



**Collaborative Bargaining Session**  
Pinellas County Schools  
301 4th Street SW, Largo, FL



April 8, 2015 – 2 p.m.  
HR Conference Room

**Agenda**

In attendance: Bruce Proud, Mike Gandolfo, Bill Corbett, Ron Ciranna, Laurie Dart

- Discuss and develop the processes we will use for collaborative bargaining (team, dates, minutes, etc.).

Mr. Ciranna asked how the makeup of the bargaining teams should be – very large teams or smaller groups. Mr. Proud suggested - Charge smaller group with writing language and bring back to larger group.

Common issues would include all bargaining groups; with union-specific issues discussed in individual union groups. Determine the topics for first meeting.

Discussion about developing a “living memory” for bargaining – smaller meaning with an explanation paragraph

- Update the stipulation for the recruitment and retention bonuses at the Turnaround schools to include Lakewood Elementary School even though not a “high-needs school” as defined.

Dr. Corbett indicated that the state is not going to add any turnaround schools for next year. Lakewood Elementary has a large turnover of staff at the school which puts it at a disadvantage when the teachers move to schools with the recruitment/retention bonuses.

A timeline has been discussed with the area superintendents and Dr. Corbett to avoid having the same thing happen this year.

Lakewood is a scale-up school, and one of the lowest performing schools in the state geographically with behavior problems.

Mr. Proud asked what additional requirements would be necessary for Lakewood – training, etc. Dr. Corbett indicated that The New Teacher Project would be part of the SIP and Title I plans. The school is currently holding focus groups and training staff on what rigorous instruction looks like – to make a stable teaching environment.

Dr. Corbett foresees several teachers leaving due to not having a bonus. Mr. Proud raised the question about adding them as a turnaround school last year. It's agreed that with them being

such a low-performing school, they are at a distinct disadvantage if there is not a recruitment/retention bonus.

Mr. Proud asked “Is the school moving out of this status differently? Dr. Corbett shared that RTT money is going away – D/A rules may change the turnaround status but we don’t know what it will look like. You have to get to a C to get removed from the D/A status. Unless something changes demographically – we see them staying. The model schools grant has been submitted to get some diversity, but that is a long way off. Mr. Proud and Mr. Gandolfo agreed to add Lakewood Elementary School to the Turnaround School Stipulation and signed the agreement.

- Negotiate the supplements on page 17 of the compensation manual.

Mr. Ciranna and Dr. Corbett voiced that we would like to clarify the two sections labeled “Number of Teaching Periods and Percent’ and “IB/CAT Coach”. The sections need to be clear and there should not be any interpretation needed.

Laurie Dart stated that the sections need to be rewritten as the original language was based on the time when IB teachers taught during their planning time.

The language should clearly identify the number of teaching periods and planning and outline when they do additional duty and under what conditions (when they take a planning period and teach)

The compensation manual is outdated – each school doesn’t have the same number of periods and schedules – they are all doing their schedule differently. Largo High School is just starting their program; St. Petersburg, Palm Harbor, and Gibbs PCCA have different schedules. The compensation manual currently does not address all of these variables.

Mr. Proud asked “Would we see a time when they would teach 7th period and receive both supplements?” Mr. Ciranna and Dr. Corbett stated, no, they would not. IB/CAT and PCCA work different schedules. The expectation is that if a student shows up, they take care of them. It may be hard to cover all aspects of the schedules. Judy Vigue is trying to standardize the schedules.

The concept should include:

- A certain percentage based on number of classes in the school day
- Maximum of one additional period to teach
- Calculate percentage as the schedules evolve
- Teaching during a planning period would be optional for traditional
- IB/CAT and PCCA – set percentage – recommend that they cannot give up planning time to earn two supplements

Determine percentage and draft language for next meeting - recommendation was 14 percent

Dr. Corbett and Laurie Dart will work at rewriting the supplement information. Since Sanderlin, Mildred Helms, John Hopkins, and Largo Middle have IB programs, clarify the supplement is only for high school – Grades 9-12.

Mr. Gandolfo wanted to make the compensation higher for IB teachers than regular teachers as they work harder. Dr. Corbett and Mr. Ciranna stated the members might not agree that the IB teachers work harder than the regular teachers; they all work hard. Teachers in a traditional program have to give up planning to earn the supplement. IB/CAT and PCCA still retain planning. But, if the union wanted to propose that, the cost, based on 196K – would come from next year's salary increase for all teachers and staff.

When the supplement first started, IB teachers did not have planning time – the district worked the planning time back into the schedule and then they were compensated.

- Discuss and determine the major topics in the contract that we need to work on in the upcoming sessions.

Process – how do we want to do bargaining – collaborative process; clarify the issue(s) and discuss

- Leaves
- Planning Time to encompass lesson studies, PLC, etc.
- Teacher Evaluations
- Supplements – multi-year plan to increase
- Protection for annual contract issues – teachers are afraid because they may not be renewed. The decision to non-renew can be appealed. What process exists?