

9/20/05 Labor Management Committee

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

Called to order, 4:10 p.m.

Review of opening of school

The beginning of Aug. saw the return of our 10-month administrative staff. These individuals are becoming fewer and fewer. Most of our administrative team members are now twelve month employees. There was a week of professional development for administrators. It was followed by professional development for new teacher hires during the 3rd week of August and the last week of August was devoted to professional development for the remainder of our other teaching staff...there was a reminder that we have agreed to the 4th pre-service day on September 19th (due to September 1st [our first student day] falling on a Thursday) which occurred yesterday. These days were broken down in the following way.

- the equivalent of one day is district driven
- the equivalent of one day is a teacher workday (we were reminded that this didn't have to be "all in one block" of time)
- the remaining time is site/department staff development work...which also includes our "Fests"

1st and 2nd Wednesdays

There was a reminder that first and second Wednesday of each month are considered Association Activity nights. Wachholz reminded administrators not to schedule building level activities, where attendance is mandatory. Several building reps (5 of whom are Exec board members) had to decide between attending the first RA meeting of year or go to Open House at West Allis Central; Ludeman explained that it was hard for us to get our membership together to be collaborative with District when our members can't be there due to other commitments. Further discussion will take place with J. Padek at Central

Salary Advancement, Sept 25th

Reminder that deadlines for getting in all paper work regarding lane advancement are established as Sept 25th, which is a Sunday. As such, the District will extend this to Monday, Sept 26th. Official means sealed...it can be hand delivered or mailed and will be accepted until Monday, Sept 26th. This is for lane advancement only...nothing to do with units or steps.

Communication Model in-service

Vento-Bente explained that this subcommittee which includes District and Association team members will be meeting at lunch on Monday 9/26 during a day long bargaining session. This meeting will used to establish to a date for this in-service. Email can be sent to staff...to let them know of it

Room Readiness

Ludeman explained that at both elementary and secondary level (veteran and new teachers) have indicated a pervasive feeling that they were under a crunch to prepare the room for students. We know that the solution won't be had here, but do we need to continue a conversation about that concern. Question about where to bring this up...LBM or negotiations. Ludeman recognized that there is the time given to work in room, but meetings are also scheduled during this time. This pulls teachers from their classrooms; although it is agreed that this is important, it prevents staff from getting rooms and materials ready. Discussion about how can we come up with valuable solution for all. The District concurred that room/subject preparation time is necessary but felt that more than the contract equivalent of one day is available during the four day staff development pre-service span. Therefore the District requested that the Association bring forth specific examples of where the day equivalent is not happening and the District will address it.

Mentoring

Wall recognized that the District assigns mentors. He further recognized that this issue being looked at the negotiations table. He inquired if they can they be matched up with those currently qualified, rather than having an administrator be assigned a mentor. Wall will work through Braun and Butler; if we don't have enough quality mentors then we need to work something else out. However it is noted that administrators can serve as Mentors.

Copy situation at both Hale and Central

Concerns expressed from teachers indicate it is difficult to meet needs of students in classroom under current and existing conditions; this is not due to aide unwillingness or ineffectiveness. Teachers have been spending their own money at Kinkos; there must be better way to service classroom needs without teachers spending additional out-of-pocket for copying. An electronic memo was sent out within Central which suggested that teachers "go to Kinkos," which sets bad precedent. Wachholz responded that copiers were broken in both buildings, which added to the problems, therefore making the situation not as simplistic as presented here. However the District will take it under advisement; further information and inquiries should be submitted to Human Resources to investigate problems and concerns. The Superintendent stated that both Principals had indicated that a plan or resolution had been shared with staff with a communication at Monday's faculty meetings in these respective buildings. A further response will occur at the next Labor-Management meeting.

Use of Fridays for inservice

Stewart explained that 7 Fridays and 4 Mondays are days off (away from kids). This really affects the elementary schedule due to specials losing instruction time; days used to be numbered but this didn't work. It was recognized that it was probably best for community due to family planning; also acknowledged that we tried a "Fake Friday" schedule in the past (e.g. Tuesday was a Friday); people didn't follow it so it became confusing. When buildings didn't follow it, traveling teachers had issues since they never knew what "shift" each building was running on; staff might have been running on their own interpretation. Instructional Services will review this; further feedback needed from principals, staff. Problem appears magnified due to one hour time slots; Wachholz indicated revisit in November to creatively look at solutions.

Consideration for allowing comp time for additional. time spent at school

Probst used the 8th Grade Expo and AP Night on the secondary level as examples. These are programs to enhance the District and bring students into the district. Could compensatory time be offered to faculty who showcase these programs? There is significant time, preparation, and delivery of these evenings, akin to weekend school, for both high schools. This tends to consistently affect the same individuals or a limited number who consistently deliver these services. Wachholz responded that given these two examples, there is a concern to rush to decision without considering what else is out there. It is worth taking look at this, but is not fair to look at just these two programs. Wall noted that Fine Arts Night and other things have disappeared and this may be a way of encouraging more of these events. Probst stated that it would be beneficial to look at events that are above and beyond contractual obligations which enhance the District. Wachholz requested that the Association reflect on other similar events that might come up in the future and bring the issue back to Labor Management next month for further input. The Superintendent also stated that we have units vs. professional responsibilities.

Common purposes of LBM

Wachholz stated that during beginning of this year he tried to step back & has tried to find focus (why we do what we do and what were about). When people were asked how they feel about LBM from a District perspective, many of them expressed frustration. He polled different administrators and the following summarizes the general outcome to the question: What do you think Labor Management is?

1. Vision has 3 purposes: they deal with contract issues, resolution needs, policy questions and issues and purpose of disseminating info.
2. to bring any and all issues that people chose to bring to table...with no parameters
3. is to deal with issues that can't be resolved at appropriate level before grievance piece...
4. Place to show solidarity to staff...administration and instructors.

Wall said he believed that LBM opens up the communication piece to deal with issues that are being brought up by our members.

Ludeman explained that her take has been 1 & 3; all do our best to avoid the middle. Huge changes bring problems and concerns that need immediate resolution. All the appropriate people that have these discussions sit at this table in the spirit of the Communications Model; this is where some of that should happen.

Probst – 1 & 3, for the same reasons as Ludeman. Further, we represent our members on issues that pertain to their contract rights. This is the place to bring issues forward that appear global, for discussion.

Delaney – added #4 (above)

Vento-Bente –believes that there is an additional dimension...it's problems and solutions but it's also about how to structure collaboration. It's problem-solving on a bigger scale, & dealing with instructional pieces that are proactive.

Reminder

Nass noted that there is a Professional Development Plan (PDP) Informational Session planned; 3 hour session will be held on Saturday, October 8th at the UEP

Meeting adjourned...4:58pm

Minutes submitted by C. Probst