

## UNION STRATEGIES FOR IMPLMENTING SENATE FILE 277

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1. **GOAL** – Whenever possible, money should be distributed to “eligible” teachers using the District’s salary schedule index.

**Background:** SF 277 require negotiations on the distribution of Teacher Quality Money. The statutes say that, should agreement not be reached, the money must be distributed equally. This equal distribution applies to the current year only.

**Strategy:** Get a provision in the contract that calls for use of the index to distribute all available monies. Language should be written to supplant the default provision of the current language.

2. **GOAL** – To distribute Teacher Quality Money only to teachers whose “regular compensation” was above the statutory minimums. Teacher whose salaries were increased to the minimums should not also get Teacher Quality Money.

**Strategy:** Cite Judy Jeffries as articulated by Carol Greta (copy attached). If necessary, sue and grieve.

3. **GOAL** – Pay participants on teacher quality committees based on (1) their individually calculated per diem or (2) the contract per diem. DO NOT pay based on the contract’s “hourly” rate that often is in the contract and applicable to professional services other than those required by the teaching contract. Also, get prep time for meetings paid for as well as actual meeting time.

**Strategy:** Try to get an immediate agreement for 2007-2008 school year. Demand a clause in the 2008-2009 labor contract under “supplemental pay,” which is mandatory.

4. **GOAL** – To have paid contract leaves such as sick leave or family illness leaves apply to all professional development days/hours established by the legislature on the same basis as additional leaves for regular contract days, i.e. without requiring extra make-up work by the teacher.

**Strategy:** Try to get an immediate agreement for the 2007-2008 school year. Demand a clause in the 2008-2009 labor contract under “leaves,” which is mandatory.

- a. The problem is resolved and the teacher is removed from the Awareness Phase.
- b. In the event the problem is not resolved, the teacher is notified in writing and placed into the assistance phase.
- c. Placement in the assistance phase would suspend the Career Development Plan for Career Teachers.

C. Bargain the following requirement for the Assistance Phase:

After the final meeting of the Awareness Phase, a letter will be sent to the teacher to formally notify him/her of placement in the Assistance Phase. A copy is forwarded to the Superintendent's office and is placed in the personnel file. The teacher shall be notified of her right to request assistance from their local education association. A conference shall be held between the teacher and the principal to develop an Assistance Plan that must include a specific statement of problem(s) related to one or more of the Iowa Teaching Standards (Standards 1-7) as well as specific growth promoting goals that are measurable, action-oriented, and time-bound. At the conclusion of the agreed upon timeframe, the principal will review the progress and will make one of the following recommendations:

- a. The problem is resolved and the teacher is removed from the Intensive Assistance Plan.
- b. Progress is noted, the timeline is extended but may not exceed nine (9) school months and work continues in the assistance phase.
- c. The problem is not resolved, and progress is not noted. Action shall be taken by the district to move towards a recommendation for non-renewal of contract.

D. Bargain the following language for the grievance procedure:

All employee evaluations covered by this article are to be fair, accurate, and just. An employee, or the Association as the employee's representative, has the right to utilize the contract's grievance procedure to challenge an evaluation as unfair, unjust or inaccurate in cases in which the evaluation indicated that his/her overall performance is less than satisfactory, or in any proceeding in which the District attempt to justify adverse action against an employee, including such adverse action as withholding a step increase, suspension, termination, or placement on probation.

All time lines as they pertain to filing a grievance are hereby waived in regards to challenging past evaluations once adverse

**From:** "Greta, Carol [ED]" <Carol.Greta@iowa.gov>  
**To:** "Sue Seitz" <SSeitz@ahlerslaw.com>, "Chadwick, Dianne [ED]" <Dianne.Chad...>  
**CC:** <mgannon@ia-sb.org>, <mbuckton@is-sb.org>, "Rick Engel" <rengel@fngi.net>  
**Date:** 9/18/2007 3:58 PM  
**Subject:** RE: Teacher quality funds

Sue,

The striking of "career teachers" is indeed not without meaning. There were beginning teachers in primarily urban districts who were being cut out. So "career teachers" was deleted to correct that oversight.

We believe the essence of the disagreement between ISEA and IASB to come down to "what does 'regular compensation' mean?"

Since the inception of TQ legislation, the DE has defined 'regular compensation' to include only base plus Ed Excellence dollars, and NOT to include TQ, PD, market factor, and similar supplemental pay.

To define 'regular compensation' to be inclusive of TQ, PD, market factor, etc., would include ALL teachers. This was not the intent of the legislation. The intent was to not allow double-dipping. A teacher must meet eligibility requirements independent of chapter 284 funds to get the additional 284 monies, and cannot use 284 dollars to get MORE 284 dollars.

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-----Original Message-----

From: Sue Seitz [mailto:SSeitz@ahlerslaw.com]  
Sent: Friday, September 14, 2007 6:02 PM  
To: Greta, Carol [ED]; Chadwick, Dianne [ED]; Jeffrey, Judy [ED]  
Cc: mgannon@ia-sb.org; mbuckton@is-sb.org  
Subject: Teacher quality funds

Dear Dr. Jeffrey and colleagues--I was forwarded information that came from your office as pasted below, and have a question. The link takes me to an answer that appeared under the prior Teacher Quality Legislation. However, the language of SF 277 was amended as it relates to distribution of the funds.

S.F. 277, Section 29 amended section 284.7(6)(b) to strike the bracketed language [career teacher] If, once the minimum salary

for the department's guidance.

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