

Minutes – Interest-Based Bargaining (IBB)
April 11, 2022

Meeting began at 4:30 PM.

- A. Check-In - everyone shared how they are doing.
- B. Wood Design: Sick Leave Document - Greg began the conversation and shared that he has spoken to the district's attorney related to the two highlighted issues on the documents. He read the response from the attorney. He then reviewed the suggested revisions he is proposing - remove #7 under the procedural guidelines per the attorney. Discussed then moved to the other proposed revisions and they will be reviewed at the next meeting. The discussion moved to the application and revisions that are being proposed or needed. Angie and Jenn will update the application and have it ready for the next meeting.
- C. Report on who will be on the workgroup for the Tech Survey. Soona, Wes & Greg have been working on this. Will give an update at the next meeting.
- D. **ISSUE:** Student Support in the General Education and Special Education Setting.
 - 1. Not enough para employees to fill positions.
 - 2. Struggling to attract and retain qualified staff for Exceptional Children (EC) students.
 - 3. Liability issues related to not following IEPs.

INTEREST

- 1. Follow best practices for EC students.
- 2. Be fiscally responsible.
- 3. Attracting qualified paras.
- 4. Retaining qualified paras.
- 5. Robust GT (Gifted/Talented) and EL (English Language) programs.
- 6. Following IEPs with fidelity.
- 7. Desire for paras to have access to Professional Development (PD).
- 8. Create a safe learning environment in all areas.

OPTIONS

- 1. Reach out to peer districts to see if they have similar issues attracting and retaining paras. *Interest #2; Standards 1-6; Received 0 dots*
- 2. Explore tapping into WSU and UI for paras. *Interests #1, 2, 3, 5; Standards 1-5; Received 4 dots*
- 3. Encourage universities to have special topics/coursework experience practicum. *Interests #1, 3; Standards 1-6; Received 2 dots*
- 4. Get legislators to provide incentives to pay for credits to work in school settings. *Interests #1, 3, 4; Standards 1-6; Received 7 dots*
- 5. Invite legislators to visit classrooms so they can see & tell the story. *Interests #1, 2, 3, 8; Standards 1-6; Received 2 dots*

6. Tap into resources for paras to get PD and time to do PD. *Interests #1, 2, 4, 5, 7, 8; Standards 1-6; Received 1 dot*
7. Pay credits for paras looking to go into education. *Interests #1, 3, 4, 6; Standards 1-6; Received 7 dots*
8. Increase class sizes to 30. *Interest 0; Standards 1, 4; Received 0 dots*
9. Adjust longevity incentives for paras. *Interests #3, 4, 6; Standards 1-6; Received 0 dots*
10. Use middle & high school students as student helpers in the classroom. *Interests #2, 8; Standards 1-6; Received 0 dots*
11. Use high school students throughout the school setting (unstructured.) *Interests #2, 8; Standards 1-6; Received 0 dots*
12. Reach out to peer districts to see what processes they use to attract and retain paras. *Interest #2; Standards 1-6; Received 0 dots*
13. Increase paras' compensation. *Interests #3, 4, 6, 8; Standards 0; Received 0 dots*
14. Reach out to service clubs, retirees (with pay.) *Interest #2; Standards 1-6; Received 0 dots*
15. Full/Half time GT teachers per school. *Interests #5, 6; Standards 1-5; Received 0 dots*
16. Stipend for Academic Enrichment programs. *Interest #5; Standards 1-4; Received 2 dots*
17. Additional training for certified staff to differentiate within classrooms. *Interests #1, 2, 5, 7, 8; Standards 1-6; Received 6 dots*
18. Provide at the elementary level, a cluster of teachers to provide/share class lessons by subject area. *Interests #1, 2 Standards 1-5; Received 0 dots*
19. Explore schedule flexibility. *Interests #1, 2; Standards 1-6; Received 0 dots*
20. Increase paras' hours/days. *Interests #1, 2, 3, 4, 7; 8; Standards 1-6; Received 6 dots*
21. Reach out to peer districts to see if they have similar issues attracting and retaining paras and what processes they use to attract and retain paras. *Interests #2; Standards 1-6; Received 6 dots*
22. Use middle and high school students as student helpers in the classroom and throughout the school setting (unstructured.) *Interests #2, 8; Standards 1-6; Received 6 dots*
23. Accommodate differentiation in the classroom. *Interests #1, 2; Standards 1-6; Received 0 dots*

Discussed the options that received the most votes and who would be working on crafting straw designs for each of them.

TOP OPTIONS

- #4 - Get legislators to provide incentives to pay for credits to work in school settings. *Received 7 dots*
- #7 - Pay credits for paras looking to go into education. *Received 7 dots*
- #17 - Additional training for certified staff to differentiate within classrooms. *Received 6 dots*
- #20 - Increase paras' hours/days. *Received 6 dots*
- #21 - Reach out to peer districts to see if they have similar issues attracting and retaining paras and what processes they use to attract and retain paras. *Received 6 dots*
- #22 - Use middle and high school students as student helpers in the classroom and throughout the school setting (unstructured.) *Received 6 dots*

ACTIONS

Option #4 - Cyndi & Ken

Option #7 - Cyndi & Jenn

Option #17 - Tabled

Option #20 - Rosalie & Jenn

Option #21 - Ken & Jim

Option #22 - Cyndi & Wes

D. Set Agenda for April 18th

1. SLB Documents - Wood Design
2. Workgroup for Tech Survey
3. Feedback on Top Options
4. Ways to get Staff to Respond to a Survey

E. Wrap-up: Delta +/- did better at raising hands, very productive, went well, fine, moving relatively quickly, liked the hand raising, happy with the learning of the process.

Meeting was adjournment 8:15 PM.

Respectfully submitted,

Angie Packard, recorder