

Interest Based Bargaining Meeting #6

Agenda

Wednesday, April 19, 2017; 6:00 p.m.
Central Administration Office Board Room

Bargainers Present:

Representing School Board: Board President Sarah Ricks, Board Member Kim Schwartz, and Superintendent Douglas Sullivan.

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

Others Present: Mr. Vince Reep, Ms. Leann Mehrer, Mr. Jay Hepperle, Mrs. Shary Smith, Mrs. Leslie Wilkie, Ms. Brenda Loney, Mrs. Angela Ernst, Mrs. Donna Abrahamson, Mr. Tracy Sipma, Mrs. Dawn Sipma, Mrs. Yvette Schubert, Mrs. Jamie Prellwitz, Mrs. Lyn Olafson, Mr. Lyle Smith, Ms. Jane Cornell, Mrs. Diana Stroud, Mr. Scott Schmidt, Ms. Naomi Thorson, and Mrs. Twila Petersen.

Call to Order – Chair Douglas Sullivan called the meeting to order at 6:00 p.m.

Review and Approval of the April 5, 2017, Meeting Minutes – The April 5 minutes were provided in advance to the team. Mrs. Ricks had submitted recommended revisions to provide clarification and make a correction. Copies of the revised minutes were available at the meeting. By consensus, the minutes, including Mrs. Ricks' revisions, were approved and signed by Mrs. Schwartz and Mr. Fahy.

Sign Tentative Agreements – The agenda listed the tentative verbal agreements, the topics removed, and the signed tentative agreements. There were no new tentative agreements to sign at this meeting.

Discuss Topics for Negotiations/Bargaining

Simplify Leave Language (item a.) – The DEA bargainers had emailed a revised personal leave bank proposal this afternoon. Also prior to the meeting, Superintendent Sullivan had responded with some recommended revisions to the language. Mr. Fahy noted that the recommendations from Dr. Sullivan that were not included. The DEA bargainers tried to take into account all of the comments and concerns from the last meeting. Mr. Fahy would recommend Dr. Sullivan's suggestion to change "contributors" or "individuals" to "teachers" so that it was more consistent. Mrs. Ricks felt that there are some things that need to be more clearly defined especially since the Central Office administrators would be administering the personal leave bank. Those administrators would need to have very specific guidelines to know who is eligible and what purposes individuals may utilize the personal leave bank. Mr. Fahy did not think the team could come up with every scenario in the language. Mrs. Ricks felt it might not be necessary to have all possible scenarios. There was discussion regarding the definition of catastrophic illness or injury that is in the sick leave bank where it means extreme or life threatening and Mr. Fahy felt that the parties were interested in similar language in the personal leave bank. Mr. Fahy noted the process for a teacher accessing the personal leave bank has not been established. Mr. Fahy inquired how difficult it would be for payroll to send out a report to individuals letting them know their balance in their personal leave. Mr. Reep did not feel this would be too burdensome. It would have to be

done with timeliness so that people know before the end of the school year their personal leave balance with the understanding if the individual did not respond to the notice no action would be taken. Consensus was the sticking point seemed to be the definition of significant hardship. Mrs. Ricks requested that the language be understood for those administering the bank and language to back up their decisions. She inquired if someone contributes to the personal leave bank, do they need to contribute every year. It was the DEA bargainers wishes that any teacher could apply for the personal leave bank, even if they had not contributed since some individuals have exhausted all their balances and would not have any to contribute. In regards to the definition of significant hardship, Mr. Fahy felt the intention of the DEA was those individuals that do not meet the requirements of the sick leave bank because it's not catastrophic or life threatening but it is a recurring health condition. The DEA would want an individual to qualify for the personal leave bank if it was some sort of health issue. Mrs. Knipp added a recurring medical need for self, spouse, or child. Mr. Fahy suggested significant recurring medical hardship. Mr. Schobinger was not sure "recurring" would be necessary. If someone was diagnosed with cancer, it may not be recurring. Mr. Fahy said the purpose of the personal leave bank is to help those individuals who have used up all of their leave. Consensus was to exchange emails to come up with a definition of who may utilize the personal leave bank.

Flexibility of Leave (item c.) – Mr. Fahy inquired if AESOP is currently capable of handling 30-minute increments, how difficult would it be for the administrators to record and account for the 30 minute increments on the paycheck. Mr. Reep responded that he has visited with payroll about this question. The AESOP program does not have the ability in its formatting to be this detailed. He added there will be a Budget Committee meeting tomorrow where the District is considering converting to time clocks. Currently the AESOP system allows any entries and does not kick out requests when the individual has exhausted all their leave. With the new system, if an individual does not have a balance in their leave account, they will not be allowed to apply for the leave. Mr. Reep said he was unable to answer Mr. Fahy's question. He provided an example of a 23 school day span between March 14 and April 13. During that time frame there were 935 entries from teachers into AESOP with 670 of those having substitute teacher requests attached to them. Going to smaller increments would mean there would be additional requests put into the system. Mr. Reep offered to contact Frontline or Williston Public to find out if 30-minute increments or 60-minute increments are allowable by the system.

Frozen Step in 2009 (item g.) – Mr. Fahy noted that previously Mr. Reep had been asked to come back with some information with the total number of people who would have qualified back in 2009 and where they are at on the salary schedule and what approximate cost it would be to move those individuals. Late this afternoon, Mr. Reep had sent out an email to the team with the 2008-2009 comparison. Mr. Reep explained the document. The comparison indicated the vertical movement that was frozen and then compared base, salary index, and the beginning pay for teachers which in 2008-09 was a flat amount; it was not connected to the index. There were about nine cells that were compressed and flat back then. The index changed for most of the individuals in the top tiers but it did not change at the bottom lane. Mr. Reep referenced BS 24 in seven years. The individuals in that lane received a \$7,640 increase from the first year to the second year. If those individuals had received a vertical step that would have added another \$1,000. It was agreed upon by both parties that those getting vertical steps would have gotten larger increases even still so the other thing that that did is increase career increments from the base salary from the base to the beginning cell salary and so career increments were still 5% but they were calculated on a larger number. The extracurricular schedules with coaches are in BS 0-5. Those went up significantly

and so the extracurricular subcommittee went back and adjusted the percentages downward to help mitigate those increases but it was still a pretty significant increase. Continuous pay did not change because that was based on the base salary but continuous pay was back in those years too. Back in 2009, there would have been 65 individuals that would have gotten a vertical step and both parties agreed it was too much of an increase. Mr. Fahy understood the reasoning why it was done in 2009. Today there are approximately eight of those individuals still employed by the District. Mr. Reep felt it was maybe 16 individuals if those on the left side of the lanes have now moved over where they could make vertical moves. He clarified there are eight that could make a lane or vertical step this year and eight that maybe could next year. It does not impact all of them because some are not at BS 32 yet. There are four that are on step 15 this year so there is no step. Mr. Reep felt that if all of them were done it would be about \$19,000-\$20,000. Mr. Reep was not sure what would be done with the career increment piece.

The team used the interest based bargaining steps. Mr. Fahy stated the issue was to give back the years of experience to those teachers who are eligible and stayed. There was a discussion regarding career increments. Continuance pay went away and career increments went to every other year instead of every three years.

Issue: Return Year of Experience to Eligible Teachers

	Affordable	Mutual Gain	Doable	Ratifiable
Status Quo	Yes	No	Yes	Yes
Properly Place those Teachers on on the Sa Schedule	Yes	No	Yes	No

Mrs. Ricks stated the reason the second option may not be ratifiable is because the general feeling of the board is that the past Board paid for this frozen step. She thought it would be difficult to sell to the present Board because there were huge pay increases and this could potentially create another problem. Such as, would the Board have to go back and replace everybody who did not come in with 15 years experience when you could come in with 10 or before that it was seven years. Does that also have to be fixed because that is not doable or affordable. Mr. Fahy said that he understood the concept of why it was done but felt it would do a lot for the morale of 16 individuals. Mr. Reep asked if those 16 individuals know who they are. Mr. Fahy responded they did. Mr. Reep asked if the list of names of the individuals could be read so everyone was discussing the same group of teachers. Mr. Fahy responded they could be listed since it was public record. Mr. Reep listed the names of the 16 individuals. Mr. Fahy noted he was not on the list. Mr. Reep responded he was not on the list because there is no step for him. Language would have to be rewritten for Mr. Reep to know how to proceed with individuals at that step since there is no payment mechanism once they reach 15. Mr. Fahy asked if Mr. Reep could determine how much it would cost to move all of the individuals into what he considers their proper spot including the four individuals that are at step 15 and moving them to step 16. Mr. Reep responded there is no step 16. Mr. Fahy explained they would still be in the step 15 category because they would not have a career increment yet but it would mean that they would have the career increment rather than waiting a year. Mr. Reep asked for clarification that the four individuals would receive the career increments even though they are not currently eligible. Mr. Reep noted that the career increments for next year and 2018-2019 have not been established. He would attempt to provide an estimated dollar amount. Mr. Fahy said he would appreciate that. Chair Sullivan noted this topic would remain on the agenda for future discussion.

Define Specifically Assigned and Unassigned Time (item n.) – Mrs. Ricks had requested the superintendent put some information together with samples of teacher schedules from all of the elementary schools. The schedules were distributed to the team. Mrs. Ricks felt it would be good for the team to establish whether or not the District was in compliance prior to identifying a definition. Mr. Fahy noted he is not familiar with the elementary teacher schedules and inquired why there was a difference between the unassigned time between Roosevelt, Lincoln, and Jefferson schools. Some are at 115 and one is at 125. Dr. Sullivan explained that the principals have assured him that the classroom teachers' time periods are the same. He could not answer why there were different while things happen at different times, the time periods (at each building) are the same but he could not answer the question regarding the difference in minutes.

Mrs. Ricks noticed there was a chart on the front that shows the breakdown in unassigned time per day and lunch and then the last number is the unassigned time times 5 and then minus 90 minutes for superbloc. There was an average provided, even with superbloc not being counted as unassigned time. They were averaging out to more than 90 minutes a day. Mrs. Ricks inquired if the elementary teachers are being assigned things to do during unassigned time. Ms. Berglund felt the information was misleading but she had not had a chance to review the material. She explained what her schedule was like on a typical day. She is scheduled to be at school at 8:00 and the time from 8:00-8:25 (25 minutes) is unassigned time, when her students go to gym and recess in the middle of the day, that is 40 minutes of prep time, then she has 30 minutes (3:15-3:45) that is unassigned time. She noted her unassigned time is 95 minutes. She explained that when superbloc blends in, the teachers plan for 80 minutes, that takes away from her 40 minute preparation time. She said this happens in all the (elementary) schools. She said she did not understand the calculation. Dr. Sullivan responded that he had done the calculations and the (elementary) principals assured him that the classroom teachers are unassigned when the students are in music and in gym which is an additional 40 minutes and then recess which is 20 minutes. It was later established that recess at Roosevelt is only 15 minutes in length. Mr. Fahy thought that might explain the difference in minutes. Mr. Fahy requested this topic be tabled so that the DEA bargainers could review the information distributed at today's meeting and have some discussion.

Mr. Fahy requested to go to options. Mrs. Ricks inquired if the elementary schools are the only schools the bargainers are focusing. She wanted to make sure all concerns were covered. Mr. Fahy responded that he thought there was also a concern at the new middle school with the schedule. Mr. Miller said that there are two blocks together that are for teaming and then immediately after that is preparation time. A proposed schedule for the middle school was shared with Mrs. Ricks. Mr. Miller noted the teachers have 50 minutes of teaming (or PLC) that is assigned time and then there are 50 minutes for preparation time. If the teaming time goes too long it could go into the preparation time. He also added that if they are in a meeting and they want to finish something and it goes into the preparation time, that prep time could potentially be made up somewhere else. Mrs. Ricks clarified that there is a mutual understanding that there is a daily agenda given to the teachers for their team time. That was also Mr. Miller's understanding, as of right now. Mrs. Ricks felt there should be some clarification regarding the middle school schedule.

Mr. Fahy said that the concern he has heard from the middle school teachers is that the reason why they are put back to back is that if the teachers had to continue they could. For those teachers that wish to excuse themselves during preparation time to take care of things that need to get done for the classroom and for the students, they do not want this held against them.

Mrs. Ricks requested this topic be tabled until she has an opportunity to get clarification regarding the middle school schedule. She reiterated that if the District was not in compliance, regardless of how it is defined, she wanted to make sure the team was utilizing its time wisely instead of spending time coming up with a definition. Chair Sullivan clarified that the DEA bargainers would review the K-5 schedules prior to the next meeting and the Board bargainers will seek some clarification from the administration. Mr. Fahy requested that when Mrs. Ricks receives the information regarding the middle school schedule that she also share that with the DEA bargainers.

Ms. Berglund inquired if the 15-minute recess has always been considered unassigned. She had never heard that before. She said during recess time is the opportunity she has to work with students that are struggling so it's not really a break. Chair Sullivan referred the question to Mr. Reep. Mr. Reep said every building does it differently. There are supervisors that watch the students when they are at recess. If the teacher requires a student to stay in during recess that is self-appointed. In his experience as a principal at Roosevelt, most of the teachers took a break. This topic would remain on the agenda for a future meeting.

Stipend for District Moves (item i.) – Mrs. Ricks stated she thought the team needed to define the issue. Mr. Fahy said the DEAs issue is stipend for district moves. He added the interest would be those teachers who are having to move rooms or buildings would be compensated for packing and unpacking and setting up time which would be outside of the contract day.

Mr. Schobinger explained that his wife has already spent more than ten hours getting ready for the move. The teachers have a deadline to meet since the date(s) is set for the moving trucks. The teachers do not have the month of June to get ready for the move. Mrs. Ricks inquired if the issue is focused to just this year. Mr. Schobinger responded that this year is a big year. He noted that when Berg reopens, there would be individuals moving then also. This would happen minimally in the future. Mr. Schobinger noted that there are a great deal of people in the District not only preparing for the next school year but also preparing for the move.

Issue: Stipends for District Moves
Interest: Those teachers who are having to move rooms or buildings would be compensated for the packing and unpacking and setting up time which would be outside of the contract day

	Affordable	Mutual Gain	Doable	Ratifiable
Pay Stipend to All Teachers that Move				
Stipend to Teachers Required to Move				
Arrange for Volunteer Assistance				
Status Quo				

Mr. Fahy inquired approximately how many are moving this year. He noted the DEA bargainers had presented a proposal for a stipend based upon the pay of \$30 at 10 hours or \$300. Mr. Reep responded that he had counted the teachers for the middle school move and that number came in at

50. He did not include those that were requesting a transfer nor those that are doing in-building moves since that changes on a weekly basis. Using the DEAs proposed stipend amount, Mr. Reep estimated about \$20,100 for those teachers moving to the middle school.

Debrief – Chair Sullivan summarized the meeting. The minutes from the April 5 meeting were approved and signed as presented at the meeting. There were no tentative agreements to be signed.

Following are the topics that were discussed. 1) Simplify Leave Language (item a.), there will be an exchange of emails between the parties to try and come up with a definition of medical hardship. 2) Flexibility of Leave (item c) was discussed and are waiting for the Budget Committee. 3) Frozen Step in 2009 (item g.) the parties went through the interest based process and at this point it will remain on the agenda for possible future discussion. 4) Stipend for District Moves (item i.) was discussed and the issue and the interests were defined along with some possible options and it will remain on the agenda for future discussion. 5) Define Specifically Assigned and Unassigned Time (item n), the DEA will review the information that was presented tonight regarding the K-5 schedules and the Board will try and receive clarification regarding the middle school schedule tentatively in place for next school year. This topic will remain on the agenda.

Schedule Next Meeting Date and Time – By consensus, the next meeting was scheduled for Thursday, April 27 at 6:00 p.m. Chair Sullivan felt the team had made some good progress at tonight’s meeting.

Set Agenda Items for Next Meeting – The agenda will remain similar to this meeting’s agenda.

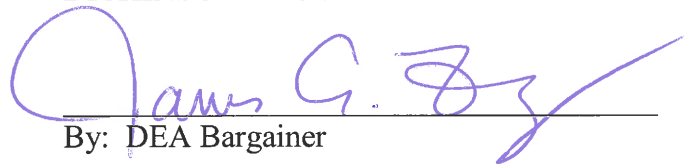
Adjournment – Chair Sullivan declared the meeting adjourned at 7:30 p.m.

Dated this 27th day of April 2017.

DICKINSON PUBLIC SCHOOLS

DICKINSON EDUCATION ASSOCIATION


By: Board Bargainer


By: DEA Bargainer