

2018 Negotiations Issues Report

March 5, 2019

Counseling

In response to concerns expressed during negotiations, the District established the School Counselor Stipend Proposal for the Board to consider. The proposal was approved by the Board at their April 30, 2018 board meeting and stipends were issued and being paid September through August.

Class Size

As part of the March 6, 2018 negotiations session last year we had a discussion about the impact of class size. After much discussion and a review of Policy #200 Curriculum and Instruction (which contains a section (#7) on Class Size) we agreed to add language to the policy to ensure that a procedure was followed in addressing large classes. The changes to this section of the policy were made at the May 28, 2018 Board meeting.

As this school year began there were a number of large classes at Heyburn Elementary and the procedure described in policy was followed. We are also providing a copy of the class size report that was presented to the Board at their September 17 meeting.

Behavior Support

During negotiations last year we shared some of the work that the District has been doing to support teachers in dealing with difficult students. Since that time we have continued to develop and implement a district-wide Behavioral Support Plan. A report on the supports that have been provided this year is attached. A draft of the District Behavior Support Plan should be available by next week.

School Counselor Stipend Proposal 2018-19 School Year

Rationale for School Counselor Stipend

Requirements: To be certificated as a school counselor in Idaho candidates are required first to complete the Idaho requirements for a Pupil Personnel Services Certificate. School counselors must hold a master's degree in school counseling from an approved college or university which includes seven hundred (700) hours of supervised field experience. At this time the Minidoka School District compensates school counselors on the certificated salary schedule which provides additional compensation for a master's degree. No other distinction in pay is made for school counselors in addition to the Career Ladder Pupil Personal Services placement.

Recruitment and retention of school counselors is difficult in Idaho. Our state has a shortage of school counselors.

Proposal for Stipend

To receive a stipend, mental health services that are provided will be recorded by the school counselor.

Experience*	Stipend	*As a School Counselor
0-4 years	\$1,200	
5-9 years	\$2,400	
10+ years	\$3,600	

Approved 4/30/18 as part of Personnel.

MCSD #331 Class Size Summary

September 17, 2018

District

We are growing as a District! We budgeted for an anticipated 1% growth but we are currently sitting at 2% growth district-wide. Here are the breakdowns by school from last year:

	2017-18	2018-19	Change
ACEQUIA	333	312	-21
HEYBURN	566	579	13
TLC	10	8	-2
PAUL	517	513	-4
RUPERT	609	639	30
EAST	447	472	25
WEST	483	522	39
MINICO	1021	1045	24
MtH Jr/Sr	200	207	7
TOTAL	4186	4297	111

Elementary

As you can see from above we have only gained 16 students at the elementary level this year, most of them are at Heyburn and Rupert. Here is the breakdown by grade level at each building. This does include a new half time kindergarten teacher at Rupert (**bold**) but it does not include the additional teacher for Heyburn which will be in the second grade (**bold**) if we can find a highly qualified teacher. If not we will hire two aides to assist in those four classrooms. The Kindergarten numbers (that are not all-day) are split between AM and PM classes.

	ACEQUIA	HEYBURN	PAUL	RUPERT	TLC
SpEd	12				
K (all day)	16	18	18		
K	27	37	34	19	
K		36	34	40	
K				41	
1	15	24	19	24	
1	15	25	19	24	
1	15	25	19	25	
1		24	19	25	
2	23	26	20	20	
2	24	29	20	23	
2		29	19	22	
2		29	19	21	
2				21	
3	26	21	23	28	
3	26	22	23	24	
3		22	24	28	
3		23	25	27	
4	26	30	24	26	
4	24	31	24	26	
4		32	24	27	
4			24	25	
5	31	32	26	24	
5	32	32	28	24	
5		32	28	25	
5				25	
5				25	
TOTAL	312	579	513	639	8

MCS D #331 Class Size Summary

September 17, 2018

Secondary

The following are class rosters by building. There could have been some changes since this was printed earlier last week.

Mt. Harrison

ENGLISH	0	19	21	7
HISTORY	24	0	18	24
COMP/SCIENCE	0	14	20	20
MATH	15	15	20	1
ENGLISH	18	0	18	12
MATH	0	19	16	15
COMPUTERS	14	19	19	0
COMPUTERS	18	19	0	26
GOVERNMENT	20	24	19	0
ENGLISH	15	16	0	21
SCIENCE	24	25	0	24
MATH	19	0	18	15

Mt. Harrison Jr. High

SOC STUD.	10	10	9	8	10	9	0
ENGLISH	8	10	8	0	10	9	18
MATH	10	8	10	10	0	10	0
COUNSELOR	0	0	1	10	8	0	10

East Minico

MATH	0	30	27	32	13	22
LANGUAGE	19	25	19	0	26	19
SPEC ED	0	0	0	0	0	0
SOC STUDIES	0	18	24	17	33	19
LANGUAGE	33	25	0	25	31	23
LANGUAGE	29	0	29	22	19	18
PE	24	18	29	52	20	22
BAND	14	10	0	0	0	0
HISTORY	32	30	0	29	21	19
SP ED	6	8	8	0	6	8
SCIENCE	30	26	30	0	33	20
MUSIC	0	0	0	24	20	17
HOME EC	31	28	29	24	0	19
ORCHESTRA	11	10	13	22	0	17
LANGUAGE	32	23	0	32	26	21
SHOP	0	20	31	26	22	18
MATH	0	16	20	24	31	20
COMPUTERS	30	28	17	23	0	12
OFFICE AIDE	2	1	2	2	1	0
LANGUAGE	20	17	19	0	14	18
MATH	23	0	26	28	30	22
MATH	27	20	19	0	29	18
MATH	15	8	27	0	31	18
SOC STUDIES	26	32	30	0	30	19
ART	25	23	9	23	0	18
SPEC ED	11	8	12	0	8	21
SCIENCE	31	17	21	33	0	18
SCIENCE	0	31	30	32	25	23

MCSD #331 Class Size Summary

September 17, 2018

West Minico

MUSIC	0	0	0	0	20	30	20
PE	27	0	0	21	21	29	18
MATH	29	0	0	26	25	15	18
MATH	28	24	0	26	0	24	17
LANGUAGE	17	23	30	0	0	25	23
LANGUAGE	27	23	0	25	0	21	20
SCIENCE	25	22	0	0	28	26	18
BAND	0	0	0	0	21	18	17
ESL	0	0	0	10	12	6	20
HISTORY	28	26	0	27	27	0	17
LANGUAGE	28	28	0	29	30	0	17
MATH	20	20	30	0	28	0	17
MUSIC	25	14	0	0	0	0	0
ART	24	23	0	24	0	25	23
LANGUAGE	18	0	31	0	24	26	22
SPEC ED	15	15	0	0	12	10	21
PE	26	35	0	14	33	25	0
MATH	0	24	30	0	28	26	24
MATH	0	28	0	22	27	24	15
COMPUTERS	30	31	0	31	0	30	16
HISTORY	29	29	0	29	26	0	19
SPEC ED	7	6	8	0	3	5	10
SCIENCE	16	12	0	0	24	26	20
SHOP	21	21	0	0	24	20	23
LANGUAGE	0	27	0	28	26	25	18
OFFICE/AG	31	3	0	2	2	2	0
SOC STUD	0	23	31	0	25	23	23
SCIENCE	0	25	30	0	26	26	22
SCIENCE	27	25	0	0	28	24	21
HOME EC	22	13	0	16	0	10	21

Minico

SPEC ED	14	1	13	0	9	12	14
MATH	21	27	27	11	15	0	6
SPEC ED	15	4	16	5	16	17	17
ENGLISH	19	0	17	21	29	17	31
ORCHESTRA	10	27	0	0	0	0	0
HISTORY	24	38	28	21	18	36	2
ART	22	21	0	13	19	24	14
BAND	22	16	0	17	24	26	0
SCIENCE	0	27	23	23	18	32	31
MATH	30	31	21	21	25	0	25
HISTORY	27	23	32	20	15	29	0
GOV/ECON	30	37	23	21	17	0	23
AG	10	10	10	22	0	22	18
ENGLISH	26	0	32	22	30	29	31
CONST	23	24	18	25	0	4	4
ENGINEER	18	7	8	0	0	11	20
COMP	22	26	1	22	24	26	19
ENGLISH	34	0	13	24	19	22	31
LIBRARY	4	0	0	24	1	1	0
OFFICE AIDE	2	1	2	0	1	2	2

MCSD #331 Class Size Summary

September 17, 2018

SPEC ED	10	14	8	6	1	8	4
CHOIR	31	14	40	17	13	0	0
HISTORY	35	22	33	25	18	30	0
MATH	19	29	5	20	12	0	27
BUSINESS	0	4	27	20	26	26	15
MATH	31	37	27	12	29	8	31
ESL	26	27	0	20	20	21	5
SCIENCE	0	9	15	17	24	27	29
SCIENCE	0	30	20	23	16	31	30
ENGLISH	0	0	30	23	21	25	30
ESL	16	11	8	27	0	10	18
HCNA	10	11	0	24	4	8	13
GOVT	18	36	20	14	24	31	1
ART	23	20	5	22	0	11	24
MATH	32	31	26	18	29	0	20
ENGLISH	32	5	23	20	24	24	31
PE	14	35	17	0	0	27	24
ENGLISH	29	0	23	23	31	21	29
WEIGHTS	32	32	26	21	0	27	18
SCIENCE	1	23	20	19	26	26	30
WEIGHTS	16	28	19	22	20	35	0
SCIENCE	27	13	31	0	0	0	0
SCIENCE	1	30	27	25	31	33	33
SP ED	10	14	6	7	2	7	0
MATH	22	9	21	21	19	0	29
SPANISH	28	16	12	20	27	29	0
PE	18	28	0	19	16	27	28
SCIENCE	0	32	30	20	26	18	31
ENGLISH	22	0	28	19	20	25	17
MATH	27	26	30	16	23	0	25
AD LIV	11	1	25	19	25	25	0
HISTORY	14	32	20	24	35	24	0
VIDEO	6	0	22	23	23	2	23
MATH	26	17	12	0	28	0	23
SPEECH	20	0	14	19	31	21	12
AG	3	25	21	15	18	23	0
ENGLISH	32	0	24	23	27	25	32
DIESEL	6	14	0	23	18	20	20
FOODS	0	17	12	20	19	21	21

**Minidoka School District
2018-19 Behavior Supports Report**

The Minidoka County School District is developing a District wide **Behavior Support Plan** to document the ongoing support we provide our students and staff. These supports can help teachers capitalize on instructional time and decrease disruptions, which are crucial as our schools hold academic and social accountability measures for all students. The following resources have been provided this year to implement the behavior plan.

Medicaid is a jointly funded, Federal-State health insurance program which covers low income groups including children, the aged, blind, and/or disabled. Accessing and providing Medicaid billable services is an onerous task which some districts in Idaho decline to take advantage of. The Minidoka County School District desires to support students to the highest level possible in facilitating access to the educational curriculum, therefore we choose to do the added paperwork necessary to provide this level of service to students. *Our District bills \$750,000 yearly in Medicaid services.*

Community Based Rehabilitation Services (CBRS) are Medicaid billable services implemented by a qualified CBRS provider as behavioral support for students who qualify for special education services. The students must have a substantial functional impairment, Medicaid eligibility, a medical mental health diagnosis and the need to learn replacement behaviors. *Our District has provided 5,428 hours of CBRS services to 32 students so far this school year.*

Behavior Intervention (BI) is a special education service that is used to promote a student's ability to participate in the student's specific educational services through a consistent, assertive, and continuous intervention process addressing behavior goals identified on the IEP. Students qualifying to receive these services must have an intellectual disability, Medicaid eligibility and have maladaptive behaviors that interfere with the student's ability to access an education. *So far this school year we have provided 4,478 hours of BI services and 68 hours of BI consultation for 17 students.*

Minidoka County School District has four **Behavior Technicians** on staff. Two of these technicians provide services at the Total Learning Center / Mt. Harrison Jr. High School. The other two positions provide behavior support as needed in the District under the supervision of the Special Services Director and the school psychologists. *Together these four behavior technicians will provide 4,420 hours of services.*

In the identification of students with severe behaviors, we employ two **School Psychologists**. There are 102 students who have Behavior Intervention Plans (BIP) on their IEPs. Their behavior support may come from a variety of resources including CBRS and BI contracted providers, District behavior techs, special education teachers and special education paraprofessionals. Our school psychologists use assessments specific to behavior including the Behavior Assessment Screening for Children (BASC) and the Conners Comprehensive Behavior Rating Scales. *The district has spent \$3,482 on these testing instruments this school year.*

The District uses the **Crisis Prevention Intervention (CPI)** model to train our staff on how to work with children in crisis. The model trains staff on how to deescalate situations and also safely deal with students who are striking out physically so as to minimize harm or injury to both student and /or staff. TL Lowder has trained 68 staff members. *Training material costs were \$3,122 with a training expense of \$4,400.*

Concern over the increased awareness of **mental health needs** in the District we have chosen to support students with mental health challenges which impact both behaviors and academics. The District is providing social support groups in the elementary schools at a cost of \$9,000. The district has also implemented mental health counseling services for individual students with a budget of \$10,000. *Thus far we have served 83 students at \$4,500 with these resources in addition to \$32,150 in billable Medicaid mental health services.*

To assist teachers with **individual student behaviors**, the district has contracted with TL Lowder to provide behavior support as needed to all staff with *285 hours spread across all 9 schools* in the district throughout the year. Some of these hours are still available to staff as requested.

Behavior professional development has been presented to the staff at Acequia, Rupert, Paul and Heyburn Elementary Schools. *So far this year, Ms. Lowder has provided 12 hours of PD at the District elementary schools to assist in strengthening behavior foundations.*

In implementing the **District Behavior Support Plan** the District is also providing unlimited hours with Ms. Lowder to new teachers to assist in setting up their classrooms. In addition, she helps new teachers with individual student behavior management. *At this time, the district has spent \$400 for these services.*

Teaching with Love and Logic, which is a nationwide program that helps establish boundaries and procedures for students, has also been provided to all second year teachers in the District. Second year teachers meet with the Love and Logic instructor where they learn together. Applying the skills they acquire, the teachers then bring scenarios from their classroom experience to the next meeting and discuss how to fine tune their classroom systems and trouble shoot problem behaviors.

As you can see the Minidoka County School District has placed a high priority on supporting students and staff in addressing behavior and mental health. We feel it is vitally important to prioritize and put the time and resources in supporting students and staff in these areas which are critical for student success.