
DPS/DEA Negotiations Meeting #2

Minutes

Monday, April 29, 2019; 5:30 p.m.

Central Administration Offices Board Room

Negotiators Present:

Representing School Board: Board Vice President Kim Schwartz, Board Member Michelle Orton, Superintendent Shon Hocker, and Assistant Superintendent Keith Harris.

Representing Dickinson Education Association (DEA): Mr. James Fahy, Ms. Sara Berglund, Mrs. Shawna Knipp, and Mr. Jay Schobinger.

Others Present: Kristi Meidinger, Trina Kudrna, Laura Bloom, Shary Smith, Lyle Smith, Brenda Loney, Amy Wyant, Chelsea Hartman, Jolene Gress, Diana Stroud, Shawn Leiss, Lee Mehrer, Shelly Wolberg, Beth Mink, Dawn Sipma, David Wilkie, Leslie Wilkie, Naomi Thorson, Maggie Lehman, Clarence Hauck, Kalindi Brandvik, Kay Poland, Kayla Kilwein, Rachael Sisson, Scott Schmidt, Meghan Ziegs, Twila Petersen, and Kayla Henson from the Dickinson Press.

Call to Order – Dr. Shon Hocker, chair, called the meeting to order at 5:30 p.m.

Additions or Deletions to the Agenda – There were no changes noted.

Review and Approve the August 21, 2018, Meeting Minutes – Mrs. Schwartz moved to approve the August 21, 2018, meeting minutes, as presented. Mrs. Orton seconded the motion. The motion carried unanimously.

Review and Approve the April 24, 2019, Meeting Minutes – Mrs. Schwartz moved to approve the April 24, 2019, meeting minutes, as presented. Mr. Fahy seconded the motion. The motion carried unanimously.

Sign Tentative Agreements –

Ground Rules – A copy of the proposed ground rules were distributed to the team members. Mr. Fahy moved to approve the ground rules, as presented. Ms. Berglund seconded the motion. The motion carried unanimously.

Maintenance of Standards Clause Added to the Negotiated Agreement – This topic was tabled until the Wednesday, May 1 meeting.

Introduction of Topics for Negotiations – Dr. Hocker noted, as per the Ground Rules, new topics may be introduced at this meeting and the next meeting.

a. National Board Certification – This topic was introduced by Dr. Hocker.

Dr. Hocker said there was a chance of another topic being added at the next meeting. The Board negotiators were still in discussion regarding that topic. Mr. Fahy felt that if another topic was added, it would add another meeting. If a new topic would be added on Wednesday, it would add two more meetings for discussion on the topic.

b. Placement of Salary Schedule – This topic was added by Dr. Hocker.

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Discuss Topics for Negotiations –

Update/Language Cleanup on Negotiated Agreement: Dr. Hocker shared his understanding was the cleanup of the language was going through the master agreement and updating and include coaching stipends. Mr. Fahy said he has received some information. Consensus was since the negotiated agreement was a working document with changes being made up until the very end, this topic would be moved to the end of the topics for negotiations.

Chair Hocker suggested lumping TFFR, Professional Organization Dues, Work Day, and Salaries together.

TFFR - Dr. Hocker shared that several of the school districts in North Dakota provide more than the share that Dickinson Public is currently providing for TFFR. He inquired if that was an interest to the DEA. Whether teachers receive an increase through TFFR or through salaries, it is the same end result when it comes to retirement. There was no proposed language available at the time. Mr. Harris clarified the TFFR increase would be in lieu of a salary increase. This led to a discussion regarding the tie-in of salaries.

Mr. Fahy said they had not heard or seen any numbers for new money or existing money for next year. Having those numbers would be a good starting point with an accurate discussion on what is available.

Business Manager Anderson explained House Bill 2265 passed. This bill would provide a 2% per year increase in the foundation aid payment; 2% for 2020 and 2% for 2021. There were some other changes to the formula as well. He has a draft but had not finalized the impact of the mill levy component. Mr. Fahy said it was hard to have a discussion without having the exact dollars.

Dr. Hocker referenced the 2% from the state was approximately \$800,000 per year coming into the District, that administration was aware. He addressed Business Manager Anderson and inquired what percent of the budget comes from the state. Mr. Anderson responded \$48,000,000 in revenue was budgeted last year and approximately \$30,000,000 of that was state aid, which is about 60%.

Dr. Hocker explained the TFFR conversation was added as a topic if the teachers association was interested in increasing their salaries as high as possible. The TFFR dollars can be stretched further if going the TFFR route. He noted it was not the goal of the District to fund TFFR 100%. Right now it is closer to 50% which is similar to other districts. Mr. Fahy agreed it would be a good way to stretch funds.

Mrs. Knipp inquired what are the percentages of increase and Ms. Berglund asked over what timeframe. Dr. Hocker responded it would be implemented next year but it would depend on the percent. He used 1% or 1.5% as an example. Even though the state is providing 2%, that 2% is only covering 60% of overall expenses. He added about 83% of the District's operation and expenses goes into salaries for employees. There are challenges with the steps assuming that the salary steps are allowed to advance. The steps alone are about a 2% increase. A step for next year for a starting teacher is somewhere close to 2%. Dr. Hocker said he was under the impression that the DEA had an idea of where they wanted to start. Mr. Fahy said it was difficult without some amounts to make an accurate judgment.

Professional Organizational Dues – Mr. Fahy distributed a handout for a proposal, Reimbursement for one professional organization dues. This proposal would add a new section “F” under the Benefits on page 9 of the professional negotiated agreement.

The District will pay the dues for teachers to join the local, state, and national teachers associations relevant to their current assignment (teacher).

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Mr. Harris inquired if there had been any research done on what the average (cost) would be. Mr. Fahy responded it would depend upon what association the teacher would chose to go. He said he talked to a couple of administrators and they have their NASSP dues paid for. Mr. Fahy was given an estimate of \$250 for those dues. Mr. Harris inquired if this would go towards DEA dues. Mr. Fahy responded that it could. Mr. Harris inquired the cost of the DEA dues for a teacher. Mr. Fahy responded the total is about \$650. Mr. Harris inquired if they were possibly asking for potentially \$650 (per teacher). Mr. Fahy responded it could be if that is what the team decides. Mr. Harris added because it was taking this into totality, the \$650 exceeds putting \$500 on the base, using that as an example. It would exceed the 1% in TFFR. He felt that amount could potentially be more money than anything they are talking about with salary or TFFR. Mr. Fahy responded if that was the way this group chooses to negotiate, it could.

Dr. Hocker clarified, the DEA negotiators may prefer to have increases go towards dues rather than increase in salaries or TFFR. Mr. Fahy responded it was one of the topics that was brought up (with the DEA). It was one of the things already provided to the administrators and the DEA felt it would equal it out. He added that many of the teachers are members in multiple organizations that they pay for out of their own pockets. Dr. Hocker said he supported it and did not see a problem with it and noted it references back to dollars. He noted there are 14 administrators and 350 teachers and the impact is different. He explained if the teachers would like to have a portion of their increase be earmarked towards professional dues then he thought they could have that conversation.

Mr. Harris inquired if there would be any legal ramifications for District funds going towards DEA dues. Mr. Fahy did not think it would have any because it was a professional organization.

Dr. Hocker reiterated if there was X amount of dollars identified they could identify what amount to go to dues, salaries, TFFR, or what they would like. Mr. Fahy wanted to make sure that all the dollars identified was all the dollars that are available. He clarified that the new money was not always the money that was available.

Mr. Harris clarified that if there was, as an example, \$400 for an increase, and it went to the professional dues, there would be nothing on the base, nothing towards TFFR, and inquired if that was acceptable. Mr. Fahy said he couldn't respond to that since it would depend on the language on the other topics. Ms. Berglund said that they were hoping an increase in the salary and the dues would also be paid for.

Mr. Harris referenced all the employees in the District, if a certain amount of money was allocated to go towards professional dues for the teachers, and asked if the DEA would feel slighted if then classified employees, for example, received a higher percentage raise than the teachers to make it equal since the classified employees do not have an opportunity to belong to professional organizations. Mr. Harris used, as an example, \$500 on dues for each teacher and gave an example of a 2% raise on the classified staff salaries to equal it out. He inquired if that would be acceptable. Mr. Fahy said he would take it to the DEA which makes the final decision. His job was to bring the best possible solution and contract for the association.

Work Day – Mr. Harris distributed a handout for a proposal, Work Day. This proposal would replace the language on page 10 of the professional negotiated agreement.

V. WORKING CONDITIONS

B. School Day

1. ~~The school day for teachers in the DPS will normally be from 8:00 a.m. to 3:45 p.m.; however, variations to this time schedule will be made by the building principal to meet all necessary contingencies. Also, it is understood~~

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~~that all teachers will attend staff meetings in their building when called.~~

Teachers are expected to work an 8 hour shift each day as dictated by the needs of the students, and as assigned by the building administrator.

2. During contracted time, teachers will be required to have ~~5½~~ 5¾ hours of assigned duty and 2¼ hours of unassigned responsibility.
3. During the 2¼ hours of unassigned responsibility, teachers will take time out for their noon lunch. In the average day, this will allow each teacher a minimum of forty-five (45) minutes for lunch and 1 ½ hours for preparation daily. Professional Collaboration time (not to exceed 60 minutes per week) is included within the definition/expectation of preparation time.

Mr. Harris noted there seems to be some disconnect building by building in the District whether professional team time/collaboration time can or cannot be considered during the 1.5 hours of preparation time. Mr. Fahy inquired if it could be changed to 2¼ hours of unassigned time responsibility, prep time. He explained it was already in there as unassigned responsibility. This topic has been discussed during many negotiations and how super block affects preparation time. Because of super block and preparation time, Mr. Fahy said it appears the teachers are getting less preparation time and more collaboration time and team time. Teachers end up taking more and more work home with them every night.

Mr. Harris inquired what was the purpose of prep time. Mr. Fahy responded it was to prepare and make sure students get immediate, positive, and instant feedback. Mr. Harris inquired what was the purpose of professional collaboration time. Mr. Fahy responded there won't be immediate feedback unless they are collaborating on common assessment and common data. Mr. Harris felt the work of the collaboration time covered what every student will be able to know and be able to do, working on how to know if students know it, common assessments, what to do with students that don't know it, what do we do with those students that already know it, what is the most effective way to teach it and how do we own up to those students. He felt collaboration time was the best prep time. Mr. Fahy inquired when are the teachers going to do their grading.

Mr. Schobinger shared that teachers are continuously spending time with students during what is allocated as unassigned time. He is unable to carve out 45 minutes for a lunch break in his day. He expressed that 1.5 hours of preparation time/professional collaboration time should be up to the teacher to decide and the teacher should not be told when they will collaborate at a set time. He added the elementary teachers have snippets of unassigned time broken into several minute segments.

Ms. Berglund said that unassigned time on paper is not a reality. She is on several committees so she is in meetings most mornings. After school, she runs a homework club. She foregoes her preparation time Monday-Thursday for the homework club for the benefit of the school and the students. Every day, the only time she has to prepare during her contracted time is her 40 minutes. During that time, she is correcting papers, photocopying and doing some planning. Otherwise, her time is spent with students. The professional collaboration time/superblock is attached to music time as an 80-minute block with the other grade-level teacher. She is doing additional collaboration outside of the superblock time. They work on the four critical questions but need to collaborate with other teachers that work with the students. This is done outside of the workday.

Ms. Berglund explained when there are students absent, the work the student misses needs to be taught to them. She meets with those students who have been absent either in the mornings, during her lunch, or during afternoon recess. Work is done outside the work day.

Mr. Harris referenced the District's mission statement regarding professional learning communities. He inquired how does the District protect the professional collaborative group time and still meet the valid

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concerns of Ms. Berglund. Mr. Fahy inquired how professional collaboration is happening right now. Mr. Harris responded, at the elementary level going building by building, it is during the superbloc time every six days. There should be an hour of professional teaming time within that superbloc. At the middle school, it is built into the schedule and at the high school, there is about 40 minutes. Mr. Fahy inquired if it was working right now. Mr. Harris did not feel the District was authentic (in the PLC) as it could be.

Mr. Fahy inquired if they were theoretically asking for professional collaboration time every day. Mr. Harris said that was not what he was proposing. He was willing to change the proposed language to no more than once a week will be dedicated to professional collaboration time or 60 minutes every six professional days if that would help ease some fears of infringing on the prep time.

Ms. Berglund shared some background on superbloc. When it first started, teachers were not required to be there if it was utilized appropriately. It was a way to integrate professional development. She recognized that was not the purpose of the PLC. Dr. Hocker appreciated the background. He added when the District gets to the point where the PLCs are authentic they are incredibly helpful and he was confident every teacher was going to feel that it was a value. Right now there is a perception in some buildings that some individuals feel they do not have to go and be part of the PLC. He would like to have some language, even if it needs to be modified.

Mr. Fahy referenced the timeframe of 8:00-3:45. It used to be (at the high school) 8:00-4:00 with an hour for lunch. The community requested that the (DHS) open campus lunch be changed and go earlier and go to 45 minutes. Therefore, the student lunch schedule changed so the students would be back in class at 12:30. In lieu of 15 minutes taken away from lunch, they reduced 15 minutes at the end of the day. He felt the District was asking the teachers to give the 15 minutes back.

Mr. Schobinger referenced the language of "assigned by the building administrator". Mr. Harris responded with a hypothetical schedule with the high school team. It might be better for some students if the teachers worked a different shift, such as 7:30-3:30 and someone else worked the 8:00-4:00 shift. It would provide some more flexibility. The teacher would work an 8-hour shift. Currently it is a 7¾-hour shift. Mr. Fahy inquired if there would be an hour lunch. Mr. Harris responded it would not.

Ms. Berglund inquired how it would change at the elementary level. Dr. Hocker responded it would essentially be adding 15 minutes. There might be standardized start times since the revised busing schedule was more efficient.

Dr. Hocker recognized there are some Districts where the teachers work eight hours. There are some Districts at 7.5 hours and some at 7¾ hours. The intent is to move to eight hours. Those 15 minutes open up different avenues for the administration and hiring of classified staff which could potentially save the District money.

Mr. Fahy inquired how the 15 minutes might save money. Mr. Harris used examples where paraprofessionals are supervising students during time after school while waiting for the bus. If the teaching staff rotated their time, the paraprofessionals could then possibly rotate into the school day and provide additional support in the classroom.

Ms. Berglund inquired if she ran homework club (after school), if her schedule could be adjusted. Dr. Hocker responded that it could possibly. The 15 minutes was a talking point. Mr. Harris said with the homework club, her schedule could be adjusted back and give her some flexibility in the morning. At the high school level, it could create some scheduling opportunities.

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Dr. Hocker stated that professional collaborative time, done correctly in a true PLC manner, is very valuable to preparation time. He also clarified that they are not asking for PLC time every day and taking away the planning time. That was not the intent. The proposed language was a starting point.

Mr. Fahy said that eliminating the 8:00-3:45 (schedule as it is now) might be a tough sell through the organization because adding the 15 minutes to the day at 184 contracted days, is 46 extra hours per year or 2,746 minutes. That was essentially an extra week. Ms. Berglund inquired if the District was willing to compensate. Some teachers are already working the 15 minutes and wondered if they could get compensated for those 15 minutes. Dr. Hocker said if the 15 minutes was not going to work, he did not want it to be a deal breaker. He was under the opinion the majority of the teachers are already doing the extra 15 minutes.

Mr. Fahy inquired if the time, 75 minutes per week, could be used as professional collaboration time. Mr. Harris responded that he would need to look at some schedules. Dr. Hocker felt that was exactly what they were asking for. The PLC time is once every six days or so. It is not every day. The flexibility comes in, the rest of those days, there would be the extra 15 minutes.

Mr. Schobinger inquired if the main rationale was to offer flexibility in the day or was the main rationale to get 15 extra minutes out of every teacher. Dr. Hocker responded it was both because he sees more of the extra 15 minutes at the elementary level. At the high school level, he sees it as the possibly of flexibility in the schedule.

Dr. Hocker asked the team if they would like to table this discussion. Consensus was to table these topics for a future meeting.

Chair Hocker summarized that so far tonight the discussion has been on salaries and TFFR together, work day, and professional organization dues.

Safe Workplace Language – Mr. Fahy thought this might be a discussion longer than an hour. Chair Hocker suggested having this topic be on the agenda for one of the next meetings. Mr. Fahy was willing to forward the language to the team in advance. This was agreeable to the Board representatives.

Vacancies and Transfers – Assistant Superintendent Harris distributed a handout for Vacancies and Transfers.

A. Notice of Vacancies

1. Notice of vacancies and new positions will be posted with accompanying job descriptions on **the DPS website**.
~~These notices will be posted by an email to all teachers and on the DPS website for not fewer than ten school days before said vacancy is filled.~~

B. Transfer

Teachers who desire a change in grade or subject assignments and/or who desire transfer to another building ~~will use the following procedures~~ will submit an “Internal Candidate Application” in the Human Resource portal of the DPS website.

1. A written ~~request~~ **notice** should be made to the building principal at their present assignment. ~~and submitted to the central office administration.~~
2. ~~The central office administration in consultation with the principal or principals, will approve or disapprove the application. If any administrator disagrees, he/she may refer the decision to the superintendent.~~ After reviewing the requesting teacher’s internal application, a mutual decision will be made by the receiving principal to grant/deny the request, or to grant the requesting teacher the opportunity to interview for the requested position. When the teacher

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is given the opportunity to interview for a requested opening, the interview committee will determine if the transfer request will be granted.

3. The teacher will be notified of the action taken. If ~~denied~~ unsuccessful, the teacher may request a conference with the superintendent. The final determination in all transfers will be at the discretion of the superintendent.

Mr. Harris explained during the recent hiring season, the pool of candidates was shallow. Having the ability to be quick and volatile during the hiring season was imperative. There have been changes made in human resources with the automated Frontline system. Mr. Harris explained with the new automated system, the notice of vacancies are on the District's website and may be accessed 24/7.

The proposal would allow the internal candidate to fill out a simple application online. When there is an internal application, the applicant should be following up with a written request to the building principal, such as a written note or email.

The receiving principal would grant or deny the request or, grant the requesting teacher the opportunity to interview for the position, as explained by Mr. Harris. The interview committee will determine if the transfer request would be granted. This proposal will streamline the process. Mr. Fahy later noted that the sending principal does not have an opportunity to deny the request for transfer. Dr. Hocker thought that both the sending and receiving principals should be included in the decision regarding a transfer.

Mrs. Knipp recognized that many individuals do not have time during the day and would not know about an opening in the District unless they received an email with the notification of an opening. Ms. Berglund and Mr. Fahy concurred. Mr. Harris said the ten days was probably a bigger logistical problem than sending out the email announcement. Whenever a position is added to Frontline, he thought an all-staff email could be circulated.

Dr. Hocker shared some examples of vacancies and transfers where a transfer position was approved and the position was posted which added additional days for internal applicants to apply. This can sometimes create a domino effect and therefore adding another ten days to post another position. Unfortunately, a couple of candidates were lost due to allowing the internal candidates their ten-day opportunity. Mr. Harris explained in today's world, the District is working with real timelines.

Alternate timelines for turnaround for internal candidates were discussed and still reassuring that the employees receiving notification of internal vacancies. Dr. Hocker said even a couple of days of waiting could potentially inhibit the hiring of viable candidates.

Mr. Fahy felt that the DEA could be receptive to fewer than ten days; they talked about five and four days. He wanted the teachers to have an opportunity. The ten days were slower and the system was not automated so it took time to get the word out. The automated system is faster and more efficient. Ms. Berglund wanted to make sure an email was being sent out with the announcement of the position.

Mr. Schobinger inquired, as an example, if a teacher from the high school was interested in transferring to the middle school, would that teacher have to go through the interview process. Dr. Hocker responded the request for a transfer could be granted if both principals approve the request. The other option was the administration may opt to interview the candidates for the position. Mr. Schobinger inquired what constitutes the interview committee. Mr. Harris responded the receiving principal puts together the interview committee.

Consensus was to change "written request" under Transfer to "written notice". Chair Hocker said that the Board representatives would bring this back with some modifications and continue the conversation.

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Length of Contract – Consensus was to move this topic to the end of the list of topics for discussion.

Horizontal Movement / Lane Change Dates – Mr. Harris distributed a handout on horizontal movement and graduate hours.

II. SALARY

B. Graduate Hours

2. Application for Additional Credit-Application must be made to obtain approval for credit. The following procedure shall be followed to gain approval:
 - a. Make application to building principal **by March 15.**
 - b. The principal submits application to the superintendent or designee for approval or disapproval **by March 20.**
 - c. The teacher will be notified **by April 5** of the action taken. The teacher may request a review of the decision with the superintendent.

C. Horizontal Movement

2. **Notification of an employee's intention to make a horizontal move in the upcoming contract year must be received in the Human Resource office by April 15.** All transcripts or verification of successful course work completion must be submitted to the CAO by the last Friday in August. ~~if they are to be used for any salary schedule movement.~~ Transcripts received after this date, or courses which have not received approval for credit by application, will be credited to the following contract year subject to approval and verification.

Mr. Harris said this topic's discussion began at the last meeting. The reason for the request from the Board representatives was to assist the Business Office in creating a budget that would take into account those teachers who are planning on moving lanes in the upcoming contract year. He added it would be ideal to issue only one contract. Mr. Fahy inquired how many new contracts were reissued this year. Mr. Harris didn't have those numbers but was willing to get those numbers. Dr. Hocker said he would prefer to budget as if the teacher was going to make a lane change. Mr. Fahy felt that the notice of intent to lane change and honoring that in the next year instead of waiting a full year would be sellable to the DEA.

Mr. Schobinger inquired if a teacher completes the notice of intent by March 15, does the teacher have to have the specific class, the specific date, the specific number of credits or can the teacher go the building level principal and note that he/she is making plans to take a class this summer. Mr. Harris responded that he felt in order to follow the process currently in place for course approval, it would have to be the same approval process. Dr. Hocker added it wouldn't be any more than they already do. Mr. Fahy clarified if a class comes up in June, that class credit would have to wait a calendar year. Mr. Harris responded that was correct as the proposal was written. Mr. Fahy recognized that scenario has happened sometimes; sometimes there are courses added during the summer. Mr. Harris suggested if the teacher knows they are one credit away and knows that the teacher is actively looking to take a class, the teacher should make an application by April and note the intention to move. Mr. Fahy said he would take the proposal back to the DEA.

National Board Certification – Mr. Harris distributed a handout. This topic was similar to the horizontal movement topic. The proposal was changing the date from "the last Friday in August" to "April 15". Mr. Harris said it was the same rationale, to budget for the change in salary. Mr. Fahy felt that if a person was going to the national board, they would know when they are completed. Dr. Hocker concurred. Mr. Fahy will send this proposal to the DEA and bring it back.

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Salaries – Dr. Hocker requested to come back to this topic. He referenced the career increments in the salary schedule which are disbursed every two years. When the team starts talking about salaries and TFFR, he would like to consider building the career increments into the salary schedule. Then those individuals would not have to wait two years, they would get the increments on the steps each year.

Mr. Fahy clarified that instead of 5% every two years it would be 2.5% every year. Mr. Harris responded that was correct. Dr. Hocker said it would be added into the schedule. Mr. Fahy did not think they would want to add to the schedule because he thought it would be more money at 5%. He said the District has worked on the salary schedule for a long time and it seems to be working and the career increments were a part of that.

Mr. Fahy addressed Mr. Anderson and asked how cumbersome was the schedule. Mr. Anderson responded that they are trying to move towards a module. Potentially teachers with the same experience have different salaries. Dr. Hocker added that the District would make sure in the first year that no one would get short changed, they would get the same increase just to streamline it simpler so that it can be in the system.

Mr. Anderson said there are about 30 tabs in the spreadsheet. It is a busy spreadsheet and as the District has grown, maintaining that schedule is difficult.

Dr. Hocker thought those individuals with career increments would appreciate getting something every year in exchange for cleaning the system up. Mr. Fahy would be interested to know more on this because the salary schedule is sacred to the association as currently set up. There has been some giving and taking on the salary schedule to recruit new teachers and the career increments were the base to keep the retention of teachers.

Mrs. Schwartz inquired if the steps are to the teacher's advantage. Mr. Fahy responded that adding steps is not to the advantage of the teachers. Mr. Schobinger said it possibly could be to the advantage of the teachers if the step is .035 and continues down (is constant) at .035 depending on certain situations it could be advantageous to veteran teachers.

Dr. Hocker said this group will continue the discussion on this topic. The intent is to try to be efficient with automation. Mr. Anderson said the intent was not a savings to the District. It was more focused on getting all the 23-year teachers in the same cell, as an example.

Mr. Fahy inquired if there were teachers in the system that have more years of experience but because of their outside experience, they only brought in seven years. He asked how that affect where they are at on the schedule right now and will they then receive those years of back experience. Mr. Anderson said they would have to look at them and Dr. Hocker added that they would identify them and the intent would never be to harm one person. Mr. Harris felt those outliers would get the benefit of the doubt. Mr. Fahy said there were many changes from seven years to 10 years and then to 15 years to help accommodate bringing veteran teachers into our system and putting them on the bottom of the scale. Mr. Fahy said they were not opposed to this.

Agenda Topics for Next Meeting – This topic was covered during the Topics for Negotiations discussions.

Debrief – Mr. Fahy summarized the meeting. The topic of Negotiated Agreement Language Cleanup and the topic Length of Contract were prioritized to the bottom of the list of topics to be discussed.

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There was a brief discussion on TFFR and the incremental percent per year. There was discussion with no agreement on the topic of Professional Organization Dues and the topic was tabled. There was lengthy discussion on Work Day with no tentative agreement. Both parties will bring back some language on Wednesday to figure out how to add 75 minutes to the PLC time, if that is the intent of the team.

The topic of Safe Workplace Language will be moved to the beginning of a meeting. Mr. Fahy will email the team some possible language on this topic.

There was a discussion on the topic of Vacancies and Transfer. A proposal from the Board was presented with several markups. The DEA requested five days for internal candidates and an email announcement of a job vacancy be sent out. The "written request" language was changed to "notice". An additional change would be a mutual agreement from both the outgoing and receiving principals. The proposal was revised to remove the requirement to submit a notice to the Central Administration Offices. Mr. Fahy felt if those changes would be made, then the DEA may support a tentative agreement.

The topic of Horizontal Movement was discussed and Mr. Fahy felt there could be a tentative agreement on this topic.

National Board Certification was discussed and Mr. Fahy felt the DEA executive committee could have a tentative agreement on this.

There was a brief discussion regarding Career Increments during the Salaries topic. The discussion will continue on this topic.

Chair Hocker added that the minutes from the August 21, 2018, and April 24, 2019, were signed by both parties, as presented. There were Ground Rules signed by both parties, as presented. The topic of Maintenance Standards Clause was tabled. The Board added two new topics; National Board Certification and also the Placement on Salary Schedule. The DEA did not add any new topics at this meeting. Mr. Fahy said there will be Introduction of New Topics on the next agenda. Both parties did not feel any additional topics would be added.

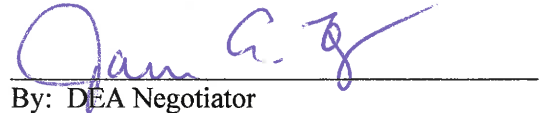
Adjournment – At 7:20 p.m., Chair Hocker adjourned the meeting.

Dated this 9th day of May 2019.

DICKINSON PUBLIC SCHOOLS


By: Board Negotiator

DICKINSON EDUCATION ASSOCIATION


By: DEA Negotiator