

LABOR MANAGEMENT MEETING
Tuesday, October 17, 2006

Minutes

Present: Kurt Wachholz, Kathy MacDonald, Tina Dayne, Joanne Burke Butler, Scot Ecker, Lynn Herbst, Beth Ludeman, Cathy Probst, Chad Lehman, Nancy Nienhuis, Peggy Oberbeck, Greg Wall, Joan Delaney, Deb Beyer, Joanie Luedke, Sandy Nass, Michelle Daavettila, Darlene Ziemendorf, Mary Kashian.

Absent: Kathi Shepardson, Chris Vento-Bente

1. **Unit Signatures** (Dayne)

Shepardson recommended an addition to the listing of administrators able to sign off on unit proposals and verification of final units.

Kerry Duersteler in addition to her instructional support responsibilities at the elementary level is providing instructional support to special education programs K-12. As a result Kerry (in addition to Kaleen Morkin and Kathi Shepardson) is able to approve unit proposals that are brought forth by special education teachers and can verify units earned as a result of unit plans completed by members of the special education department.

DISPOSITION: No discussion, recommendation accepted.

2. **Units for National Board** (Dayne)

Dayne responded on behalf of management indicating that the NBCT process is not viewed as equivalent to completion of a Master's Degree. Master's level study programs pass through a rigorous accreditation process that is based upon institutional academic standards that drive course development and configuration of a program. Candidates for Master's level degrees participate in a comprehensive assessment based upon completion of a course of study. Successful completion of a Master's degree program can result in movement on the salary schedule. The compensation award follows successful completion of the MA program.

The National Board for Professional Teaching Standards (NBPTS)* is a voluntary system for certifying teachers who meet NBPTS standards. The National Board Certification process is verification that a teacher has met those standards. The District has negotiated a five consecutive year stipend award for teachers who successfully complete the NBCT process. A parallel multiple year stipend award is available through the Department of Public Instruction for teachers who successfully complete the NBCT process. Awarding units for work done toward NBCT may be viewed as double dipping.

Ludeman indicated she viewed situation differently. Probst commented on the amount of time that goes into submitting for NBCT. Lehman commented on the possibility that individual unit proposals which are reflective of classroom based research or implementation of strategies/assessments aimed at improving results for students would fit into the unit framework.

Extensive discussion followed. A distinction was made between time spent on instructionally based activities that could be added to a portfolio/ body of evidence

that might support an application for NBCT and the submission of unit proposals for time spent writing or preparing the actual application.

DISPOSITION: Individual unit proposals that are instructionally based and focused on improved results for students are consistent with the existing unit framework and will be considered for approval through the established unit approval process. There is no change recommended to the Unit Framework.

**NBPTS is an independent, nonprofit, non partisan and non governmental organization initially funded in 1986 through a Carnegie Corporation grant whose purpose was to advance the quality of teaching and learning by developing professional standards for teaching and creating a voluntary system for certifying teachers who meet those standards.*

3. **Administratively Called Meetings** – Vento-Bente

Wachholz reminded members that, as discussed and agreed in earlier Labor Management sessions, administrators can call meetings of staff members during the school day. The understanding is that these meetings can not be regularly posted meetings. This is a repetition of an earlier agreement. Administrators will continue to hold these meetings.

Probst asked about before/after school meetings. Probst requested that preparation period guidelines be sent out again. Dayne agreed to forward an electronic copy.

DISPOSITION: Administrators will continue to hold meetings during teacher contracted work time. Dayne will forward a copy of the Preparation Period Guidelines for dissemination to instructional staff.

and (9) **Elementary Record Keeping Time on Staff Development Day** – Herbst

Herbst referenced the afternoon of October 6th and reported that some locations were directed to use one hour of that afternoon (12:30-1:30 p.m.) to learn about MAPS using student files. The Association's understanding was that this time would be used by teachers to analyze classroom assessments and conduct record keeping activities in preparation for completing standards based report cards.

Wachholz responded that although there may be variations in how this day is used between classroom teachers, special education teachers and specialist teachers, it is the District's intent to follow the spirit of the bargain and the purpose of the half day – “data analysis which may include standards based report card completion and/or evaluation of other student assessments needed for report card preparation.”

Herbst stated that the District can make a list of expectations regarding what teachers should include during this allocated time and teachers then decide how they will accomplish those tasks. Wachholz asked, as an example, if a list of data could be provided with an expectation as to what teachers should do with the data. Herbst responded affirmatively indicating that it is reasonable to provide a listing of the data to be reviewed with an expectation that there are activities which teachers should be completing with the data; not that the activity be scheduled or prescribed in a time slot by administration.

DISPOSITION: Herbst will provide more detailed information to Wachholz.

Wachholz will formulate a remedy where needed and communicate with building administrators. The District will identify expectations as to what must or may be covered during this data analysis/recordkeeping time. The District will not set a schedule for the half-days of data analysis/recordkeeping. It is agreed that this time is

set aside for analysis of individual classroom data in a meaningful way for the purpose of improving instruction for students.

4. **Federal Funding** – Wachholz

Wachholz reported that federal funding which flows to the District is in the range of 4-5 million dollars and accounts for approximately 4% of the District's annual budget.

5. **Teacher Expectations for Students in Special Programs** – Wachholz

Ludeman commented that classroom teachers have limited knowledge of the *alternative programs* available to students in the District. She indicated that classroom teachers are at times unclear as to their role with regard to supporting the instructional needs of students who are participating in alternative school programming options. Wachholz indicated that the District expects all teachers to support all programs. He stated that the purpose of Transition Education Center (Parkway TEC) based at Parkway Recreation, Community and School Services Center is to offer one aspect of a multifaceted support network for students. Phase I introduced in spring 2006 is designed for students who have been expelled from school. Students considered for admission to this program need to meet established criteria and agree to comply with program guidelines. The academic component of the program is implemented using NOVA Net, a comprehensive curriculum that aligns with but is offered in place of our general high school curriculum. Instruction through NOVA net aligns with state standards and has been reviewed at the District level. Students enrolled in this program receive additional support through the Department of Pupil Services. This programming option is not designed to replace a student's regular high school academic plan by duplicating all credits/courses or offering equivalent opportunities to earn credit. The purpose of this program is to maintain an academic connection for students by providing an educational opportunity that can result in diploma completion. In most situations, there is no expectation that regular education teachers will provide assignments or assessments that would allow a student enrolled in this program during the school year to complete regular coursework. An exception was noted when the circumstance involved a student who was excluded near the end of a school year and the Board of Education gave specific direction for student learning.

During the summer of 2006, the District did offer a (summer supplemental) credit recovery opportunity for approximately eighty students (grades 9-12) using the NOVA Net curriculum. No work was directed from classroom teachers for this offering.

During fall 2006, the District has continued to develop its alternative programming. In most situations, a student on a pre-expulsion contract remains in his/her regular school assignment. Wachholz pointed out that there is a small group of students who may benefit from being placed in an alternative setting for a brief period (one to two quarters) of time. In these cases, there is an expectation that these students will continue within the regular curriculum when possible with the support of the alternative program instructor and the classroom teacher. The expectation is that these students will return to their regular school schedule and return to their

scheduled coursework. In these situations general education teachers are expected to work with transition teachers by providing curriculum materials. Wachholz stated that the transition programs act as bridging pieces. Instructors in alternative settings need to have some information as to the classroom expectations/routines that students will be transitioning back to.

and **(8) Distinction/Explanation of Different Alternative Education Programs in the District and Regular Education Teachers' Obligations to Provide Service to Students in Program** – Ludeman

Wachholz explained that the District's goal is to offer a continuum of support to our students who are either at-risk for school failure or who might need alternative educational opportunities. The District offers an onsite credit-based diploma program at Dottke High School which has ninety (90) seats and a competency based diploma program through the Academy of Learning (AOL), a CESA I Charter High School, which has thirty-six (36) seats to accommodate WAWM students. The District also contracts with the Cooperative Educational Services Agency (CESA I) for eighteen (18) seats each in their PACE and Project Graduate offsite diploma equivalency programs. Wachholz stated there is an interest in developing a continuum of support for our high school students that evolves out of the District's at-risk programming. The District is in the process of developing these options. We have at-risk program instructors who have conducted research, visited other sites and our existing programs, consulted with administrative staff and Pupil Services staff to gather perspectives as to the types of sustainable at-risk programming that would be beneficial to WAWM students. Although the District offers several offsite alternative programs, the goal driving current expansion of at-risk programming is to develop a continuum of services that will enable students to be maintained in the general education setting of their regular high school. These at-risk teachers will eventually join our high school staffs. The long-range district wide goal is a continuum of K-12 support services.

6. **Staff Cooperation and Professionalism with Shared Staff Members** – Wachholz

Discussion: This item does not involve interpretation or clarification of the bargaining agreement. Further discussion was referred to the Association.

DISPOSITION: Ludeman indicated that the Association will bring this topic to the next RA meeting.

7. **Cooperative Relations Regarding Local Press** – Herbst

Herbst indicated that a new West Allis STAR reporter has been assigned to school news and that a Journal Sentinel reporter has contacted her regarding his interest in reporting on school events/issues.

DISPOSITION: Herbst will contact Wachholz and Wilke will meet to review District protocols regarding media requests.

10. Other Agenda Items – None

Adjourn 5:20 p.m.