

### 10/11/05 Labor Management Committee

Present: K. Shepardson, L. Herbst, J. Butler, C. Probst, S. Nass, T. Dayne, K. Wachholz, D. Linse, K. Popa, B. Ludeman, C. Vento-Bente, G. Wall, J. Luedke, K. MacDonald, J. Delaney, G. Stewart

Meeting called to order at 4:06pm

- 1. Procedural guidelines for Labor-Management meetings:** Team discussion – Communication Model Training for building administrators & head building reps will be done this Friday; also will take place at BLTs; has some of the components of Labor-Management procedural guidelines built-in. Discussion about how Labor-Management has evolved & continues to evolve in order to meet our changing needs. This is a process that needs to be clarified so that everyone has an understanding with respect to the items that are discussed & dealt with; will hopefully minimize concerns that arise when issues have not first been addressed at the building level using the Communication Model; in many cases, issues can be dealt with most appropriately at that level. Labor-Management meets once per month, & is composed of members of the District Bargaining Team, additional building principals, two School Board representatives, the Association Bargaining Team, and the Association Professional Rights & Responsibilities (PR&R) Chairpersons. A primary focus of the Labor Management group has been to attempt to address issues before they become problems, to be proactive in approaching solutions & explore new/ innovative ideas.

With respect to protocol, it is recognized that items of concern that occur in a building should be discussed first between building administrator & head building representative. We want to encourage that as the place where the initial discussion takes place, with an attempt toward resolution. Previously, some incidents reported to Labor-Management occurred when the building administrator and/or head rep in a particular building may have had no idea that an issue even existed until it was reported in the Labor-Management minutes. We want to move away from that & have problems addressed closest to the source whenever it is possible to do so.

With respect to departmental people & specialists in buildings, at times there is a fine line between building or department issues, whether teachers are responsible to that building's administrator or the specific District Coordinator. For example, teachers assigned full time at a building can address their concern to the building principal. If a teacher travels between buildings there may be a need for a tiered approach e.g., a concern raised at a building can go to special education, pupil services, only after going through the building with the principal. In some cases a principal may include a coordinator, director, department chair etc. initially if additional expertise/information might be helpful in discussing the concern. In these instances, the Communication Model needs to be applied at a more global level; departmental meetings may also be a venue for discussion regarding issues & concerns. The building principal is responsible for day-to-day operations; the principal can also make the determination when there is a need for communication with someone else, e.g. special education, pupil services, department chair, coordinator; it is important for the principal to be informed. The Labor Management Committee agreed that there are many ways to communicate and also agreed that the communication Model should be used in all building situations as a first line tool for communication and problem solving. Information may not always be shared district wide, yet it may be helpful to keep other buildings apprised in the event of similar issues. It would be useful to have a way for documenting & disseminating this type of information; it may be worthwhile to make these types of announcements via the Labor-Management minutes; this could provide an opportunity for people to submit informational updates with district wide implications.

- 2. Additional component to Communication Model regarding time for addressing building issues:** Herbst – The Communication Model has been revised as a result of discussions during bargaining in order to incorporate time for building staff members to address topics, issues, & concerns as needed during scheduled Faculty Meetings; it is recognized that

problems and issues come up that can be best solved at the building level with staff input. Issues may be placed on the Faculty Meeting agenda following discussion between the building administrator and head building rep. This should help to redirect some issues that may have gone on to Labor-Management because there was no built-in opportunity for open discussion of concerns at the building level. Further discussion about the value of scheduling these types of agenda items for the latter part of the Faculty Meeting, allowing other items to be discussed & addressed first; people who want to give input or ask questions about the issue(s) to be discussed can remain during for an entire discussion without feeling rushed to complete other tasks that also must be accomplished during these meetings. It will be helpful to have designated time built into the structure of the Faculty Meeting to address some of these specific issues that arise as a group & so that everyone hears the same thing at the same time. The model also outlines that the responsibility for determining which issues need this type of discussion will be shared between building administrator & head building rep (BR). Also noted that it is the head BR who has the responsibility for meeting with the building administrator; the head BR is the person who spearheads the Communication Model; this does not have to be a meeting between building administrator & all of the building reps; the difficulty of scheduling meetings of that type is recognized. These meetings are also not being viewed as "Association business," so they do not have to be conducted outside of the school day; this is a joint venture between the District & the Association to promote good communication within buildings and districtwide.

Further discussion about buildings where no one is willing to serve as building rep; those buildings are "on the fringe" with respect to keeping staff members informed & updated. The Association has tried to pursue opportunities to find someone in these buildings but no one has stepped forward; President Ludeman is willing to facilitate anything necessary for this to happen. It is also the building principal's responsibility to make a greater effort to make that connection with a staff member occur.

- 3. Mentoring Subcommittee update regarding additional unit option:** Herbst, Butler – refer to the proposal distributed on a handout which provides a draft for an additional unit option for the Mentoring Program. A change from the previous year's requirement was made in requiring mentors to participate in the scheduled Initial Education Seminars along with the new teacher they are mentoring. This change was made for several reasons: requests were made by new teachers to have increased face-time with their mentors, & the District felt it was important to provide additional time for discussion to take place between mentors & new teachers. In order to facilitate this, the District is now providing this training during the school day, rather than after school as was done in the past. Next year, dates of the seminars will be published in advance so that mentors are able to plan for the days that they will be out of their classrooms. Mentor participation in these seminars will qualify them for one (1) additional unit. The Units Options for Mentoring New Teachers will be revised to reflect these changes.
- 4. Review Community Outreach Component in unit descriptions:** Herbst, Vento-Bente – refer to the proposal distributed on a handout which would add this additional component into the units options in response to teacher requests. Further discussion about the need for the subcommittee to provide specific examples as to the type of proposals/activities that would be approved; a subcommittee (Vento-Bente, Butler, Shepardson, Ludeman, Herbst) will meet to construct examples before this is distributed.
- 5. Clarity on the use of prep time for scheduling collaboration planning meetings:** Stewart – There has been much effort made to schedule common planning time for teachers at the elementary level; it appears that some types of meetings are becoming scheduled on a regular monthly basis during teachers' scheduled prep time. There are contractual meetings already required of teachers; this may need to be brought to negotiations if additional meeting time is of such import to the District. This issue has been previously brought forward for discussion at Labor-Management & prep time use has been clearly defined; establishing

regularly scheduled meetings during prep time for task-oriented business is problematic. There appear to be two components to this issue: the types of activities which can be done during prep times & the setting up of routinely scheduled meetings; both sides recognize that putting out a schedule of meetings is in breach of what has been previously agreed upon. However, it is also recognized that through the prep time guidelines, administrators can call meetings during prep time. Refer to the prep time guidelines handout which was distributed; note that they were reconfigured for clarity this past August; they are identical to the previous version except that meetings and conferences have been moved up to the top of the list to make them more apparent to everyone. We are all in agreement that meetings can & need to be held, but they cannot take place through the scheduling of routinely set meeting dates unless agreed upon by all parties involved. Further clarification regarding this issue can be found on the Frequently Asked Questions (#16), which was distributed to all staff on September 1, 2005.

## 6. Old business

- **District response to August copy situation:** Dayne – Both principals had discussion regarding this issue both previously to and following the discussion that took place last month; copy concerns at both high schools had been raised by Probst at the last L-M meeting after the machines at both schools were broken down at the beginning of the year. It was noted that an apology was included in Central High School's Faculty Bulletin with respect to a reference made for people to take their copying needs to Kinko's. The District presently is reviewing all questions that were raised about this issue; Linse received accolades for his creative ideas & suggestions for improving this situation in the future. Secondary principals have plans which will establish protocols at the secondary level for copy requests.
- **Clarification & parameters for consideration of "comp time" for specific additional activities beyond school day:** Team discussion – AP Night, 8th Grade Expo & Fine Arts Night were brought forth as activities that might warrant consideration for comp time. Discussion about whether the newly & soon-to-be-established Community Options Component for earning units could satisfy this; further discussion that awarding units is not necessarily an incentive for all staff members, & what can be done to encourage our veteran staff members' involvement in activities. Additional discussion will need to take place at Negotiations. An additional concern was raised about legislating a person's desire to be part of the extended family at a school; there are a lot of people who voluntarily become involved in building activities, & this might draw a line in the sand. Discussion about traditionally accepted "paid-for" tasks which are clearly defined to encourage people to become involved with & support athletic activities; meanwhile, there are other areas that do not compensate people for the additional time & energy that they are willing to spend. Perimeters would need to be established if any activities could be submitted as unit proposals. Decision made to refer item back to the Community Outreach Subcommittee (see item 4 above) for further discussion; they can review how this discussion fits into the community outreach concept & provide some examples about what proposals might look like.
- **Monday & Friday Staff Development Days impact on specialists' time:** Vento-Bente – this item has been tabled for further interpretation until next month.

**Announcement:** Chris Morrissey from Wilson has volunteered to represent the Association at the monthly PTA Council meetings.

Next meeting scheduled for **November 8 at 4pm in the Administration Building Board Room.**  
This meeting was adjourned at 5:54pm.  
Minutes submitted by L. Herbst