Keith Johnson

TALKING POINTS FOR JOINT EDUCATION COMMITTEE PRESENTATION

I. The Unions Recognized and Embraced the Need for DPS Reforms

(A). Student Achievement and outcomes were in a continued spiral

(B). Perpetual blend of fiscal mismanagement necessitated an Emergency Financial Manager's intervention

(C). The Union supports the identification of early triggers to identify reviews to determine the need for an EFM

(D). for reform initiatives to be successful they must be done WITH US NOT TO US!

II. Utilization of the Collective Bargaining Process Allowed DFT/DPS to Engage in Significant Educational Reforms and a Plan for Fiscal Recovery

(A). Termination Incentive Plan (TIP) reduced direct spending by DPS for teachers salaries by $52 million dollars REDUCING THE TOP TEACHER SALARY BY $7,300 DURING THE TIP REDUCTION

(B). Restructuring prep periods saves DPS $11.2 million dollars per year

(C). Modifying health care and Rx. Options generates savings of more than $22 million dollars, taking the average cost to DPS from $18,000 per member to $7,000 per member

(D). Overhaul of the teacher evaluation tool increases teacher accountability and strengthens quality of instruction in the classroom

(E). Implementation of the Peer Assistance and Review Program (PAR) provides more assistance and support for probationary teachers as well as tenured teachers

(F). Shared decision-making empowers teachers and administrators at the local school to chart that school's needs and progress

III. The concept of Priority Schools Put DPS/DFT Ahead of the Curve on Major Educational Reform Initiatives

(A). Priority Schools allows for greater flexibility regarding seniority in staffing concerns

(B). Priority Schools, due to their higher degree of need will be staffed by teachers who want to be there and must buy into increased responsibility, e.g. extended school day/year, additional mandatory professional development, and annual evaluations of their commitment/performance by the School Leadership Team

(C). DPS is committed to invest additional supplemental funding to address the educational/social needs of students

In summary the DFT and other Unions in DPS recognize the fact that the conditions that created the appointment of an EFM could not be adequately addressed and resolved without significant reforms being developed to correct the immediate distress in the district, and

equally important to develop a comprehensive plan to ensure that those same conditions could not reoccur.

However we also recognize that it is not our collective bargaining agreements that are antithetical to the reform goal. Quite the contrary, buy-in is an essential component of any reform initiative designed to improve the delivery of instruction and restoring and sustaining educational and fiscal recovery and stability.

We encourage this honorable body to not eliminate or negate the very vehicle, the collective bargaining process, that allowed significant reforms to be negotiated that will move Detroit Public Schools forward

Allowing components of the collective bargaining agreement to be summarily stricken severely compromises the concept of bargaining in "good faith" and will raise skepticism that what the party's mutually agree to is subject to the subjective whim of an EFM and will be punitive or at the very least to the detriment of the employees covered under said agreement.