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STATE OF MICHIGAN
EMPLOYMENT RELATIONS COMMISSION
LABOR RELATIONS DIVISION

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STATE OF MICHIGAN
EMPLOYMENT RELATIONS COMMISSION
LABOR RELATIONS DIVISION

In the Matter of:

BOARD OF EDUCATION FOR DEARBORN
DISTRICT NO. 7

-and-

DEARBORN DISTRICT NO. 7
EDUCATION ASSOCIATION

George T. Russell Jr. 9-9-69 /

FACT FINDING REPORT
AND RECOMMENDATIONS

The undersigned, as Fact Finder has spent considerable hours with the parties in the above matter probing the facts surrounding the dispute. The basic issue is finances.

I have never been more impressed with the fact that teachers, administrators and a board can work as closely together as they have here in Dearborn No 7.

I think the teachers were ably represented by their bargaining committee and members of the Michigan Educational Association staff. No one could have done a better job than they could have done in presenting the view of the teachers. Likewise, I am convinced of the sincerity of both the administration and the Board. I call to the attention of the teachers that the superintendent of the District has stayed up twenty-four hours straight attempting to resolve the dispute and that

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itself stayed up all night in the same effort with the Fact Finder.

The issue as far as the teachers are concerned is that in the past they have had a so called "hollow" salary schedule. I agree. I think it should be corrected. On the other hand, after making its final proposal to the teachers, the Board had a budget that called for a balance of fifty-two thousand (\$52,000) dollars. This balance had to take care of raises for non-teaching employees and other contingencies in the budget. I think the budget is tight. I am not convinced that there are any loose funds in it. I am worried that the District could very well go into deficit financing either now or in the very near future.

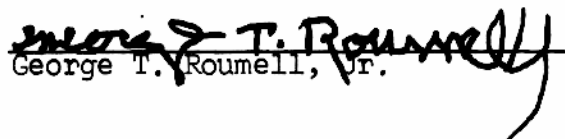
Yet, the teachers believe that they are entitled to more. I agree. I hasten to add that I am perplexed by the lack of money. District No.7 is not a rich district. It is not fortunate in being located around certain other rich districts. It can only spend what it has. Its citizens pay a good millage, although I think it can be increased. Its S.E.V. behind each child is low.

The question is, where is the money coming from? The Schedule which I am attaching as my recommendation brings forth thirty-nine thousand six hundred twelve (\$39,612) dollars more than the Board's last offer. This is all that I possibly can expect the Board to pay in addition to their last offer. I have requested the Board to re-allocate funds. I have done everything humanly possible to attempt to make funds available. All must be aware that there are others in the system who also must receive increases. I have taken the majority of the balance that the Board said it has, and I have no reason to doubt it, and given it to the teachers, to-wit, thirty-nine thousand six hundred twelve (\$39,612) dollars from fifty-two thousand (\$52,000) dollars

balance. The schedule I propose corrects to an extent the "hollow" schedule. The maximums are indeed very competitive. The minimums are reasonable under the circumstances. I believe that there is absolutely no reason why school cannot open after the parties accept this recommendation. I do not think that under the circumstances from any other fact finder, from any other mediator or from any other source could the teachers be expected to get more than I have recommended. In fact, I am confident that most fact finders would probably have recommended a lower schedule.

Therefore, I recommend Schedule A as a salary that should be adopted by both parties. I recommend further that all other items be dismissed from the bargaining table as the Board is not in the position to entertain them because of the cost. Furthermore, I recognize that even with this recommendation the Board may have to make drastic cut-back to make the moneys available.

In all candor, I do not see why the parties cannot accept this recommendation and get school opened. There is no doubt that if school does not open, a very fine teaching environment could possibly be destroyed over moneys that are just not available.


George T. Roumell, Jr.

Dated: September 9, 1969

SCHEDULE 1

	<u>BA</u>	<u>BA+15</u>	<u>MA</u>	<u>MA+15</u>	<u>MA+30</u>	<u>DR</u>
0	7400	7750	8200	8600	9000	9550
1	7725	8050	8500	8900	9300	9850
2	8025	8350	8800	9200	9600	10150
3	8350	8700	9200	9600	10000	10550
4	8750	9100	9600	10000	10400	10950
5	9150	9550	10100	10500	10900	11450
6	9550	10000	10600	11000	11400	11950
7	10050	10450	11150	11550	11950	12450
8	10550	10950	11750	12150	12550	13050
9	11250	11650	12850	12750	13150	13650
10	11950	12350	13050	13450	13850	14350
11			13900	14250	14650	15250