

**NEGOTIATION MINUTES**  
**May 28, 2015**

**DISTRICT ADMINISTRATION PRESENT:** Amy White, Tim McMurtrey

**MHEA PRESENT:** Luke Franklin, Rich Urquidi, Terri Sanders, Topher Wallaert, Rita Olson

**OTHERS PRESENT:** Rosemary Ash, Marilyn Kellerman, Rhonda Urquidi, Karen Kohring, Molly Marsh, Shelly Rose, Denise Weis, Bobbie Lockett, Harry McCarty, Robynn Schipani, Nyla Norris, Stephanie Hiler, Jan Hughes, Victoria Armstrong, Rebecca Lyons, Anne Bowlden, Cliff Ogborn, Stehvn Tesar

**MINUTES:** Sharon Whitman

**NEGOTIATIONS STARTED:** 1:33 p.m.

*These negotiation minutes are a transcript of the conversations of the negotiation meeting. The intent, meaning, and direction of the conversations are transcribed below; most every word spoken has been transcribed. The negotiation meeting was recorded by both the District Administration Office (Board or district) and the Mountain Home Education Association (MHEA or association). For a copy of the audio, please contact either the MHEA (Richard Urquidi) or the District Office (Sharon Whitman).*

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

1. Amy White welcomed everyone and introductions were made.
  - Rich Urquidi, Head Negotiator for MHEA
  - Luke Franklin, IEA/MHEA representative
  - Terri Sanders, SpEd Teacher at HMS, MHEA Negotiation Committee
  - Topher Wallaert, 5<sup>th</sup> grade Teacher at HMS, MHEA Negotiation Committee
  - Rita Olson, SpEd Teacher at MHHS, MHEA Negotiation Committee
  - Sharon Whitman, District Office, recorder and minutes
  - Amy White, District representative, Board/District Negotiation Committee
  - Tim McMurtrey, Superintendent, District Office, Board/District Negotiation Committee
2. Amy mentioned that minutes were being taken and that the meeting was being recorded.
3. Amy – I understand from Tim that the majority representation was confirmed, so we are ready to go, which is great.
  - Amy – one of the things that I did prior to starting, and Luke may recognize these [Proposed Ground Rules]...Harry and I have fostered and created these over the years, and these [ground rules] are the ones that Harry and I finally agreed to. I just wanted to put forth some ground rules so that maybe we [negotiation parties] start a little different this year.
    - ~ Ground Rules were passed for everyone at the table to review.

**PROPOSED GROUND RULES**  
**2015-16**

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

- Amy – take a look at those [ground rules]; they're probably typical things you have seen in the past. Like I said, Harry and I have crafted these over years of working together at various school districts; they're just the basics of how...at least from our [Amy & Harry] perspective...that we would like how

the proceedings to move forward. Certainly, we're [district] open to discussion to any of these [ground rules] or talking about changes or thoughts that you [association] might have as far how as to run the proceedings themselves. My favorite is number 4, agenda driven meetings, because I think we get more done that way instead of getting lost in the "weeds." If you want to take a look at these [ground rules], and talk through these, and see if it was something you [association] would be interested in with regard to the manner in which we conduct our [negotiation] sessions.

- Rich – Amy, I actually put together an agenda...I didn't know if you did or not. I have something [proposed agenda] if you would like to take a look...see what you think...at least for today.
  - ~ Amy – perfect...you're pretty much heading in the same direction I am, Rich.
  - \* Proposed agenda was handed out to everyone at the table.

MHSD and MHEA  
Bargaining Session Agenda  
May 28, 2015

Team Introductions

State the Purpose of the Meeting

Establish Guideline/Ground Rules

Establish Next Meeting Date/Time

Other

Adjourn

- Amy – I sort have popped to your number 3 [proposed agenda].
    - ~ Rich – that’s okay, you kind have jumped to my number 2 [proposed agenda] also.
    - ~ Amy – we’re definitely thinking alike.
4. Everyone at the table reviewed the ground rules and the agenda.
- Luke – Number 3 [proposed ground rules] is the spokesperson...I think everyone on the team [association], I’m sure at one point or another, is going to speak...we’re not going to hold that too hard...I call on you, etc.,
    - ~ Amy – I totally agree with you, Luke. One of the goals I have in doing this, and the approach for what I would like to see this year is I want to hear everybody’s ideas; I want to hear everybody’s input. No idea is a stupid idea.
    - ~ Luke – right.
    - ~ Amy – and you all [association] are from different buildings. I picked that up as we were...talking our way through...and different issues, so an issue at one person’s building might be different then another building, so I’m not hammering you [association] on that, likewise don’t hammer Tim when I have to (inaudible) him.
    - ~ Luke – that’s perfect.
  - *A couple of minutes were used for everyone at the table to finish reading the proposed ground rules and read the proposed agenda.*
  - Rich – Tim, my guess is you’re [district] authorizing Amy to negotiate for you [district]?
    - ~ Tim – yes.
    - ~ Amy – but you’ll be here to participate [Tim].
  - Amy – any questions or thoughts or changes or suggestions on what I proposed? Like I said, it’s been probably about eight years of work between Harry and I. I think we [Amy & Harry] both came to the point of printing the one [ground rules] that we agreed to instead of having any debate about it.
    - ~ Amy – are there any proposed changes or objections to any of those [ground rules & agenda]?
5. Amy – On your agenda Rich, do you want to touch on number 2 [agenda] or move on to number 4 [agenda]?
- Rich – I think, I don’t know, I think you [Amy] kind have did. Where I was looking at Title 33, Idaho Code, that we [association] requested May 4 to start negotiations, and on May 11, Tim sent me the letter [asking] to show proof [50+1 association membership], we did that, and that’s where we kind of are here today, so I’m good with that.
6. Amy – so then why don’t we move on to number 4 [agenda].
- Rich – well, do we have...I didn’t know we were going to jump [around on the agenda]...I think we’re okay, before we go to 4 [agenda]...
    - ~ Amy – do you want to go back to 3 [agenda]?
    - ~ Rich – well, I want to go to 3 also. I just didn’t put it on here. I should have switched those around and kind of go to other...so did you [district] bring any proposals or anything today?
7. Amy – what I want to talk to you [association] about is...I have a number of things I want to talk to you about. I want to talk to you about what our [district] goals are, and that’s under number 2 [agenda] as well. I want to talk about information and information exchange, and the big picture, and then I do have a list of what I would call issues.
- Amy – This was issues from the Board’s perspective that we [district] want to put on the table and talk about. So why don’t I just go through with some of that [issues] with you, so that we can talk through it. Obviously we’re here to talk about any issues, any ideas...willing to talk about any issue, any idea. It

doesn't mean that we [negotiation parties] will necessarily agree, but I think getting the ideas out on the table; talk about them. We [negotiation parties] may not necessarily come up with a resolution sitting here, but that doesn't mean that somewhere down the line that "nugget" isn't there. As far as my information, it is my understanding that you [association] have not yet submitted any requests to the district office.

~ Rich – I have some [requests] for today.

~ Amy – perfect. I was going to ask is that in writing or...

~ Rich – ...it is.

~ Any – thank you, because I wanted it [requests] in writing, that way there is no confusion...excellent.

~ Amy – you handed me these two pieces of paper (Rich handed Amy two pieces of paper containing two of the association's requests; Items to Request for Next Negotiation Meeting – Salary Based Apportionment and Benefit Apportionment Computation FY14-15 & FY15-16 and MHSD FY2014 budget and YTD actual).

### ITEMS TO REQUEST FOR NEXT NEGOTIATIONS MEETING

Salary Based Apportionment and Benefit Apportionment Computation FY14-15 & FY 15-16

Line Item Budget Year to Date FY14-15 Including:

FND T FNC OBJ LOC PRJ #'s FNC LOC Original Budget Beginning Balance FYTD Debits FTD Credits Ending Balance

Line Item Budget Year to Date FY15-16 Including:

FND T FNC OBJ LOC PRJ #'s FNC LOC Original Budget

\* The MHEA Negotiation Team requests these items to be available for pick up 24 hours or sooner if possible, prior to the next negotiation meeting. They can also be sent electronically to [urquidi\\_rj@mtnhomesd.org](mailto:urquidi_rj@mtnhomesd.org)

Date Requested: May 28, 2015

Mountain Home School District  
 FY 2014 budget and Y-T-D actual

	2013-14 Original Budget	Beginning Balance	2013-14 FYTD Debits	2013-14 FYTD Credits	Ending Balance
FNC	0	1,656,184.30	41,241,818.78	43,246,628.57	-348,625.49
CASH	0	3,000.00	0	0	3,000.00
CASH CONTINGENCY FUNDS	0	12,325.28	506,783.88	509,400.37	9,708.79
CASH FOOD SERVICE ACCT	0	0	13,284,429.60	13,288,931.77	-4,502.17
PAYROLL CASH	0	150	0	0	150
PETTY CASH - DISTRICT OFF	0	0	0	0	0
CASH - SUSPENSE POSTING	0	0	0	0	0
INVESTMENTS	0	841,500.17	16,313,893.92	16,827,403.00	327,991.09
INVESTMENTS - STATE POOL	0	0	0	0	0
INVESTMENTS - OTHER	0	1,247,100.00	1,583,385.96	1,407,974.80	1,422,511.16
TAXES RECEIVABLE	0	0	0	0	0
PERSH RECVBLE	0	0	0	0	0
FICA RECVBLE	0	0	0	0	0
HEALTH INS RECVBLE	0	0	0	0	0
WORK COMP RECVBLE	0	0	0	0	0
INTEREST RECEIVABLE	0	3,075.48	561.46	3,167.66	469.28
EMP TRAVEL RECEIVABLE	0	0	0	0	0
FEDERAL ASST RECEIVABLE	0	102,415.20	413,378.90	102,343.00	413,451.10
STATE ASST. RECEIVABLE	0	0	23,050.08	4,422.45	18,627.63
OTHER RECEIVABLES	0	0	16,020.00	16,020.00	0
EMPLOYEE/SCHOOL RECVBLE	0	19,465.00	227,684.81	134,560.48	112,589.33
MEDICAID RECEIVABLE	0	0	0	0	0
FOOD SERVICE BANK RECVBLE	0	-1,991.86	8,995.35	6,092.76	910.73
SCHOOL RECEIVABLE	0	4,863.23	12,102.73	16,828.19	137.77
SCHOOL RECEIVABLE	0	28,600.00	0	0	28,600.00
INVENTORY	0	7,895.00	259,492.34	267,387.34	0
PREPAID EXPENSES	0	3,924,581.80	73,891,597.81	75,831,160.39	1,985,019.22
INTERFUND PAYABLE	0	0	0	0	0
ACCOUNTS PAYABLE	0	-98,841.66	7,959,187.23	8,012,861.58	-152,516.01
INTEREST PAYABLE	0	0	0	0	0
SALARY ENCUMBRANCES	0	0	18,703,357.25	18,703,357.25	0
ACCRUED PAYROLL	0	-1,791,400.00	107,900.00	0	-1,683,500.00
SALARIES PAYABLE	0	0	0	0	0
GENERAL FUND					
100 A 111100 000 000 000					
100 A 111110 000 000 000					
100 A 111120 000 000 000					
100 A 111130 000 000 000					
100 A 111300 000 000 000					
100 A 111320 000 000 000					
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- ~ Rich – well, that one [first document] is the explanation of what I want with the...Cliff has given me that [document 2] before and I just want to give that to show...
  - ~ Amy – ...all right. I will make sure this is passed onto Cliff and that we [district] make sure we get you [association] what you need.
    - \* Amy – the first one is Salary Based Apportionment and Benefit Computation 14-15 and 15-16. I think I get that and I think he [Cliff] gets that.
    - \* Amy – the line item budget YTD...I get that, and that's the full with the YTD and what you're looking at projected for 15-16.
8. Amy – it's my understanding that you [Rich] were at the Budget Workshop.
- Rich – yes.
    - ~ Amy – It's my understanding from Cliff that you thought he did a good job explaining it.
    - ~ Rich – I did. I saw how the funds work and how some don't.
    - ~ Amy – excellent. Do you think it would be beneficial for everybody to hear Cliff present the proposed budget? ...and I'm asking you your thoughts.
    - ~ Rich – I'm fine with that.
    - ~ Amy – I think that would be beneficial. I want the budget issues to be as transparent as possible. I'm going to touch on it briefly. I might as well touch on it now.
9. Amy – when you [Rich] were at the budget Workshop, you saw what he [Cliff] presented as the draft, and you know that he starts the budget about January or February, then he finds out what the revenue is going to be, the changes from the legislators, and [he] starts working on the draft budget for the hearing that's the middle of next month [Budget Hearing – June 16].
- Amy – it's my understanding that the school district ended...not just this year, but the year in the past, in the red. So he [Cliff] has taken the revenue that is anticipated from the changes from the legislature, and he took basically this year's expenses, [with] no increases in anything, just to show what it [budget] does, and I make one exception to that [budget], and I'll talk about that in a second. What it [draft budget] does is pulls the district out of the red with no changes, and what it does is leaves approximately \$560,000 in the black; so it's that \$560,000 "pie"...from the Board's perspective is what we'll [district] be talking about.
    - ~ Amy – I said that there was one exception, and that exception is the other way. When James was selected to be your new superintendent (*Regular Board Meeting of October 21, 2014*), he made the decision in restructuring the administration office for next year not to replace his position, so that number [revenue] actually would be lower than \$560,000, if he had replaced himself. There would be one less administrator in the district office as planned to going into next year; so that figure [revenue] would be \$400 thousand-something.
      - \* Amy – how that works out [reconfiguration of the district office], we'll see. From my understanding...is a lot of different people have decided to pick up different components of his assistant superintendent position] job. I know if it's up to James, it's going to work, we'll see. I was pleased to see that they [district] were trying to do as much as they could to put that bottom line where it is [\$560,000], so I would like to have Cliff come and explain that [budget] to everybody of where the money is going and what it is paying for.
10. Amy – what shocked me, when I was talking to Cliff, is how much is spent on Special Education, and there is nothing we [district] can do about that. Federal Law mandates that [money can only be used for special education needs], and your district [only] gets \$800,000 for special education and spends more than \$2.8 million, and we [district] can't change that [federal mandate]. I think him [Cliff] walking through that would be very beneficial for all of us.

11. Amy – one of the other areas of information that I want to discuss with you [association] and see if you're interested in is insurance claim. It's my understanding that no one here [negotiation table] is on that [insurance] committee and I would like to change that. Someone here [negotiations] should be on that committee, but we'll talk about that later.
- Amy – I would like that committee [insurance] or someone on that committee to come and talk to us, because when I found out what your [district] insurance increase was, I about fell over. It's the highest I've heard anywhere in the state, 27%. Even if you [district] switch providers, the increase is still 18%. The district's table [other school] that I was at yesterday was at 3%...that differential is huge.
  - ~ Amy – I said that there was \$560,000 left in the budget, and assuming that roofs don't blow off and the price of gas doesn't go up, just the insurance increase...if the district picks that up, basically eats that [revenue]; it's over \$400,000 [cost of insurance premium increase]. I would like the insurance committee come talk to us, share what they've learned, share what the options are, because I think some decisions are going to have to be made, and quite frankly, it's impacting your [association] insurance...your life. I think you [association] should hear it and I think that way we make a decision that's best for everybody.
  - ~ Terri – I don't mean to interrupt, but we do have three people who are on that committee right here in this room.
    - \* Amy – perfect, and maybe we'll have...I think maybe we'll have something...do you think that's a good idea as well?
    - \* Rich – yes.
  - ~ Amy – I have to be honest, I've never seen one [insurance premium increase] that high, so it kind of concerns me of how much that eats up the budget. I don't know what the other options are. If I were on that insurance committee, the first meeting or two, I would have been paralyzed. As a business owner myself, ours went up 15% or 16%, and we spent three or four meetings just paralyzed...27% just blew my socks off.
    - \* Amy – in addition to the information Cliff is going to get for us and have him present...I think it would be a good idea to let the insurance committee...have them explain to us what the options are, what they've looked at, and if we as a group want to send them back to find another option...I don't know what they have looked at or haven't looked at, but if we could loosen up some money somewhere, because it can only go to so...one of a couple places. Would you [Rich] like to do that earlier on or later on...what are your thoughts on that?
    - \* Rich – I think we need to it as soon as we can; that's one of our priorities that I know our membership asks...so...
    - \* Amy – ...so would you like to do that at our next meeting if possible?
    - \* Rich – that's fine.
    - \* Amy – would that be possible [Cliff]? How about our insurance committee, I don't want to commit for them.
    - \* Bobbie Lockett – when is the next meeting?
    - \* Amy – We haven't figured that out yet.
12. Rich – I have some dates for that [negotiations meeting] too.
- Amy – perfect. What are you thinking date wise? If we can set it and get that confirmed, it helps our agenda.
    - ~ Rich – we were looking at either Monday or Wednesday of next week.
    - ~ Tim – do you want to go in the morning on Wednesday?
    - ~ Rich – Denise is that good?
    - ~ Denise – yes.



\* All agreed (June 3 – 9:00 a.m. – MHJH).

- ~ Amy – okay, great, because if we don't at least get the information on that...Cliff, will it be possible to pull that information by Wednesday in addition to the [insurance committee information]?
- ~ Cliff – I'll have to take a look at it and see. I don't see any reason why not, there might be something extenuating.
- ~ Amy – great.

13. Amy – The other thing that I said I wanted to chat a little bit about was...well...I don't have any proposals today. I have a list of issues, at least from the Board's perspective, that we'd [district] like to talk about. To some extent, I would like to talk a little bit about those and probably stick some of them on the agenda for Wednesday. If I talk with you a little bit about them in advance, maybe we'll be a whole lot closer [communication wise] when I put them down on paper as proposals. I think there are about 14 or 15...it's a long list.

- Amy – Obviously, the first one is salary schedules and the matters associated with it.
  - ~ Amy – You [association] know there have been changes in how schools are funded, and the career ladder versus the schedule, and I know that you [association] have probably had discussions about ladder versus schedule.
  - ~ Rich – yes.
  - ~ Amy – what I think the Board will propose is that we [collectively] stick with the schedule for this year and during the course of this school year itself...not the parties to negotiations, because it's not going to be a negotiation matter...but it's going to committee/subcommittee or whatever you want to call it, an association of teachers and administration works on analyzing the ladder; will it work for your district; how will it work for your district.
    - \* Amy – I know a lot of districts did this for the last two months. It would be looking forward to the future of does it makes sense for your district to transfer and what would be the implications.
  - ~ Rich – James and I have chatted about that [career ladder vs salary schedule], and I agree that we need to keep what we have right now [salary schedule] and look to see what we can do.
  - ~ Amy – if the two [negotiation] parties are looking at what the state is doing, I think that helps everybody's education level as far as what are we [collectively] interested in how do we [collectively] make this fair...how does it work out...
  - ~ Rich – ...I think it's important. When the legislature gives us [association] a corner, we [association] know how it's going to run through...we know what it's going to be right away; that's easy negotiation.
  - ~ Amy – especially if you [collectively] did the legwork. If you did the legwork during the school year and it makes sense, it makes the discussion easier. That's the first issue I would like to talk with you about from the Board's perspective. When I say first, please don't think that will be the first proposal that I bring to you, these are in no particular order. I just know that it is probably the biggest money ticket item; second followed by the insurance. I think we both probably have those as high priority items. That is what we're here to talk about today...let's be honest. I think that if Cliff and the Insurance Committee present [at the next meeting], that provides us [table] with a lot of information.
- Amy – some of the other topics that the Board is interested in addressing is the defined work year; the next one is the defined hours that employees are expected to be at work...some call it a workday; issues with extended day contracts and recognition of compensation for those [days]; some sort of a level of recertification cost reimbursement; the issue of job sharing; compensation issues associated with in-service and the district provided programs associated with that [in-service]; travel compensation for staff members who travel between buildings.
- Amy – the next one is probably new to you [association], that's okay, hopefully we'll be able to talk about it...Policy and Code of Ethics review.

- ~ Amy – you’re probably asking what does that mean. Let me see if I can summarize a little bit for you. This year, across the state of Idaho, there have been an inordinate number of situations when compared to the past of teachers...school personnel in general, failing to report mandated reporting. Be it suicide ideation, abuse, abandonment, neglect...the Code of Ethics changed too, which ties into that. Failure to do so [mandated reporting] not only is a crime, but a Code of Ethics violation.
- \* Amy – The problem with that...multiple problems [with that]...one is obviously student care and safety, but the other problem with that is that three years back, the Idaho Prosecutors Association was getting fed up with this problem, that it [mandated reporting] wasn’t being reported, so they went in and tried to amend the statute for failure to report. It was terrifying. What they [Idaho Prosecutors Association] were trying to do was to amend it [statute] so that whatever crime you [teachers] failed to report, that is what your [teachers] punishment would be...so if you [teachers] failed to report a lewd and lascivious conduct...that is a felony that is imprisonment for life. I really don’t think that’s what you [teachers] should have for failing to report that. The problem is that [amendment to statute] died away...and this year...there have been so many issues [that have] come up, they [Idaho Prosecutors Association] are talking about that [amending the statute] again, and I don’t want them [Idaho Prosecutors Association] to go there, because it’s unfair.
- \* Amy – We [collectively] are trying to do what is best for kids, that’s our number one and top priority. I want to make sure that we’re doing it, and I think we [collectively] can come up with something that is pretty easy and simple and...to make sure that everybody knows what those obligations are; keep you [teachers] out of trouble, keep us [district] out of trouble. We have even had situations where teachers knew about suicide ideation and then kids tried to kill themselves. I have multiples [situations] this year.
- ~ Terri – Amy are you aware that the association and the district did bring in Terry Gilbert, and they did do a joint conference around the Ethics Code? Is that something that you are looking for or talking about?
- ~ Amy – It’s exactly it; it benefits you [teachers], it benefits us [district], keeps kids safe.
- Amy – association recognition is obviously another issue and prep time for elementary and secondary level schools. This one is going to sound a little strange too, relationship building, and I talked to you a little bit about career ladder and having a committee to work on that and to work together. I’ve got a few ideas in that same regard that we [district] want to talk about...
- ~ Rich – ...this is important; we have some fence building to do.
- ~ Amy – I think it is critical. It’s a two way street, obviously. I think the district has identified a few areas where they think they can communicate better, and the district has identified a few concerns they have that their communications are not being heard or being communicated in their original format [throughout the entire membership].
- \* Amy – I think we [collectively] could address things like the issue with the career ladder. We are going to have some state board rules kicked out about this ladder and about the evaluation process. We [district] don’t have a clue what they [state] are going to come up with...and that is going to have a serious impact on you [teachers]. Working on that together as a group during the school year...once those rules come out...and as far as what impact that has on the school [district], and some proactive discussion. This comes from your Board and your new administration...and old administration.
- \* Amy – They’re [Board] concerned that issues are not being proactively discussed [among membership and with district/administration] until a problem blows up and they don’t want that to happen, so that’s under relationship building...I didn’t know what else to call it.
- ~ Rich – well that’s hard for the teachers too, because we are trying to teach and when we have to pull our time from teaching to put those [issues] out...

- ~ Amy – ...well, if we can put those fires [issues] out at the lowest level, at the easiest solution instead of it (*gesture of blowing up*).
  - Amy – The other three [Board issues] relate all to leave type issues, it's certified sick leave, certified professional leave, and certified leave of absence.
    - ~ Amy – I think that was...I don't know how many [Board issues] ended up from the list, so from the Board's perspective, those are the types of issues that I expect or hope at least that you [association] are interested.
    - ~ Rich – sure. Well a lot of these were in our old CBA and we [association] would certainly like to get as much back as we can.
14. Amy – have you thought through yet...well let me start with this question, from the list that you took down [Rich's notes], is there anything in there that causes you [association] particular concern or issues that you [association] think this isn't necessarily where we think you [association] want to go?
- Rich – I didn't see anything; did you [Terri] see anything?
    - ~ Terri – the only thing that strikes me...and this is me personally, and this is not me speaking on behalf of the team in any way, shape, or form...but the extended day contracts and the job sharing, and the travel compensation...we [association] would like to have things that are inclusive and I think those are more exclusive, addressing a particular group of people. Not everyone travels to and from the base and I get it, if I were in that position, which I very well could have been, I would expect that compensation. I think that maybe we [association] were looking more globally and that those could be handled...let's talk about them and let's see where it goes...
    - ~ Amy – ...I understand where you're coming from...
    - ~ Terri – ...I'm just saying...if we could keep it more whole group.
    - ~ Amy – well, isn't it also the realization that the resources are limited...
    - ~ Terri – ...absolutely...
    - ~ Amy – and where can we get the best bang for our buck?
    - ~ Terri – right.
    - ~ Amy – okay, I know where you're coming from.
    - ~ Terri – that makes sense.
15. Amy – I may be asking you this cold, and if you don't have the answers, that is totally fine, are there additional issues on top of what I just laid out that you [association] would be interested in exploring.
- Rich – yes, there are...I think the number one priority from our membership is to get a CBA that we had before the Luna laws...so moving some of that [language] back into...
    - ~ Amy – is there any particular issue that is of priority or one of those high emphasis issues from your membership that isn't on that list or is there something that you want to talk about or approach?
    - ~ Luke – there isn't an issue that necessarily stands out Amy, but I know that these guys [association] have a lot of different proposals that they [association] want to send that aren't on this list of issues; that are just language pieces, pieces that existed before in the CBA that they're interested in. Some might exist in policy right now and that they [association] are wanting to get back [language] into the CBA.
    - ~ Amy – but it's not necessarily an issue driven matter, it's a language (inaudible)? Now is the language separate from the issues or is it... gives me an example, I won't hold you to it.
    - ~ Luke – one of the examples I think was in there [old CBA] was pay date or something like that.
    - ~ Amy – you [Luke] do know that pay date is in the standard teachers' contract.
    - ~ Luke – yes, exactly, and the association recognition is on there, which aligns with yours...
    - ~ Amy – ...which is one of ours, okay, but the way...I guess...I'm phrasing it...maybe I need to be more clear about it. Do you consider pay date an issue?

- ~ Rich – I think it was more of just what used to in there [CBA], that the district shall deduct things that...
- ~ Amy – ...deductions, okay, so that are the types of things that you [association] want to talk about, deductions from your paycheck, payday...
- ~ Rich – ...that's just one of them...
- ~ Luke – ...there are multiple [issues].
- ~ Rich – you [district] hit one in here...staff involvement decision making. That's obviously...I think right there with building relationships and (inaudible), and that used to be...I mean I just pulled that right from our old CBA, and [we, association] would like something back in there [CBA].
- ~ Amy – (*reviewing her notes.*) Is there a particular one [item/issue] you want to start with? Let's put it this way, given that we are going to do the insurance and the financial discussion next Wednesday morning...
- ~ Rich – ...I was just brain storming...here would be a proposal that would go...that I think [would go], and this is negotiation wise.
  - \* Rich – (*handed proposed agenda to Amy*) I think this is a set standard agenda for negotiations, so what we would have...this is how you know things that we would go through during the course of our next meeting...something like that.

<p>MHSD and MHEA</p> <p>Bargaining Session Agenda</p> <p>May 28, 2015</p>
<p>Team Introductions</p>
<p>State the Purpose of the Meeting</p>
<p>Establish Guideline/Ground Rules</p>
<p>Establish Next Meeting Date/Time</p>
<p>Other</p>
<p>Adjourn</p>

- Amy – [regarding document Rich handed Amy] explain to me how you think this impacts...what place would this have in a negotiated agreement and what impact that would have?

- ~ Rich – right from when we talked about relationship building...being able to...the association recognition thing...kind of the same thing right? We are equals at this table right here, and I think this just looks back and forth with being able to...with a set agenda, and...
- ~ Amy – I’m trying to figure out what you [Rich]...it’s a duplicate of what we just did...
- ~ Rich – It is what we [association] are trying to do. It would certainly be...if it’s something [agenda] that is set...we know what is going on. I think it’s important to have something that’s the same all the time. *(short banter)*
- ~ Amy – you [Rich] think this would aid, basically, in the organization of the leading discussion.
- ~ Rich – Sure.
- Amy – what else do you want to share with me?
  - ~ Rich – *(handed Amy a proposal from the association)* we [association] had one [proposal - association recognition] that was in our agreement [CBA], I think that we would both agree...this is right off the “association recognition” from our past [CBA].

<b>AGREEMENT</b>	
<b>ASSOCIATION RECOGNITION</b>	
<ol style="list-style-type: none"> <li>1. The Board of Trustees of School District 193, Elmore County, Idaho, recognizes the Mountain Home Education Association as the sole and exclusive negotiating agent for all employed certificated personnel, hereinafter referred to as employees, excluding the superintendent, assistant superintendent, district level administrators, principals and assistant principals.</li>   <li>2. This Agreement is the entire agreement between the parties.</li> </ol>	
<hr style="width: 80%; margin: 0 auto;"/> School Board Representative	<hr style="width: 80%; margin: 0 auto;"/> MHEA Representative
<hr style="width: 20%; margin: 0 auto;"/> Date	<hr style="width: 20%; margin: 0 auto;"/> Date
Date Proposed: May 28, 2015	

- ~ Amy – I’ve seen this type of language...set general language, and I don’t disagree. Yes, we have to have whom you [association] represent and whom you don’t represent. This [whom the association represents] is definitely going to end up in the CBA.

- \* Amy – Tim can you answer this or is this a James answer, has there been or will there be changes in the administrative structure associated with directors and coordinators, those types of things? Knowing that he [James] is changing the structure...I mean if he wasn't going to replace himself, and if that was going to be a non-issue, I'm sure the structure would be the same, but given the change...I just want to make sure...obviously you [Rich] represent all the certificated professional employees of the district, except the laundry list [who is not represented by the MHEA] and I want to make sure the laundry list is accurate, that's all.
- Rich – sure, and that's why...given this is what we [association?] need to fix right here. Now with something else with this too [association recognition], is this something that would be possible for like a two-year agreement with some of these [proposals]? Do we have to bring these back every year?
  - ~ Amy – I'm not opposed to some of that, in all honesty.
  - ~ Rich – Some items like this [association recognition], just so it would save time...
  - ~ Amy – my biggest problem with this one [association recognition] being two years is not the second half of the sentence, it's the first half of the sentence, because the statute [Idaho Law] requires you [association] to every year certify that you are the sole and exclusive negotiating agent, and if we put this for two years, we would be violating the statute.
  - ~ Rich – I just put this out, but maybe there is something [proposals and language] else we could look at.
  - ~ Amy – and I think that's an important thing for us to talk about when we put out each of the ones [proposals and language] of do we want it for one year or two years, because certainly there's logic to some of these being two-years when they are a regular thing all the time. I will come back with something on this; just to make sure we have the identification of the administrative employees under what will be the 2015-16[CBA], but philosophically, we are on the same page.
- Rich – I'm sure you could look at some more things I have in here [his documents], do you see anything else. Well, I guess the next one would be...[it] would fit with our brought-together [ideas], which would be some kind of...staff involvement. *(Rich handed another association proposal to Amy)*

<b>TEACHING CONDITIONS</b>	
<b>STAFF INVOLVEMENT IN DECISION MAKING</b>	
<p>The Association and the Board recognize the importance of communication in maintaining good relationships. The designees of both parties are therefore encouraged to meet for the purpose of discussing matters of concern. Each party will give the other, in writing, the names of not more than three (3) of their designees.</p>	
<p>_____</p> <p>School Board Representative</p>	<p>_____</p> <p>MHEA Representative</p>
<p>_____</p> <p>Date</p>	<p>_____</p> <p>Date</p>
<p>Date Proposed: May 28, 2015</p>	

- ~ Rich – so staff involvement in decision making, that’s kind of what we are looking at right there with some of the things.
- ~ Amy – let’s talk about this one because this one is one that I did want to delve into because it’s on our list and it’s on your list regardless of what the title is. I think it’s important of moving forward with new administration, new Board, new whatever...that communication is (inaudible). What do you [association] envision this encompassing. I understand that it’s a big picture philosophical statement and for a big picture philosophical statement there is no...I don’t think there is any disagreement on the big picture philosophy...but what do you intend this to encompass and cover?
- ~ Rich – those are some things that we can leave open...with some dialog from both of us. Obviously, insurance, some of the committees you were looking at, the ladder, salary stuff...
- ~ Luke – ...student achievement committee...
- ~ Rich – ...even like evaluations and all of that.
- ~ Amy – I’m concerned about those (rules/inaudible).
- ~ Rich – [that] anytime we [district] are putting some committees together that we [association] have input also. It’s just communication. I think we need to build some trust and that’s going to start right here.
- ~ Amy – Yes, you do.
- Amy – This also goes to your second [sentence] in here [association proposal]...for the purposes of discussing matters of concern...I might rephrase that...but it references what I was talking about...addressing issues prior to when it’s an annoyance or a problem...before it blows up. That is going to take trust on both sides to say...okay I’m going to fix this and you trust it gets fixed, or look this is how it’s going to be and you just live with it.
- ~ Amy – [referencing the 3<sup>rd</sup> sentence of the association’s staff involvement proposal] each party will give the other, in writing, the names of not more than three (3) of their designees. Describe to me what you [association] envision those designees or do you envision this as a committee...there’s not a lot of meat here.
  - \* Rich – no there’s not, I pulled this right off the 2009-10 [CBA], so it’s language we’ve had before. I wasn’t sitting here [negotiations] when we did it...
  - \* Amy – but we’re [parties] sitting here today, and we need to know what it means.
  - \* Rich – ...we need to know what it means.
  - \* Amy – what do you [Rich] think it means?
  - \* Rich – I’m thinking that when we put some sort of committee together we mutually agree, I guess it doesn’t have to be mutual; there might be a name on there that I don’t approve of. We each put some people in there [committee] that we need to (inaudible).
  - \* Amy – so you’re envisioning the association naming two or three and the district naming two or three...who do you envision naming whom? Is it Board, is it district, and whom are you [association] envisioning naming it...
  - \* Rich – I think it would depend on what committee we are trying to put together.
  - \* Luke – it’s the association, that they [district] would come to the association and say who are the three people that you [association] want on this committee, and the association would say here’s our three [names]...[and then the conversation might go] Well, this one [name], or this one [name]...the district might come back and say these two...nahhh...here’s our [district] list [of names], so the district...might come back and...
  - \* Amy – do you [Luke] envision the other side [district] saying yes or no to committee member [names]?
  - \* Luke – I don’t think there would be too many no’s.
  - \* Amy – I don’t either.

- \* Luke – as long as the district gets to choose their three, and the association gets to choose their three, I don't see any no's [being said].
- Tim – can you [association] give me an example of a committee that we don't have right now that might be...
  - ~ Terri – ...aside from the policy committee. The policy committee, we were not asked to...for teacher names. Teachers were asked to serve on that committee and yet the association was not asked whom would you [association] like to have sit on that committee, and so that is the first example that comes to my mind.
    - \* Terri – we [association] asked at the table last year to have a collective policy committee...and we were told no at the table...and then a few weeks later, here it comes back [to the association]...and yes, we have teachers appointed to that committee [policy] without any input from the organization [association].
  - ~ Amy – let me ask a question on that because I don't have any history and that's a good thing.
    - \* Terri – I'm the history.
    - \* Amy – when you [Terri] are talking about the association appointing a committee, you gave me the story about the policy committee...and I get [association's point] that teachers were appointed and not association selected...when the association has selected teachers to be on a committee, have you [association] ever picked somebody who is not an association member?
    - \* Terri – we have.
- Amy – good. What committees exist? I know there is an insurance committee, policy [committee]...
  - ~ Tim – ...there's the sick leave bank.
    - \* Rich – probably bereavement.
    - \* Amy – are the sick leave bank and the bereavement bank the same?
    - \* Rita – they are the same thing.
    - \* Amy – the sick leave and bereavement (inaudible).
    - \* Terri – in the past we've had a professional development committee, where we [association] would have joint dialog about what we [association] felt would be beneficial for the teachers to have sessions on versus the district [professional development], just saying here is what we [teachers] are going to do. I think that was vital as well.
    - \* Amy – was that done districtwide or as a building?
    - \* Terri – we had both at one time.
    - \* Amy – which did you as a practitioner find to be more beneficial to you at the time?
    - \* Terri – to have input into, because it would go from the building and from each building, we [association] had a representative that swerved on that district committee, it was more or less, chain of command, it would go from one to the other.
- Amy – and with the two of you being special education [Terri and Rita], did special education treat their professional development differently as far as being special education driven?
  - ~ Rita – no.
    - \* Terri – often times, yes.
    - \* Amy – we have a yes and we have a no...
    - \* Terri – ...but we [teachers] also had the opportunity to attend our statewide conferences that we do not have currently.
- Amy – so those are the types of staff involvement and decision making issues. Let me raise another one...
  - ~ Rich – ... I would think that if something comes up that you know the association and district would get together...I think the whole intent of that language would be...it's there if we [association] need it for something that's going to come up.
    - \* Amy – what if there is a disagreement, one side thinks it's needed, but the other side doesn't?



- \* Rich – sure, I mean...
- Amy – I want the cleanest language possible, so that you [Rich] know what it means, the association knows what it means...the Board knows what it means...so I have to assume that there would have to be a mutual agreement that the committee is needed.
  - ~ Rich – I would imagine so, yes.
- Luke – my question would be do you guys [district] do a leadership monies committee, the money from the leadership stipend that is coming in?
  - ~ Tim – each building has their own.
- Luke – There will be a committee formed to do the student achievement decisions. Isn't that by code [Idaho Code]?
  - ~ Amy – I believe so.
    - \* Luke – so that will be one [committee] for the future.
    - \* Amy – the way you phrase the answer...that goes back...a little bit, to the professional development committee. You're envisioning this as a districtwide committee, not necessarily a building committee.
    - \* Rich – it certainly could be a building committee. If something comes up, we [association] could certainly have the building administration put something together.
- Tim – I could speak to what Terri was talking about, the professional development committee. I sat on that [committee], and I chaired it, and the reason that went away is because funding went away, so that's your [the] issue.
  - ~ Tim – You should have a building professional development committee...I can see that happening. PD [professional development] funds are gone...let's be honest.
- Rich – one [committee] that we [district] used to have before was the calendar [committee], but I think that we kind of jointly agreed to move away from that...so you [Amy] know. That was one committee we [association] had people on.
- Amy – Tim, you bring up a good issue, money. You said that the professional development committee went by the wayside because of the money. Any of these other committees have a cost. I want to go for the biggest bang for the buck.
  - ~ Tim – it [committee] did have a cost if it were held during the day, then you [district] would have to get a sub for it, that would be the cost factor. Generally, those [committees] are after school.
    - \* Amy – that was the next question, when are the committee meetings generally held, like the insurance committee?
    - \* Rich – ...the association is certainly aware of the cost of having a sub come in We need to both agree to be fiscally responsible...
    - \* Amy – ...to find a way to make it cost neutral, okay.
    - \* Rich – and most teachers don't even leave their classrooms today.
    - \* Tim – that's what I was going to say, you couldn't get some teachers to do it [committees] because they don't want to get a sub [don't want to leave the students with a sub].
- Amy – [Topher] you've been quiet today.
  - ~ Topher – I'm just listening.
    - \* Amy – you're allowed to add [to the conversation].
    - \* Topher – I know. (*short banter*)

16. Amy – I would like to take this [staff involvement proposal] and I would actually like to bring back a counter proposal expanding it. Philosophically, it's under our relationship building issue...from an outsider looking in, and I think Luke probably has that same perspective.

- Amy – I think you [association] nailed it, the relationship needs to be built, but the trust, likewise, needs to be built. I think it's going to have to be with working together on a number of different projects where there has been some follow through, and some issues on that.
- ~ Amy – This [trust] has to come from both sides, from your [association's] perspective it's overcoming...for example, the fact that the policy committee was handled the way that you [association] thought it was handled...from the district or Board's perspective, it may be that we used to have a budget committee and they [association] came once in ten years and the rest of it they [association] didn't have any input. It's going to get...both the sides are going to have say...trash that history and we're [collectively] starting fresh on this relationship.
- ~ Rich – like budget...wise...I was still teaching [when] the association asked me [to be part of budget committee] and Tim asked me to come to some different meetings and get involved with that. I think that's one area that would be beneficial for all of us.

17. Amy – and given education wise, I think that is [budget] driving so many of the decisions. Tim and I talked about philosophy at lunch. The sad reality is that philosophically, I don't think either side of this table is far apart, the problem is the budgetary constraints preventing that from happening.

- Amy – when I have to ask if committees cost any money...because we've been in the red for two years...I think that is a ridiculous thing to have to ask. From that perspective, drawing the line in the sand and saying we're going to trust you in these is committees and you have to trust us...openness in the dialog...and to some extent some neutrality in the way the message is given out.
- ~ Amy – part of the comment I made about...when we started talking about relationship building...was from the district's perspective, they don't think that their message they have relate to leadership is not necessarily being repeated in a way the message was received [association and leadership not directly communicating district's messages to staff]. We have to work on that kind of neutrality in the language...neutrality in the message...both ways. You probably felt that way or had an event that was that way as well...I [association] told the district this [subject matter] and this is what I heard back...three people down the line [message not directly communicated to staff]. I think that's going to be a big part on working together, the trust, the relationship building issues.

18. Topher – Out of curiosity, and you might have already said it and I missed it, but what is the district's desire in these negotiations?

- Amy – the district's desires is to protect children and the best interest of children; operate the school [district] in a fiscally sound manner; reach a fair and equitable agreement that all parties have their interests recognized and addressed to the best extent mutually possible.
- ~ Topher – is that in writing somewhere?
- ~ Amy – it is now [referring to the minutes]. Those are the big goals and unfortunately [goals] one and two sometimes drive three [budget]. Tim and I were saying philosophically, I mean he went on a whole rant about the fear of the future thing associated with money. I told him to feel free to share that. What's in the best interest of kids and reaching something that we mutually agree upon is oftentimes constrained by that money.
- \* Amy – when you only have a whopping \$560,000 in the black, at least it's in the black after two years [of being in the red], it's going to limit things, especially, when we have the 27% insurance [premium] increase...hopefully, we can lower that.
- \* Amy – (*explained*) best interest of kids, what that means ...we're [district] not [able to] buying textbooks, we're not buying curriculum, we're not fixing the buildings, and it may be that the raises we [district] would like to be able to give [staff] will not be possible or that [maybe] we're not going to be able to pay that full 27% [insurance premium increase]. It's just finding something that works within...unfortunately, with number three [budget] controlling [goals] number one and two.

- ~ Topher – so you’re stating that the district has a desire to make sure that it is student-centered...understanding that it’s the students who are getting the benefits from this [negotiations].
  - \* Amy – that’s the whole reason the place exists...the students are number one.
  - \* Topher – okay
- Amy – (*continued explaining*) safety, education, health and welfare, and that’s part of why the issue on the reporting obligation. It sounds like we’re [district] putting something else on your [teachers] plates that you have to do and learn...that’s all student safety driven.
  - ~ Topher – as a teacher, I understand that. I’ve watched (inaudible) walk into my classroom that you [teacher] need to react, but at the same time, as a teacher I’m the one in the forefront of a student. I know as a teacher in my classroom, [with] 30 somewhat students, that I’ve got...I know what situations and issues are coming in and as someone who is working in this district, I need resources, I need accountability, I need people that I can turn to and not fear...I use that word loosely. I want to know that the district is supporting me to support the students.
    - \* Amy – this is the perfect conversation, Tim and I literally, the conversation we had at lunch. Yes, you’re the face to the student, you are the one providing the service, you are the one that the parent has the most direct contact and communication with...you are also, unfortunately, the one that probably has more kids than you would like and doesn’t have new textbooks and doesn’t have as many aids as you would like.
    - \* Topher – I can get around that...as a teacher, I can get around that...that’s my job. I understand that, but my concern is as a teacher...I really want to make sure that the district and I see eye to eye, and understand that the district doesn’t see me as an employee, but...because I am, but at the same time, I’m someone who sees students more than they [district] do and can address situations in the classroom better than possibly the district can.
    - \* Amy – but also haven’t most of the district office been in the classroom? It may have been a number of years, but your superintendent and assistant superintendent have been in your [teachers] shoes, so they [district] know what exactly you’re dealing with. Times may have changed and it may be more tech-heavy or more book-heavy.
    - \* Amy – I do believe that this is probably also communication [component]. James was one of you...he worked his way up. I think that is an area of communication, and I’m glad we’re having this conversation that needs to be expanded upon. You [teachers] need to understand that he [James] recognizes what you’re doing and he needs to understand what you’re doing in the classroom. That’s the number one priority.
  - ~ Amy – I do a lot of training with new board members. The thing I leave them with, among open meetings, confidentiality, contracts, budgets, and all that...when you [trustees] have an issue before you [trustees] and you go and make a vote...when they [district or association] introduce the issue before you, the first thing I want you [board] to think about is, not what it says or not what the superintendent or some other person (inaudible)...but how does this impact kids...is it a positive or a negative?
    - \* Amy – unfortunately, the budget constraints a lot of those positives, because...I think if it were up to every board member, you [staff] would all have raises, [you would only have] 20 kids in the classroom, with two [classroom] aids, and you all would have brand new textbooks. That is the drive that I try to emphasize in my notes, to drive your district and your board, and your new board as well. I think that communication is part of the whole relationship building that has fallen apart. I think a lot of that was driven by the State.

19. Rich – kind of off that, it is kind of sometimes...[it’s] hard to see [issue/situation] is it impacting the kids or the students...but like...for example...define workday, define work year, those are just some of the securities that the teachers have, so they don’t have to worry about that [insecurities] and so that they can worry about their kids.

- Amy – and those are why...two of those issues are why I put those there. I think those are mutual interests. You [teachers] need to know when to be here and when you don't need to be here...and we [district] need to know that there is someone in that classroom. I try to identify with...working with the board and district in defining that list of issues...I try to make sure that every issue that we [table] work towards had a benefit to both side...some have a cost to both sides too...but had a benefit, otherwise we wouldn't be doing it. This is supposed to be about reaching a mutual agreement that we can both say, it serves the students, it serves the teachers, it serves the district, so that's how those got picked out. I don't believe there are any one [issue] on there [list] that is specifically a one-sided or one-party issue. That's what I try to look at through the whole process.
20. Rich – Tim, I know that the new board hasn't been sworn in yet, are they going to...are they in discussions with you on...sitting in with anything so, that they are on board.
- Amy – I can answer that question. I can answer that because James shared with me. One of the things I was directed to do [by James] when we're done today is to let him know when the next date and time [of negotiations] are, because he wanted to make sure the new board members were invited to start their education process and learn the issues. It's a huge learning curve and when you got the majority of them [new trustees] to do that [training], the more information the better.
    - ~ Rich – I know that we [association] contacted them [new trustees] to let them know that negotiations were today. Jack was here (*about 10-15 minutes*).
    - ~ Amy – our goal is to be done before we have to get to that stage of them being in [office]...and I think if discussions continue the way they are, we will be [done].
21. Tim – I would like to touch briefly, upon what Amy was talking about, the facility issue. You guys [teachers] at HMS know exactly what I'm talking about, you have a roof falling in on you, so in August the board plans to run a plant facility levy for \$1 million for five years, and they'll tackle it, those issues [facilities repairs]. You [association] know as well as I do that we haven't had money to paint, even to fix things up, and the safety issues. So, that's what I was sharing with Amy, my fear as I'm walking out the door, is this community...and are they [patrons] going to support a plant facility election and a supplemental levy election in May. That scares me to death. I don't know the answer, but I can tell you this, if we [collectively] aren't on the same page together, it [levies] will go down in a blaze of glory.
22. Rich – another spot I saw, right from this too...about being on the same page...there was a great article from Twin Falls or Bonner County, about the super majority. We need to have a committee put together...that is lobbying our representatives to do that [get rid of the super majority].
- Amy – I think those are the types of districts supporting relationship building activities, because you two [district and association] are standing together for the district, and that's what the public is seeing, and not the (*gesturing conflict*), and the public sees this coupled with two different levies, and I think they're going to go down [support]. I read the same article and poor Bonneville, they have run that bond three different times and lost by .2 or .3%, when you think about that, it's two or three voters that didn't make it.
    - ~ Rich – I know when I've talked to Pete Nielsen, and he's tired of talking about it [super majority]; he needs to hear from more people.
    - ~ Amy – we [Tim and Amy] talked about that at lunch today too...we talked about your representatives, and where their positions were. (*short banter*)
  - Tim – Rich, it's interesting that you bring that up, because during the whole election consolidation was being touted, I can remember Mr. Luna telling us superintendents that the next thing on the [inaudible], the super majority, we'll [Luna's administration] get that [get rid of super majority].
    - ~ Luke – ...checks in the mail.

- Amy – I’m kind of hoping with the changes at the state level, that some of this is going to be driven...kind of local...this district working on issues. The mere fact of less reporting...that frees up time, I’m kind of hoping that happens and that some of these top-down state driven issues...that some of that goes by the wayside, and it goes back to what each unit [district] wishes to do, which is best for their teachers, their kids, their population.
- Rich – I can personally see a positive coming out of the career ladder and doing something with it. It will just take time to sit down and go through the process, being able to sit at the table mutually, and being able to work together as a team, is huge. I think...and you [Tim and Amy] hear it too...I know you do...that’s the wedge, and we need to get that gone.
  - ~ Amy – the career ladder as it is in its infancy, I think I read about nine different draft versions of it as they [State] were running the bill. I still don’t understand why the committee that came up with this [career ladder language] didn’t write it down when they came up with it. No doubt that’s going to change next year, they’re [State] going to tweak it, they’re going to change it, there’s holes, there’s mistakes.
    - \* Amy – why are we [State] creating more subcategories, and why are we [State] treating people differently who are just as important making sure kids in your classroom are supported. I don’t get that...and pulling them out of the index...typically that category of employee are required to have a higher education load to get their certificates. Once they were pulled out of your index, it drops your index down, so you get less (inaudible)...it causes a lot of little messes.

23. Rich – Amy, do you have any proposals for us [association] to ponder over before our next meeting.

- Amy – I don’t have anything in writing today. I wanted to identify the issues, I wanted to make sure that I was on the same page as you [association], and it sounds like I am. I have a number of them [proposals] started and trust me we’re going to hopefully pile through a number of those, and I want to bring back some different language on this [association’s two proposals], but philosophically, we are on the same page.
- Luke – I have a little bit of housekeeping. So we [collectively] agreed on the agenda that was given...that was proposed at the beginning, right?
  - ~ Amy & Rich – that was today.
  - ~ Luke, Rich, & Amy – that was today’s agenda, we sort of ran through it, didn’t we...
  - ~ Luke – ...so we agreed to the agenda today...
  - ~ Amy – ...we ran through the agenda today, we ran through the ground rules today, and you [association] provided me with...
  - ~ Luke – ...so that was my next...this is like the template...
  - ~ Amy – ...you’ve given me three [documents], the template, the staff involvement, and the association recognition, and I’m going to come back with those. (*short banter*)
- Amy – what I plan on doing next...I was hoping that we would all be on the same page since I thought they [issues] were all mutual interest items, and now that I’ve talked with you [association] a little bit about some of them...I sort of know...I’m a step closer at putting together a proposal that’s something that we can agree on. I want to bring back three or four of those [proposals] at the next session, it also depends on how long Cliff goes [budget presentation]...and to me getting that presentation down is critical.
  - \* Amy – I’m concerned...part of my job is to make sure that the Board is in the black, and making sure there is no bankruptcy. Part of my concern is making sure that we [collectively] have that solid understanding before we commit the money. That’s why I’m likely to bring you [association] issues, not one and two [association proposals], since those are going to be the ones that are going to be reported [minutes], but more along the bottom half of those nonfinancial types of issues. Some of those I’ll bring as one-year and some of those I’ll bring as two [years], because I think that is

something that if we can put a number of two-years to bed...especially, if everyone is on the same page and meeting a mutual goal.

- Rich – I ask could you [Amy] possibly go through the old CBA and pick out [language]...what are you [Board/district] willing to talk [about]...and bring back into from the 2009-10 CBA? What would you be willing to...so we're [association] not just picking at random...so that we're on the same list.
  - ~ Amy – I'm betting some of them [items in the 2009-10 CBA] are already on that list [Rich's notes from the meeting].
  - ~ Rich – they probably are, but could you [Amy] possibly or maybe email me or can we [association] get that so that we have an idea...so we are working together on these.
- Amy – likewise...I identified them as issues or topics, and I know Luke called them language. Regardless of what we call them, could you [association] likewise make a list for me of what issues you're interested in having back.
  - ~ Rich – I mean I can tell you that the staff would like it all back...the association...but we [association] certainly can name some.
- Amy – I would like to look at it issue by issue...because laws changed...issues changed. You know I always say...here's the start of negotiations for 15-16...we [collectively] could make it say whatever we want it to say, that fits your [collectively] environment and your situation now, but if you [association] likewise make that list [issues/language] I'll take a look at that, and we'll work our way through them.

24. Amy – The ones [agenda items] that I...so we can work on the agenda...I was thinking Cliff [budget], insurance company, your [association] three [proposals], and the [Board/district's proposals] certificated sick leave, certificated professional leave, the certificated leave of absence...association recognition...is sort of what you [association] gave me already...so that is already covered on both of ours [proposals]...same with relationship building...you gave me that in a sense, [but] I want to expand on that [association's proposals].

- Amy – so why don't I bring the three leave ones [administrative proposals], and we'll start with those three, and I'll have more ready, if need be...and if you [association] can likewise bring that list [association's proposals/issues], we can work our way through that...so [clarification] Cliff, insurance, your [association's] three that you brought, I'll bring three or four [Board/district's proposals/issues]...I [already] told you the first three [Board/district's proposals/issues] at least, and then your [association's] list of whether you call them issues or language or whatever you want to call them.

25. Amy – I want to chat a little bit before we end on the issue that Tim brought up about both levies next year and the relationship or team building directed towards matters of that nature...August [Plant Facility Levy] is a \$1 million, so \$5 million over five years, and running the supplemental [levy] in May for...

- Tim – ...\$2.6 million.
  - ~ Amy – and it expires?
  - ~ Tim – yes.
  - ~ Terri – excuse me, but May 2016, right.
- Amy – and those two [levies]...though it's not a direct impact into this year other than the facilities issue, it is an impact on cash flow moving forward, and I'm terrified that your [district's] bottom line is as small as it is...and has been in the red. When you're [district] relying on a \$2.6 million supplemental levy that could go away [not pass]...that terrifies me...while levies have been passing more and more, when they do fail, it is typically in conjunction with a bond or a facilities/plant levy in the same year. If you track through them, that's pretty much the trend, so I do have concern about that, and I want to make sure that...clearly the plant facility is necessary, we have a building falling apart and safety issues that we are not addressing. I would like to stick that high on the priority list of the discussion for teambuilding that I would like to try to address in the language that I bring to you in counter to your

proposal. Just in furtherance of my thought process on that language, what has the association done in the past, if anything, with regards to those types of levies or bonds that are run.

~ Rich – I can't think of anything.

~ Terri – I can think of phone banking that was done around...I can't remember which particular issue, but I do believe we [association] have done some phone banking, which was taking the voter registration list and calling people saying please remember to vote...hope you vote in favor for...blah...blah...blah...and those kinds of things.

- Rich – I remember they [district/buildings] used to have some sort of thing [activity] in the building; that's changed, we can't do that anymore.

~ Amy – the election date being consolidated has really messed things up.

- Luke – I know that as an association, we have a lot more freedom to be able to phone people as the association and say vote yes, instead of the school district.

~ Amy – Bingo...we [district] can't, because we can't do the political activity...we certainly can't do it on school property...we can only do educational information. As Tim and I were talking...say August [plant facility levy] passes...you [district] get a new roof...some [safety] issues are cleared up...[but] come May [supplemental election]...say we use every penny of the \$560,000...cuz gas went up...and we've paid for different things...and we've addressed compensations issues. I don't want to have \$2.6 million to cut [from budget]...so it's working to find...so you're game to open ...

- Luke – ...I think so. I think when we start to peeling that onion, [negotiations, issues] there's going to be a lot of layers, there's some issues that we [association] need to discuss and get out there, but if those things [association's issues] are taken care of, of course, absolutely.

~ Amy – you [Luke] know I'm going to ask...

~ Luke – ...ask what?

~ Amy – as an outsider...what issues are out there that could impede...

~ Luke – ...I think that we still need to resolve the issue from last year with negotiations...I'll just put it out there.

~ Amy – and I will choose...you know why I'm not going to respond...

~ Luke – ...absolutely...so that's going to be sticky as we get into it, cuz I think that's an issue...do I think we can overcome it and come to a resolution, absolutely, but...

~ Amy – ...understand. Is there anything else you [Tim] want to talk about...anything you [Rich] want to talk about?

26. Rich – Sharon, minute wise, will we [association] be able to get a copy before the next meeting, so that we can at least look at them?

- Sharon – I will try...I'll have to work on them over the weekend. I'll do what I did before, I'll email them...

~ Rich – ...you can email them to me.

~ Amy – that way it's not eating up our time on Wednesday morning. Our goal for Wednesday is whatever Cliff can put together on the list [regarding budget and insurance]...are you [Cliff] going to be able to pull that list together by Wednesday?

~ Cliff – I don't have the 2016 budget in that format [format from Rich], I can get the YTD for 2015, and I can get the salary-based apportionment for 2015 and 2016.

~ Amy – do you [Cliff] have the documents that you presented at the budget workshop?

~ Cliff – yes.

~ Amy – Rich will that work?

~ Rich – for now.

~ Amy – and as we go on further [negotiations], it [budget] may develop itself...now the second page [documents from Rich].

~ Rich – you’ve [Cliff] given me that one before [YTD Actual]. I didn’t know how to write that up, so I just showed you...copied the 2014 [budget and YTD].

27. Amy – does the insurance committee have a documentation that we make sure we have copies of?

- Denice – I can speak to it...I was there. We [insurance committee] were all given a booklet from the person that came in, and we were told about the state pool, and what information...as far notes, and if I speak then [next negotiations], I’m going to rely on anybody else on the committee...Robynn...but also Cliff, because he was the one who gave us [insurance committee] the numbers...wise, but I can bring the same booklet I was given.

- Amy – do you [Rich] mind if I ask her a question or two?

~ Rich – you’re fine.

- Amy – did the [insurance] committee look at option other than just changing providers; was there any discussion with playing with the benefit content?

~ Denice – Cliff correct me if I’m wrong...we [insurance committee] went to look to see if we [district] could get back into the state pool, and there was no way we could with the amount of claims we [district] had...cuz we had 18 people who had \$25,000 or more in claims...we had 4 people who had \$100,000 in claims...so therefore when you look at those numbers alone...

~ Amy – ...your [district] usage.

~ Denice – you’re [other insurance providers] looking at a hot district to pick up.

- Amy – were you [Denice] on the insurance committee last year?

~ Denice – yes, I believe this is my third or fourth year.

~ Amy – was it a double-digit increase last year?

~ Denice – I believe so.

~ Amy – in looking at ...I know one of the things you [insurance committee] were looking at was switching [insurance] companies.

~ Denice – we [insurance committee] didn’t meet last year, it was a committee issue.

~ Amy – we’re only looking at this year...best bang for the buck...say you [district] switch [insurance] companies, and it [premiums] goes from 27% to 18%, they’ll [new insurance provider] pound you [district] with (inaudible).

- Amy – that could be really helpful information to us [negotiations], because if we’re looking at a piece of the pie this big (*gesture*), and a certain amount of it [pie] is insurance...

28. Amy – next meeting is Wednesday at 9:00 a.m. I’ll bring you [association] information and we’ll [Board/district] bring you proposals, and bring you counter proposals.

**NEGOTIATIONS ENDED: 2:49 p.m.**