

## NEGOTIATION MINUTES

July 7, 2022

*To hear the complete discussion of the negotiations meeting of July 7, 2022, please refer to the audio recording on the District Website homepage ([www.mtnhomesd.org](http://www.mtnhomesd.org)) or the audio link on the MHSD Webpage ([Negotiations Page Link](#)).*

*These negotiation minutes are a synopsis of the conversations of the negotiation meeting. The negotiation meeting was recorded and has been posted on the School District Website home page ([www.mtnhomesd.org](http://www.mtnhomesd.org)) and also under Departments, School Board, Master Agreement & Negotiations, or scroll down on the homepage (<https://www.mtnhomesd.org/master-agreement--negotiations.html>).*

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

*The MHEA may only negotiate for Professional Employees, which means any certificated employee of the school district, but excludes administrative personnel including superintendents, supervisors, or principals, and non-certificated employees for the purposes of negotiations.*

*Where the Association uses the term contract, they are referring to the Collective Bargaining Agreement (CBA) also known as the Master Agreement. Professional certificated employees sign their actual legal contracts at the beginning of each school year; possible corrected contracts may be sent to professional certificated employees after the start of the school and upon the completion of negotiations.*

*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 (Elena Tullman, Lyndy Higgins, Janet Webb) or the Board (Eric Abrego, Ralph Binion, Levi Vick).*

**NEGOTIATIONS BEGAN:** 5:02 p.m.

**BOARD/DISTRICT PRESENT:** Eric Abrego – Board Chair, Ralph Binion – Board Vice-Chair, Amy White – Board Counsel, Levi Vick – Director of Finance

**MHEA PRESENT:** Elena Tullman – Lead Negotiator, Janet Webb – Association Member & Negotiator, Lyndy Higgins – Association Member & Negotiator, and IEA representatives.

**AUDIENCE PRESENT:** Montana Webb, Denise Weis, Elijah Nixon, Amanda Dickinson, Cyndi Cook, Tobin LeFevre, Karen Brescia, Brooke Calderon, Kathi Holland, and Chris Bowman

1. Approve Minutes of June 2, 2022

- MHEA – We have one correction on the minutes. Amanda Dickinson was not MHEA appointed. She is a member, but she wasn't appointed by us. Superintendent Gilbert was trying to get people from every building on the committee and he asked me to ask if anyone from the JH would do it, so Elena asked Amanda and she volunteered, but she was just there as a JH teacher, but not MHEA appointed.
  - ~ Board – you want it stricken as appointed.
  - ~ MHEA – That's why the information wasn't passed to us.
    - \* Board – Because Travis was absent?
  - ~ MHEA – No he isn't MHEA appointed either; we didn't have an appointed member.
    - \* Board – Maybe we are getting stuck on the term appointed versus reaching out and asking teachers. Appointed is not a good word.
  - ~ Board – You had MHEA members who were there.
    - \* MHEA – Yes, but they weren't appointed.
  - ~ MHEA – There's a correction to Ms. Higgin's first name.
- Minutes were approved with changes.
- MHEA – Before giving our proposals we have questions on the insurance.
  - ~ MHEA – Regarding insurance and the new addition, we have people in the district who are on TriCare and TriCare forces the use of civilian insurance as the primary and TriCare would be the secondary. Will TriCare cover both the \$350 and the \$1,250?
    - \* Board – That would be a question you would have to ask TriCare.
  - ~ Board – TriCare doesn't force one to pick any insurance plan.
    - \* MHEA – I can assure you it does!
    - \* Board – I can assure you it doesn't!
  - ~ MHEA – TriCare forces teachers to use TriCare as a secondary.
    - \* Board – Yes, that is the law.
  - ~ A lengthy ~~discussion argument~~ over TriCare continued and then discussion about Tricare began and that teachers only have the \$350 option or the \$1,250 option.
    - \* MHEA – TriCare is going to have an opinion on this.
  - ~ Board – TriCare will tell you that your primary insurance will pay first.
    - \* MHEA – I feel that this needs to be answered and established by the official people.
    - \* Board – It will be looked into.
  - ~ MHEA – With the new option, it is a nice benefit and families can use the extra money to cut costs.
  - ~ Board – You want the District to find out whether TriCare has an opinion over SelectHealth?
    - \* MHEA – Yes.

*\*\*\*NOTE: MHSD contracted with SelectHealth this year as our insurance carrier because of their company having the best options for our employees and their families. Teachers could choose to decline the school district's insurance benefit in favor of TriCare. If an employee declines SelectHealth, TriCare would become the employee's primary insurance. TriCare offers its services exclusively to a specific group of people, i.e. the military and native Americans, and not offer its services to the other district employees. The MHEA is welcome to ask an insurance committee member to explain the insurance options any time before negotiations. The MHEA is always welcome to do their own research on what other insurance companies offer. The MHEA is always welcome to be a delegation or give public input regarding questions they have such as insurance.*

## 2. Present New Proposals

- Board – We gave our proposals at the last meeting.
- MHEA – Thanked everyone for their attendance.
- MHEA Prop 1 – 3.8 Military Leave (new section)

Mountain Home EA Proposal  
July 7, 2022

### 3.8 MILITARY LEAVE

A professional employee who is inducted into active U.S. military service, or who, as a member of a U.S. military reserve or National Guard unit, is called by appropriate government authority to active duty, shall be granted a leave of absence without pay. While that professional employee is on active duty, he or she shall continue to accrue increment for as long as he or she is on active duty.

A professional employee, who is a member of a U.S. military reserve or National Guard unit and is required to be engaged in training with his or her unit as ordered or required by law, shall be allowed up to ten (10) days of military leave in any one (1) year. The Superintendent, or designee, may extend the number of days that may be allowed for military leave. Whenever the daily compensation rate for military service is less than the daily compensation for professional duties within the District, the District will pay the difference to the professional employee.

- Board – Does the District have a policy that pertains to this?

*\*\*\*NOTE: The District does have a Military Leave Policy and Procedure as directed and governed by the Uniformed Services Employment and Reemployment Rights Act, 38 USC Chapter 43, amended by the Veterans Benefits Improvement Act, USERRA, and Idaho Code Title 65. Certified teachers can choose the weeks and weekends when they want to volunteer to perform their Guard and Reserve military duties, unless directed by the Governor or President of the United States for emergencies, catastrophes, or national security. Certified staff should prioritize the dates to perform their Reserve or Guard service so they are not out of the classroom and away from their students for 10-days at a time; they should plan their service over the summer when they would not lose any personal leave and they would not be out of the classroom or a disruption to their students. The District is not obligated to pay them the difference between what they are paid by the federal government and what they are paid by the school district. Employers are not required to pay military members serving in Reserve or Guard duty; however, with preauthorization preceding Reserve or Guard service, District Administration allows certified teachers in the Guard and Reserves who have used all of their personal leave and don't have enough hours to meet their certified teaching contract with the school district to prorate their pay for the duration of their contract for that school year in order for the teacher to still get monthly paychecks. This does not apply to classified staff.*

~ MHEA – Not in our current master agreement.

\* Board – No, in policy.

~ MHEA – I believe they are forced to use their sick and personal days, and then after that, they are docked their salary.

~ Board – to clarify, you want the District to make up the difference in pay between what they are paid in the district and what they are paid in the military.

\* MHEA – Yes.

~ Board – The District did not force them to go serve, correct.

\* MHEA – True, but we do have members who are elected officials who are docked their salary for the cost of their sub.

~ Board – How many people does this affect?

\* MHEA – Not a lot, but there is a potential for more and we have heard from teachers that they have chosen not to run for political office because of being docked their salaries.

~ Board – For clarification, what do you mean by “...shall continue to accrue increment...”

- \* MHEA – We want them to get credit for teaching even if they are not being paid for teaching.
- \* Board – So you want them to continue to move on the salary schedule?
- \* MHEA – Yes.
- ~ Board – Are you talking about a person activated by the governor?
- \* MHEA – Yes.
- ~ Board – That is already covered under the Soldiers & Sailors Act.
- \* MHEA – We want it in the master agreement for the employees that this affects.
- ~ Board – It is my understanding that the salary schedule isn't based on years of experience it is based on where you are placed by the State. This would change that and create an inconsistency in the application in how you are treating different people.
- ~ MHEA – A part of our movement is based on our time teaching.
- \* Board – If you actually move on the ladder than yes, but if you do not then no.
- ~ Board – If you have two people at the same level and one gets shipped out and one doesn't, is that fair to the person who stayed to continue to teach to be moved at the same time as the person who left for a period of time?
- ~ Board – It doesn't say anywhere in here the verification of the compensations such as per diem rates, cost of travel that is paid. Are you expecting the guard or reserve to handover their pay statement showing what all they were paid?
- \* MHEA – That is a decision for the Board to make.
- ~ Discussion continued regarding compensation, proof of service, expectations, vague proposal, etc.
- MHEA Prop 2 – 3.9 Leave During a District, Building, or Department Closure

Mountain Home EA Proposal  
July 7, 2022

**3.9 LEAVE DURING A DISTRICT, BUILDING, OR DEPARTMENT CLOSURE**

In the event of district-wide, building, or department closure, an employee utilizing any form of leave shall not be charged leave for the time of the closure in which work was not required.

- ~ MHEA – We had this issue where we had some teachers who put in requests for either sick or personal leave and then our building had the TikTok scare and so our building was shut down and yet those teachers who put in for sick or personal leave were still docked.
  - ~ Board – I've asked about this and we understand that you planned to bring this up during negotiations.
    - \* MHEA – What does that mean?
    - \* Board – It just means I knew you were going to bring this up to discuss.
    - \* MHEA – And there was more than one incident that was brought to the association's attention.
    - \* Chairman Abrego indicated that this matter was going to be addressed in policy.
- \*\*\*NOTE: No teacher in this district was docked any pay when MHJH & MHHS closed. Sick and Personal Leave has to be submitted prior to the requested day(s), so there was the planned intent to be out of the building. Those certified MHHS/MHJH staff who already scheduled personal or sick leave intended and planned to be out of their building whether the building was closed down or not.*

- MHEA Prop 3 – 4.5 District Committee Creation

Mountain Home EA Proposal  
July 7, 2022

#### 4.5 DISTRICT COMMITTEE CREATION

All committees will be comprised of equal representation from each of the following categories:

- District Office representatives
- Building administrators
- Instructional staff (teachers and paras) chosen by the MHEA

- ~ MHEA – Due to the lack of communication or miscommunication concerning insurance, we have some new language to add to the master agreement.
- ~ Board – What is your definition of all committees?
  - \* MHEA – This would be all committees that make policies or decisions.
- ~ Board – One example of why this would be a problem for you, and it was just passed this year, is Idaho Code 33-512A District Curricular Materials Adoption Committees.

#### DISTRICT TRUSTEES

33-512A. DISTRICT CURRICULAR MATERIALS ADOPTION COMMITTEES. The board of trustees of each school district shall appoint a curricular materials adoption committee to advise the board on selection of curricular materials, as defined in section 33-118A, Idaho Code, for use within the schools of the district. Such a committee shall contain a membership at least one-half (1/2) of which is persons who are not public educators or school trustees and shall include parents of a child or children attending a school or schools within the school district. All meetings of the committee shall be open to the public and any member of the public may attend such a meeting and file written or make oral objections to any curricular materials under consideration. Each school district shall have on hand and available to the public the titles, authors and publishers of all curricular materials being used in the district. The public has the right to inspect the instructional materials, except students' tests, used in the district's schools.

- ~ Board – This statute defines who is on this committee and how many, and ½ of the committee must be persons who are not public educators or school trustees, and it must be an open meeting.
  - \* MHEA – The school employee aspect would, we could have the school employee comprise a third.
  - \* Board – That is not what this statute says.
  - \* MHEA – We would be open to you giving us a list of clarifications.
- ~ Board – another example would be an evaluation policy, under IDAPA it is a four-component committee. That is why I ask what kinds of committees are you asking for.
- ~ Board – Reminder that paras are not certificated.
  - \* MHEA – We have instructional staff.
  - \* Board – You defined it as instructional staff and teachers.
- ~ MHEA – Where we put paras in the insurance committee, that affects the paras.
  - \* Board – We completely agree with that, but you cannot negotiate for non-certified staff and you are trying to put this in the agreement.
  - \* MHEA – Right.
- ~ Board – You had chosen representatives for the insurance committee.
  - \* MHEA – We didn't ask for those teachers to be there. Amanda Dickinson, even though a member was not chosen to be there. She was a JH representative and not a MHEA representative.
  - \* Board – Who asked for her to be there?

- \* MHEA – James Gilbert went to Elena and said that they didn’t have people from every building, so I reached out to Amanda and asked if she knew anyone from the JH who would be interested in being on the insurance committee and she couldn’t find anyone, so she said that she would do it.
- ~ Board – I see the confusion, from his perspective it was you identifying who would be on the committee and from your perspective, you were just trying to find people to be on the committee.
- \* MHEA – He asked for building level and MHEA was never mentioned.
- \* MHEA – As a member of the MHEA, no one asked me to ask a person to sit on this committee.
- ~ Board – There might be something in policy, but we’ll have to research.

**\*\*\*NOTE:** *The master agreement, Section 1.3 REQUESTS TO THE DISTRICT INSURANCE COMMITTEE, lists what the different considerations the Insurance Committee may consider; Section 1.4 DISTRICT SOLUTIONS TEAM, states, “At the discretion of the Board and/or the Superintendent, a Solutions Team may be developed to review specifically identified concerns for possible resolution”; Section 4.1 DISTRICT/ASSOCIATION EDUCATIONAL COLLABORATION, clearly states, “The District and the Association shall collaborate to provide educational opportunities to the district’s Certificated Teachers regarding the following issues – Bullet 5. Implementation of District’s Salary Schedule and modifications, from time to time associated with the Career Ladder”; Section 4.4 DISTRICT EVALUATIONS/CAREER LADDER EDUCATION TEAM, states, “Due to the historical changes to the Career Ladder, including the addition of the Advanced Professional rung, a committee shall be created to review the Career Ladder and how such impacts upon the District’s Evaluation Tool. This Committee shall exist only in the event the MHEA, through its President/Co-President, makes a written request to the District’s Superintendent.”*

- MHEA Prop 3 – 2.1.1 Salary Proposal Placement & Schedule

Mountain Home EA Proposal  
July 7, 2022

**2.1.1 SALARY SCHEDULE PLACEMENT**

**b.** The initial placement on the salary schedule shall be determined by the individual’s experience and education level. Staff with a bachelor’s degree shall be placed in the first lane. Staff with at least twenty-four (24) credits above the bachelor’s degree shall be placed in the second lane. Staff with a master’s degree or the equivalent shall be placed in the third lane. Staff with at least twelve (12) credits above the master’s degree or equivalent, or staff with a doctorate, shall be placed in the fourth lane.

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**c.** Career technical experience in an industry or field closely related to the subject they teach shall count as follows:

- 1) 2-3 years of industry experience shall be the equivalent of 1 year of classroom experience;
- 2) 4-5 years of industry experience shall be the equivalent of 2 years of classroom experience;
- 3) 6-7 years of industry experience shall be the equivalent of 3 years of classroom experience;
- 4) 8+ years of industry experience shall be the equivalent of 4 years of classroom experience.

**d.** All career technical education instructional staff shall receive an additional salary amount of \$3,000, pro-rated to full-time equivalence.

**e.** Professional employees completing academic requirements for advancement on the salary schedule must submit official transcripts no later than October 1 of each year. Transcripts received prior to October 1 shall receive retroactive pay effective to the beginning of the school year. Transcripts received on or after October 1 will be applied to the following year.

**f.** All eligible professional employees shall advance one step on the salary schedule for the 2022-2023 year.

## Full Schedule Report

Starting with District's base; max \$77,000; built out BA+24 to 13 steps

	BA	BA+24	MA	MA+12
Step				
1	43,594	45,594	47,094	47,794
2	45,066	47,252	48,901	49,732
3	46,587	48,971	50,778	51,748
4	48,160	50,752	52,727	53,846
5	49,786	52,598	54,750	56,029
6	51,466	54,511	56,852	58,300
7	53,204	56,494	59,034	60,664
8	55,000	58,549	61,299	63,124
9		60,678	63,652	65,683
10		62,885	66,094	68,346
11		65,173	68,631	71,117
12		67,543	71,265	74,000
13		70,000	74,000	77,000

Summary:

Total cost

13,119,358

Avg salary

62,177

New money

2,159,568

- ~ MHEA – Last proposal is complex and dealing with two main issues but falls under the salary schedule.
- ~ Board – Is this new language?
  - \* MHEA – Most of it is new language.
- ~ Board – Is there anything in here that is inconsistent with the language of 2.1 or 2.2?
  - \* MHEA – Yes, it will change the existing language.
- ~ Discussion about the proposal continued.
- ~ MHEA – We are asking for steps and lanes to be put back into our salary schedule. Part C language was taken from the Idaho statute regarding how to interpret industry experience outside of education and applying it towards classroom experience, as well as paying a \$3,000 stipend fulltime equivalence. This is all from Idaho Code.
- ~ Board – What is meant by all eligible professional employees in item “F”?
  - \* MHEA – That would be based on steps and lanes.
- ~ Board – What is meant by eligible professional?
  - \* MHEA – It means meeting the requirement of working the allotted number of years and the number of credits or degrees.
- ~ Board – Which acknowledges the difference in Idaho Code.
  - \* MHEA – How so?
  - \* Board – You don’t automatically move once you hit a certain point, you have to meet certain benchmarks.
- ~ Board – It is not the old steps and lanes that used to exist; there is a new salary schedule. You want an employee to automatically move every year?
  - \* MHEA – Yes, that is what we want. That is the standard in the overwhelming number of districts in this state.
  - \* Board – Actually, no it isn’t, but that’s okay.

- ~ MHEA – Can you give me an actual number that have a single lane?
  - \* Board – I probably can, but that is not the point. Do you know what this will cost the District?
  - \* MHEA – Yes.
- ~ Board – Currently 1<sup>st</sup> and 2<sup>nd</sup> year teachers are not on continuing contracts, in item 3 & 4...
  - \* MHEA – that is just for CTE, that part is CTE.
- ~ Board – 1<sup>st</sup> and 2<sup>nd</sup> year CTE teachers aren't on a continuing contract, so if they are going to be equivalent, the 3-years' experience...are you expecting them to go straight to a continuing contract and skipping the first two years.
  - \* MHEA/Board – It applies to the placement on the salary schedule and not the contract according to code.
- ~ Board – If I walk in with a masters, am I placed in the third lane regardless of what my degree is in?
  - \* MHEA – Yes, if your degree is filling the position that you are hired for.
- ~ Board – Is it the degree earned after getting your credentials or any master's degree? An example is, we have a teacher in the state that has a doctorate, but it doesn't count because it was earned before he got his teaching certification. If someone comes in with a masters, does that put the person in the masters category or would it be masters+12 after certification or rather related certification?
  - \* MHEA – Again, related to the job you are being asked to do. This is in the interest of transparency and clarity. If you want to attract teachers and you have a pay scale that requires a committee to be formed to explain your pay scale to incoming employees, is not feasible. It's not conducive to keeping teachers or attracting employees, and those employees are going to talk to other districts and encourage teachers not to apply to MHSD. That has become an issue that we have heard from multiple people. 96.7% of people who answered our survey, we sent it districtwide, asked us to change the salary schedule.
- ~ Board – May we get a copy of the survey results?
  - \* MHEA – If we still have it.
- ~ MHEA – The salary schedule that the District offered was nice, but we also know that the District has a large amount of money that they have been saving and putting away. The coming year's budget wants to put \$5 million dollars into the contingency fund.
  - \* Board – That is the allocation that we have to carry over. The budget was not based on the Board's proposal, all that 8%-10% increases were not put into the budget; those numbers would adjust the budget.
- ~ MHEA – In addition to the 10% that we received from the state this year, this District saved over \$300,000 in insurance cost because of monies from the state, another \$300,000 the state is giving the District for all day Kindergarten, and then extra monies from Forestry Funds and from the base students in our district. Our contingency fund is twice what the state recommends, and I can pull those numbers. With that in mind, there is a lot of money in the District, we are asking that we become much more competitive with other districts, we are below what they are. For a long time, the District has said that it's much cheaper to live in Mountain Home, we all know that is no longer true. The argument that Mountain Home is cheaper doesn't hold water anymore.
- ~ Board – Where did the 13-steps come from?
  - \* MHEA – We based it off of other salary schedules in the area.
  - \* Board – Whose schedules?
  - \* MHEA – Boise, Kuna, Nampa, Caldwell, Vallivue, etc.



- ~ Board – When you say competitive with other districts around us, you mean Boise and West Ada.
  - \* MHEA – Those are our main ones, we aren't losing teachers to Bruneau or Glens Ferry. The majority of our teachers who leave us go to the treasure valley.
- ~ Board – Our last offer, based on the current steps and lanes that we have, starting with RP2, so we are looking at salary increases of 9%, 9.5%, 14.1%, 13.5%, 13.1%, 12.9%, 12.8%, 12.7%, 14.5%, 13.1%. and then the last column getting a 20.5% along with a stipend. That is the total increase, those are significant increase and you are asking us for more.
  - \* MHEA – Yes, we recognize your increases, but we are also looking at the trends for the last 10-years in our district. In our district, our administrators make 20% above what the state allots. Teachers make .5% above what the state allots.
  - \* Board – Do you realize that the state does not increase the administrator reimbursement in the same manner as they reimburse the District for teachers?
  - \* MHEA – That's a huge disparity.
- ~ Board – If we are looking at the District's proposal, theoretically a person who is a MA9 now, what spot would they be on your schedule.
  - \* MHEA – That is something we would have to look at.
  - \* Board – You managed to plot them, so someone knows how they landed. Where would an MA9 land on your schedule?
  - \* MHEA – What does a MA9 mean?
  - \* Board – That is someone who has reached, in accordance with the schedule that we have created, x number of years, with x number of placements, with a certain status of their certification. Your schedule doesn't look at certification regarding if the person is professional, advance professional, etc., none of that is considered. I'm asking how that person lands?
  - \* MHEA – We would look at a person who is a MA9 and how long they have been teaching, so that would be their step.
- ~ Discussion on how people are placed on the MHEA salary schedule.
- ~ Board – Do you know the maximum increase or the types of increases?
  - \* MHEA – What do you mean?
  - \* Board – someone who is a MA9 last year made about \$60,000, so how much would that person earn this year, and what the increase amount is?
  - \* MHEA – Explain again what is a MA9, what is required of them to be an MA9.
  - \* Board – You are not answering the question, you are pointing out the fact that you don't like the current schedule, and that is understandable.
  - \* MHEA – You are asking me an equivalency and I'm asking you how a person reaches MA9 on the District's schedule. How many years has that person been teaching, so what is the minimum years a person with a masters would have to teach to be an MA9?
- ~ Board – In 2015-16, when the salary schedule was built, it was agreed by the union how a person was placed, basically it was color coded and had three lanes that showed how a person moves over, and from that day they would move, and someone who just came in would start at the top and then go down.
  - \* MHEA – People don't move down every year.
  - \* Board – For the most part they do.
  - \* MHEA – For the most part?
  - \* Board – Unless they didn't meet certain criteria. The state does not reimburse the District for that.

- ~ MHEA – What is the bare minimum that a person would have to be teaching to be an MA9?
  - \* Board – 12-years.
  - \* MHEA – An MA9, at step 12, would make \$71,265 on our pay scale, which is more than they are currently making.
- ~ Board – You priced us out of \$2.159 million new money, in just salaries. You don't include \$19.59% for benefits costs, you don't include the cost for FICA and PERSI.
  - \* MHEA – As a District, we saved over \$300,000 in insurance, we saved \$300,000 for fulltime kindergarten because of all the new monies for the kindergarten. The most recent numbers I could find on Federal Forrest funds were \$250,000, and we don't have the numbers of how much we get for the military students. We also understand that those military funds come in sporadically. We have a number of new people moving into the district, we are understaffed in teachers, we have a 9.5 allotment and we are currently 6.5. We have 35 students in every social studies and history classes at the high school. We have students who are taking 2 and 3 TA classes in both their junior and senior years. We have cut programs and not replaced them.
  - \* Board – The military money was paid out over three years and that money is not guaranteed. We have also had the federal government decline some of the military cards. We don't have a guarantee that the federal government will give us the money.
  - \* MHEA – We can't negotiate the future.
- ~ Board – You are counting that money in your proposal as if the federal government said here is your money for the federally impacted students. There is no guarantee that the money is coming, we don't even get it in the same year. You also mentioned our Fund Balance, we don't have a Plant Facility Levy, and if something major happens like having to replace a roof or a boiler such as HMS and other schools, the money has to come from somewhere, so it comes from the Fund Balance; any major repairs that need to be done, the money comes from the Fund Balance.
  - \* MHEA – Even with our proposal your fund balance is still more than what the state recommends.
  - \* Board – How much does the state ask us to have?
  - \* MHEA – 9.5% and we are at 16%.
  - \* Board – The auditors said we should have three months, and the 9.5% is only two months.
- Board – You provided us with new proposals, but you didn't respond to the District's proposals, so are you officially rejecting the District's proposal.
  - ~ MHEA – Yes.
    - \* Board – That includes the expiration dates, the education team...
    - \* MHEA – The expiration dates are fine and the strike out 4.4 District Evaluations/Career Ladder Education Team is fine.
  - ~ Board – The only issues left are the insurance benefits and salary schedule.
    - \* MHEA – We accept the expiration dates, but we need to discuss the insurance a bit more after we get the TriCare information.
    - \* Board – To clarify, you are okay with the date changes, you are okay with the strike-out in 4.4, so basically, all we have left standing are the new proposals you made with the salary schedule being the biggest issue.
    - \* MHEA – Yes, and we are rejecting that the extracurricular salary schedule being removed. We are more than willing to come to the table to discuss it, but some of

those are tied to classroom positions and as long as there is one teacher coaching, and we negotiate for teachers, and that is part of the retirement, that needs to stay in the master agreement.

- ~ Board – Do you have the percentage rate increase comparative to what we offered.
  - \* MHEA – No, I don't have the percentage rate.
- ~ Board – Salary schedules always cost more than you think. How did you come up with the numbers and how did you develop them? Is there a rationale because the numbers don't totally line up? An example is your schedule has a BA24 at \$70,000, so that means, if there is a pattern to this, it means that MA12 would also be a \$70,000, and MA12+ or doctorate would also be at \$70,000, so that tells us that your schedule was built without a matrix in mind. Where did those numbers come from? Is it new money or identical to another districts schedule, etc.?
  - \* MHEA – We would need to discuss that because all of the association brought different things to the table based on the people we have talked to.
- ~ Discussion continued on the association's salary schedule, aligning correctly, matrix, new staff, etc.
- ~ Board asked to caucus: 5:55 p.m. – 6:38 p.m.
- Board – We want Amy to address the first three items.
  - ~ Board – MHEA Prop 1 – 3.8 Military Leave, we all recognize our service members and what they do, and District Policy 409 – Military Leave Policy, Procedure, and Form materials cover all the details of military leave following the federal requirements that it falls under except your proposal of, “Whenever the daily compensation rate for military service is less than the daily compensation for professional duties within the District, the District will pay the difference to the professional employee.” We spent some time discussing this and part of the problem is that guard service doesn't have to happen during the school year, they can choose when to serve, so that person doesn't need to be out of the classroom and away from students during the school year. That isn't in the best interest of our children's education to voluntarily be out of the classroom for ten-days. We don't necessarily encourage someone to be out of the classroom for ten-days when they could choose to serve during the summer. That sentence is something that the Board is not inclined to agree with, and we already have something in policy that is far more detailed, the Board respectfully rejects 3.8.
  - ~ Board – MHEA Prop 2 – 3.9 Leave During Building Closure, this is something that the administrators have talked about, and a concern is there is a lot in the existing agreement that is not being used. This issue should have been addressed using section 1.4 District Solutions Team, and it didn't happen. We already have provisions in the master agreement that could have fixed this that wasn't followed. The other issue is that this would affect employees that are not part of the bargaining agreement such as classified; it's a bigger issue than what is just your group. From that perspective, the Board wants to address it in that manner, that it is an entire staff issue and not just a teacher issue, so it is a matter that they might want to address in possible policy. As far as the current issues in the TikTok event, the Board would like to address this with you. This will immediately go into policy and cover everyone because it affects everyone and not just teachers. Officially for the record, this is a respectfully declined as well.
  - ~ Board – MHEA 4.5 District Committee Creation, all committees is too broad and given it isn't something that the Board is inclined to jump on, we do not have a counter. We gave you the example of the curriculum committee as it is covered by IDAPA rules, the same would exist for the evaluation committee that would include the instructional staff chosen by the MHEA, the District would like to include teachers and other staff and they would not have to be association members. It's concerning that no one wanted

to be on the insurance committee, so how do you expect to populate every committee of the district with an equal number of association members or instructional staff when you can't get members to sit on the insurance committee. The Board does not want to created language when it can't be fulfilled. Instructional staff, teachers, and association members will continue to be involved in committees where it is appropriate such as the insurance committee, the policy committee, etc., anything that is a negated item and that has a committee. The Board respectfully rejects this language as written and there won't be a counter.

- ~ Board – MHEA Prop 4 – 2.1.1 Salary Schedule and Placement. If teachers don't like how the salary schedule is laid out, that is something that can be addressed, but as far as the dollars, the dollar amount is the dollar amount so what we offered would cost us about \$1,287,000, and again that brings everyone from 9% up to 20.5% as a total. That is the best offer in the state hands down and we knew that when we offered it. We were excited to offer such an increase because we are not always able to do such, and the way the economy is starting to decline and we are heading into a recession, especially if the rates go up again in August. What you proposed is not sustainable, we can change the schedule to make it simpler for teachers to understand, but the dollar amount is the dollar amount; how you want to cut that up is completely up to the MHEA. Does the District have a lot of money in the fund balance? We do, but that is done on purpose. The bond did not pass, and we don't have any plant facility funds. We have numerous projects going on in the District right now and more are coming; all of that is being paid from the fund balance. We have to protect the District. Just because we have \$8 million, or \$10 million...or \$80 million doesn't mean it all gets to go to the teachers, it just doesn't. The Board is giving a great raise and the trustees would love to have raises like this in their fulltime jobs. In my business we would love to offer our employees this size of raise but we cannot afford it. We are heading into a recession and what will that do to our supplemental levy, which is not geared towards facilities and may not pass in upcoming elections, then what is the District to do. Everything is pointed to the market not going well and with that being said, the Board is going to stick to our original offer and we respectfully reject your proposal. However, we are willing to put our offer back on the table. We accept the extra-curricular stipend schedule be left in the master agreement for the 2022-23 school year.
- ~ Board – The goal with the schedule was to get you the highest dollar value as fast as possible. If you take the money that the District is offering you and put it into your schedule, teachers will receive lower raises than what is proposed by the District because it is spread out. Due to the way the state calculates how to dispense funding, the District doesn't get the credits until it makes a difference to a teacher and you have something in here about turning in credits no later than 1 October. The Board isn't sure that the District even has all the credits, so where did you get your information regarding the credits.
  - \* MHEA – What do you mean?
  - \* Board – How do you know that there are people in 12-years of experience who have more than 12-credits after a masters, or 24 after a BA?
  - \* MHEA – We ask for a scattergram of education from Levi.
  - \* Board – The problem is that teachers only provide their information when it makes a difference in their certification and movement. The state doesn't recognize those extra credits that haven't been turned in, so there are probably more people in those categories because their credits haven't been turned in.
  - \* MHEA – Why wouldn't teachers turn in their credits?
  - \* Board – Because at the time, it would not impact their pay; it only affects their pay at the time of recertification. There is nothing wrong and no one is doing anything

wrong, its just that it only impacts them when they recertify, which is every five years. We don't know the accuracy of the numbers of people in the higher categories until they turn in their credits. There was actually a teacher who stayed at BA for his entire career because he never turned in his credits.

- \* MHEA – Are you saying that credits that teachers are accruing are not be counted or acknowledged in the current pay scale?
- \* Board – If they are not being reported, they can never be considered.
- \* MHEA – Than how are you moving teachers from cell to cell? That is part of when they move from cell to cell, that is part of the education.
- \* Board – But they have to turn in their credits, and you have people out there that are not turning stuff in.
- \* MHEA – All of those credits would be in the teachers' files. How do you recertify without turning in credits?
- \* Board – That is how we discovered this particular teacher who spent his entire career at a BA. I know it sounds strange, but we have teachers all over the state who only turn in their credits every five years and that's why the numbers may not be 100%, because we have teachers in these columns who might have more credits, but haven't turned them in. We only know if they turn in their credits to the district.
- \* MHEA – This is an esoteric argument because I don't believe that there are a lot of teachers out there who are taking credits for recertification purposes or to meet requirements for their position. You do have a record of those because the teacher has to turn in those credits to you and your idea that there are all of these teachers who are taking multiple classes and hoarding their credits seems so very esoteric.
- \* Board – Agreed, this is why we said some of those number might be a little off. Amy White has worked for 30-years with 116 school districts and every single school district has teachers who don't turn in their credits.
- \* MHEA – I'm not going to say that there might not be one or two teachers who don't turn in their credits, but I'm not convinced that this is a widespread problem that is going to have a huge impact on your monetary decisions.
- ~ Board – What you are proposing is double the cost than that of the District's proposal. What you are proposing is \$2,582,627. What we are saying is that the number might be off depending on the numbers and that is why we ask where you got the MA12 or the doctorate. How certain are you? Just because we rejected your proposal, it wasn't meant to come across as cold. What we hope is that all of your members and your non-members had a chance to see what the District proposed and get a good look at the salary increase amount.
- \* MHEA – They did, but I tell you the problem is not the numbers, it is that nobody understands this salary schedule. Nobody at this table could explain this salary schedule. When I asked for the MA9, no one here could explain.
- \* Board – Agreed, we all looked at Levi for that information.
- \* MHEA – When you are asking teachers to come into a district understanding of where they are going to be placed, and your solution is that the MHEA can initiate a committee to have this explained. Are you going to expect the MHEA to ask for a committee for every new hire? We are asking for clarity and transparency.
- \* Board – Agreed, but that could be through more training to learn how to understand the schedule.
- \* MHEA – How many other professions ask for training to understand their salary schedule?
- ~ A long discussion continued.

- ~ MHEA – When someone comes to you, would you ever have a pay scale that required a committee to explain it? Why are you proposing that for teachers?
    - \* Board – That isn't a fair way to phrase that because both the MHEA and the Board have spent a few years developing this schedule and they agreed upon it and they ratified it. I agree that it is confusing, and the Board isn't opposed to changing how it looks.
    - \* MHEA – The MHEA isn't static, and not every teacher agreed with that and many of those teachers have moved on.
  - ~ Discussion went on about the state reimbursement, the clarity of the state's reimbursement process, the supposed difference in the salary ladder and the salary schedule, how monies are allocated by the state, etc.
  - ~ MHEA – We are asking to understand how and why they are being placed and paid and your salary schedule isn't doing it. There are just no words to describe why you would ask teachers to attend classes just to understand their pay scale.
    - \* Board – Agreed.
  - ~ MHEA – Are you disagreeing with the format of our salary schedule or are you in disagreement with the dollar amount, or both?
    - \* Board – The dollar amount obviously, because they Board offered the most generous offer that they could afford.
    - \* MHEA – Not in comparison with other districts, and not happening to those going out and get more education. A masters is essential in the secondary schools. You are hog tying yourselves if you aren't going to pay people appropriately for their masters.
- \*\*\*NOTE: *The District's Salary Proposal is one of the highest in the state.*
- \* Board – There are no objections to a format change.
  - \* MHEA – so are you accepting the steps and lanes, just not the dollar amount.
  - \* Board – No, we aren't accepting this, but we are willing to change the salary schedule to make it easier for teachers to understand. Part of the reason the schedule looks as it does is because at the time teachers were confused about the steps and lanes.
  - \* MHEA – What was the confusion with steps and lanes; how do people not understand?
  - \* Board – That is exactly what they didn't understand and that's why they got rid of it and it took too long to get to the top dollar. As it is now, it takes Levi, or HR, or James to explain it.
  - \* MHEA – And it's still not being explained. As the previous MHEA President, I sat in on three separate meetings with HR with teachers who did not understand why they were being paid what they were being paid. When we walked away, the teachers still didn't understand it and that is a real problem, and two of those teachers have since left the district.
- ~ A long discussion continued.
  - ~ Board – Let me ask the same question, what is more important, the dollar or the schedule.
    - \* MHEA – I don't feel that its my place as an individual to answer that question. When we caucus, we can discuss it. Could we table it for now? I can tell you that this is an issue for teachers and for building administrators who don't understand it either.

- ~ Board – Are you wed to a column that the District doesn't get funded for?
    - \* MHEA – We would need a counter to see how that money is distributed. You are asking me to negotiate against a hypothetical.
  - ~ Board – How was your schedule built since it doesn't seem to be consistent.
    - \* MHEA – It is consistent. We took the District's starting point and went from there, somewhere between 3.377% up to 4.054%.
  - ~ MHEA caucus: 7:09 p.m. to 7:41 p.m.
  - MHEA – Given that we would like to have our counters printed out for the Board, we are going to respectfully ask that we close negotiations for tonight and schedule our next meeting.
    - ~ Board – What is it you are bringing back?
      - \* MHEA – It will be our counters based on everything that happened here tonight.
    - ~ MHEA – We would like answers and clarification on the insurance brought to the table.
      - \* Board – That would be good.
3. Set next meeting date and time: July 26, 2022 – 5:00 p.m.
4. Adjourned: 7:45 p.m.
- Please visit the district website to hear the complete negotiations discussion.