

### 11/8/05 Labor Management Committee

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

Meeting called to order at 4:10pm

- 1. Further clarification of units:** Ludeman – Will there be some bankable units from one cell block to another if a person earned units but was automatically advanced based on last year's guided practice year? Per our Superintendent's comments last spring, units that were actually earned during 2004-05 were bankable for application in the present 2005-06 year. For those who crossed over into a new cell block (unshaded areas), units that were actually earned did count & could be carried over into the new cell block. The opportunity to carry units is explicit to advancement on the salary schedule during this year (2005-06) and for 2007-08. Teachers who will enter a new cell block for the 2007-08 school year will begin a new unit earning cycle. They will be in their first year of a cell block & will have three years to earn nine units for movement into a subsequent cell block. The exception made by the Superintendent only applied to advancement during the guided practice year (2004-05), & the units earned during that year are the only ones that will be allowed to be carried over regardless of placement within a cell block.

If a person was within a non-renewing contract situation, can they carry their units with them? If they stay with the District & are continuously employed, they can bring their units with them; they can not be carried over from block to block, but they can be carried over from cell to cell within a block (each block being equal to 3 cells) until 9 units have been obtained.

- 2. Impact of Monday & Friday Staff Development Days on specialists' schedules:** Vento-Bente – The issues of lost preparation time & what can be done to make sure that the students are getting equitable teaching time (presently: 16 Mondays, 19 Tuesdays, 18 Wednesdays, 17 Thursdays, 14 Fridays) will be addressed at the next District Dept meeting; the intent is for the specialists to be involved in this discussion & to help come up with some ideas for remediation. Vento-Bente will get back to Stewart & Lehman to discuss possible resolutions. Other ideas have been tested with unfavorable results in the past; other models have also been discussed. There may be internal resolutions that could be reached at individual buildings, based on staffing & other variables; these solutions may not be as easily realized at every single building. This issue will be revisited in January.
- 3. Communication Model clarification:** Wachholz – We recognize that there are certain items that come up within buildings that necessitate an opportunity for discussion with the entire staff; hence, the reworking of the Communication Model to include designated time during staff meetings in order to address specific issues that have been defined in discussion between the building administrator & head building rep. The purpose behind this is to recognize that whatever communication structure is in place at a particular building, that is where the core of these issues are formulated. That way, when the time is allocated at the Faculty Meeting to have an item brought forth for discussion, the item has already been worked through the Communication Model; it should be a collective piece as a part of the communication process. This was not designed to be a free-for-all period for many random issues to be brought forth without taking the opportunity to do some problem-solving. Items for discussion should be placed on the agenda & perhaps even distributed in advance so there is something to plan for & think about prior to the discussion at the Faculty Meeting; it needs to be designed to work toward solutions with some type of commonality. It will help to have the protocol discussed prior to the meeting & to establish some type of organization. As a building, there needs to be a distinction made between issues which impact a number of people & those which are single-person issues. Establishing a process for how an item is brought forth has to be predetermined. The administrator & BR need to regroup if the process takes a detour & remind people of the Communication Model.

**4. Other agenda items:**

- a. **Union dues issue:** Wall – The Association has run into problems paying bills at the beginning of each year; there isn't a lot of extra money to transfer from one year to the next. It is important to determine total membership on paper & begin taking dues out of paychecks as early in the year as possible. Problems include having new teachers trickling in & new positions; however, dues deductions need to begin as soon as possible; the Association incurs penalties from its affiliate groups (WEAC, NEA). One suggestion would be to begin taking a smaller deduction immediately & then readjust when all records have been updated. The only information that the Association needs to provide to the District is the certified amount that is supposed to be taken out; individual adjustments can be made later; the actual figures are established at the latest by June of the preceding year. One thing that has happened with the affiliates is that they have a much stricter timeline to adhere to than in the past due to changes in how dues are reported to the federal government. Linse will look into this; in the future, the Association Treasurer will make sure that the actual amount is provided to the Payroll Office as soon as these figures are known to the Association. Another request was made to establish an actual calendar year category on employee paychecks to reflect the paying of Association dues in order to make it easier for Association members to keep track of what has been paid over the course of the school (fiscal) year; it currently is only reflected by calendar year; Linse will see if this is possible.
- b. **Skateboarder concerns:** Stewart (brought forth by Herbst) – Concerns noted at the elementary buildings when secondary students are skateboarding on school property before that school has been dismissed. It is appropriate to go through the building principal using the Communication Model; suggestions made included to call the police, contact the building principals at the secondary schools to address the situation with individual students involved, building principal go out & talk to the students. There is a proposal for a skating park to be built in West Allis; hearings are currently being held.

Next meeting scheduled for **December 13 at 4pm in the Administration Building Board Room.**

This meeting was adjourned at 5:23pm.  
Minutes submitted by L. Herbst