the community
 - Options: There was discussion on several options and the following headed the list:
 1. Allow individual PD goals that do not have to align to District goals (1 of 3 can be individual) – *met Standards 1, 2, 3, 4, 5, 6 – has 8 dots – Greg will wordsmith this option under 6.6 of the Negotiated Agreement in a Straw Design and send to Megan for review first.*
 2. Earn flexibility on PD workdays by meeting district goals ahead of schedule – *met Standards 1, 2, 3, 4, 5, 6 – has 7 dots - Greg will wordsmith this option under 6.6 of the Negotiated Agreement in Straw Design and send to Megan with review first.*
 3. Teachers submit ideas for PD workshops (ex. Emotional support, ELL) and identify day for teacher needs for PD goals in addition to District – *met Standards 1, 2, 3, 4, 5 – has 3 dots*
 - Parking Lot:
 1. Send out a joint communique (white paper) on new PD language (clarification that PDC funding is available in the summer)
 2. Registration fees for classes excluding supplies and materials are eligible for funding by PDC through application - *met Standards 1, 2, 3, 4, 5, 6 – has 6 dots*
- e. Issue 2 – Caseload/Class Size
 - Input:
 1. Quality access to teachers
 2. Elementary – Kindergarten class sizes are over students with high needs
 3. Secondary – 7 > caseload
 4. Special Education – service times, larger workload, impact of students with emotional needs, behavioral issues, lack of paraprofessional assistance, workload impact, lack of space; training (Mandt, de-escalation)
 5. Want to keep families together
 - Kindergarten Options:
 1. Provide a full-time kindergarten aide for the day (full time) per building
 2. Provide a full-time kindergarten aide for each classroom
 3. Opening another kindergarten classroom

4. Provide a set number of aides for each elementary building for all classes
 5. Lower the class size for kindergarten to 20 from 22
 6. Go back to a half day of kindergarten
 7. Multi age combo classroom
 8. Team teaching to combine classrooms
 9. Parent Volunteers
 10. Provide more than hour of aide time if a class is over
 11. Floating teacher
 12. Computer lab time required with a para - reduce caseload - rotation
 13. Floating para (full-time) per building
 14. Floating paras (full-time) district wide
5. Wrap up – Ended with Plus+/DELTA
- a. Delta: get rid of the yellow dots; sometimes jumped ahead of the process; videotaping brings in emotion.
 - b. Plus: this has been a nice process, enjoyable, feels more like a joint team
 - c. Erick Larson will be the facilitator for future sessions.

Meeting ended at 7:56 PM.

Saturday, May 5, 2018

Present:

MSD Team: Greg Bailey, Jennifer Johnson, Jim Frenzel

MEA Team: Kathy Hannon, Cyndi Faircloth, Rosalie McFarland, Susan Mahoney

Facilitator: Kathi Yamamoto

Other: Erick Larson, Molly Pannkuk stepped in for Susan Mahoney

The meeting began at 8:00 AM

1. Check in - Each member of the teams gave a brief update on how they are doing.
2. A brief summary of Friday night was given to update the new member of the team, Susan Mahoney, who is serving as an alternate.
3. Continued from Friday night's discussion:
 - a. Issue 2 - Caseload/Class Size
 - Kindergarten Options: There was a lot of discussion and the following headed the list:
 1. Opening another kindergarten or 1st grade classroom – *met Standards 1, 2, 3, 4, 5, 6 – got 8 dots*
 - Parking Lot
 1. Provide a set number of full-time aides per building per elementary classroom – *met standards 1, 2, 3, 4, 5, 6 – got 7 dots. Jennifer will get more financial data for costs.*
 2. Multi age combo classroom, combine K & 1st together – *met standards 1, 2, 4, 5 – got 4 dots*
 3. Floating para (full-time) per elementary building – *met standards 1, 2, 3, 4, 5, 6 – 5 dots – this would be 4 fulltime paraprofessionals. Tabled until financial numbers are looked into for specifics. Plus aide time for specialists. Jennifer will get more financial data for cost.*
 - Special Education K-12 Issues
 1. Serve time needs
 2. Compliance issues – no place to send students
 3. Make up of classes change with increasing numbers of IEP students
 4. Unfilled para positions
 5. Students with behavioral needs impact teachers – conduct disorders
 6. Training needs – begin with principals

7. Do what is best for all students
8. Maximize use of resources
9. Stay legal - compliance
10. Retain special education teachers
11. All teachers feel supported (both general education & special education)
- Options: Were discussed and the following headed the list:
 1. Mandatory training of staff to on de-escalation strategies in each building – *met standards 1, 2, 3, 4, 5, 6*
 2. Create supervised setting alternatives for students to calm down other than special education classroom – *met standards 1, 2, 3, 4, 5, 6* (white paper)
 3. Secondary Level: Rotate lower level classes so each teacher has a turn – *met standards 1, 2, 3, 4, 5, 6* (white paper)
 4. Have prep time supported/covered for special education teachers & have teachers honor special education teacher prep time – *met standards 1, 2, 3, 4, 5, 6*
 5. Educate staff on special education issues – *meet standards 1, 2, 3, 4, 5, 6* (white paper)
 6. Have special education teachers, along with Shannon Richards, provide information and template for paraprofessional subs to encourage them to be quality subs - *met standards 1, 2, 3, 4, 5, 6*
 7. Provide a space for special education eligibility and testing paperwork – *met standards 1, 2, 3, 4, 5, 6*
 8. Upon request, special education teachers will be granted an extra day for paperwork per semester regardless of caseload – *met standards 1, 2, 3, 4, 5, 6*
6. As it was getting close to the end of the session, the above list will be voted on at the next meeting to narrow it down to priority.
7. Set meeting schedule to be the following with all meetings being held at the District Office Boardroom:
 - a. Friday, May 18, 2018 – 5:00-8:00 PM
 - b. Monday, May 21, 2018 - 8:20 AM – 4:00 PM
 - c. Tuesday May 29 – 4:00-8:00 PM
 - d. Friday, June 1 – 4:00-8:00 PM
 - e. Monday, June 4 – 4:00-8:00 PM
8. Set agenda for next meeting on May 18, 2018 – 5:00-8:00PM in the District Office Board Room
9. Wrap up – Ended with Plus/DELTA
 - a. Delta – Don't interrupt each other; don't dominate conversation; one voice speaks at a time; audience is not a source of information
 - b. Plus – Gave Jen processing time for financial numbers; great conversation and options

Meeting adjourned at 2:06 PM

Respectfully Submitted,
Angela Packard, MSD Board Clerk