

LABOR MANAGEMENT MEETING
Tuesday, September 12, 2006

Minutes

Present: Kurt Wachholz, Kathy MacDonald, Tina Dayne, Joanne Burke Butler, Scot Ecker, Lynn Herbst, Beth Ludeman, Cathy Probst, Chad Lehman, Kathy Popa, Nancy Nienhuis, Peggy Oberbeck, Greg Wall, Chris Vento-Bente, Joan Delaney, Deb Beyer, Joanie Luedke, Kathi Shepardson, Sandy Nass.

Absent: Michelle Daavettila, Darlene Ziemendorf, Mary Kashian

1. Introductions – Wachholz/Ludeman

Wachholz welcomed new member Scot Ecker, Director of Business Services; Ludeman welcomed new members Nancy Nienhuis (PR&R Elementary), Peggy Oberbeck (PR&R Secondary) and indicated that Michelle Daavettila (Association VP) would also be attending.

2. Welcome Back/Opening Day of School – Wachholz

Wachholz expressed his appreciation (to all teachers and administrators) for the cooperative efforts that were in evidence and for the work that had been accomplished during these early days. The District has hired seventy (70) new teachers, offered pre-service activities that support ongoing District initiatives and celebrated the results of last year's improvement efforts. Wachholz indicated he had met with each 'new teacher' candidate, discussed District expectations and was pleased to hear their interest in expanded day options available in the District. In his meetings with new teachers, Wachholz reports emphasizing the need to build connections with parents and students; being committed to working with students to improve learning; the expectation that teachers will actively collaborate with one another and administrators in the interests of our students.

Wachholz indicated that Administrators would be focusing instructional support in the areas of 'active learning' and 'student engagement' throughout this academic year, so he elected to emphasize some 'active learning' opportunities during the opening in-service days.

Special thanks were directed to Lynn Herbst and Beth Ludeman for their cooperation and support throughout the planning of these days.

3. Enrollments /6th Assignments Created – Wachholz

Wachholz reported that building administrators had monitored both student enrollment and teaching loads on a continuous basis throughout the summer. Administrators were continuing these efforts throughout the first weeks of the school year. Sixth (6th) Assignments have been created in some situations and in others part time positions have been. Wachholz provided examples of strategies that had been implemented at individual buildings to balance out schedules. Probst stated that some teachers have commented that agreeing to accept a 6th assignment doesn't speak well to the need for preparation time and that this issue could be a polarizing factor among

teacher ranks because administration will think teachers don't need two prep periods. Wachholz responded that this is not the case. In one location students had been redistributed (and rescheduled) to avoid 6th assignments but that this decision was made with attention to both aspects of the negotiated agreement: teaching load and the capacity to honor student/teacher interests by offering 6th assignments.

4. Enrollment/Class Loads/Protocols – Vento-Bente

Ludeman indicated that teachers are interested in doing the best for students and are feeling that burden. Wall commented that some teachers are not willing to take overloads, others like the idea and are willing to teach an additional assignment. Protocols have been developed but were not implemented in spring 2006 because contract ratification occurred after the date set for soliciting teacher volunteers who might have an interest in teaching a 6th or 7th assignment. Elementary protocols were in place effective the 2003-05 bargain and should be used when overloads occur after opening day.

RESOLUTION: Protocols and procedures are in place at both the elementary and secondary levels. These will be implemented in spring 2007 and teachers will be solicited as to their interest in taking on a 6th assignment prior to the opening days of school. Decisions on offering 6th assignments will be made as soon as is reasonably possible. Should a 6th assignment become available during the summer months, potential instructors will be contacted over the summer. Sample forms (“High School Teacher 6th Assignment Request”; “Middle School Teacher 7th Assignment Request”; “Teacher Paid Extra Duty Assignment Request”) and overload guidelines (both secondary and elementary) are available from your building administrator.

5. Teacher Comments to Parents Regarding Contractual Class Size and Protocols – Wachholz

Wachholz stated that the District will take these situations seriously. The District's intent is to honor the negotiated agreement. Students and parents are not generally knowledgeable of the bargaining agreement, comments to students on this topic are not appropriate. Wall/Ludeman expressed an interest in handling these concerns proactively, possibly as a joint review on the opening days of the school year.

RESOLUTION: The District and Association will work together on this. Teacher concerns regarding class size/teaching load are contractual, Should there be any instances where class size/teaching load are above the contractual guidelines these occurrences should be brought to their building administration initially and addressed through the communication model as a first resort.

6. Staff Development 2006-2007 – Vento-Bente

- The District will be repeating technology course offerings (W, PPT, Excel) this fall as an after school offering; one credit at a reduced tuition fee. There will be a cost for auditing the class.
- Roger Johnson (University of Minnesota – Cooperative Learning) has been invited to instruct a weekend course on the topic of incorporating active learning strategies in

the classroom. The District is exploring the possibility of supporting a portion of the course fee.

- The Department of Curriculum and Instruction is continuing to explore additional courses for credit (i.e., Differentiation class for fall and spring; technology workshops and training sessions, etc.).

7. **Walkthroughs – Vento-Bente**

Vento-Bente indicated that administrators had spent time during Sally Ride working with Kathi Ruh on the topic of supporting student achievement using ‘active learning strategies’. Walkthroughs are an example of a way administrators can celebrate (by sharing the “good news”) learning events and can create an opportunity to increase their visibility in classrooms. This is a non-evaluative process*, specifically focused on positively promoting student learning. A common format (form) has been developed for use across the District. These walkthroughs are a ‘snapshot’, moment in time observation, whose purpose is to further teacher-administrator understanding and cooperation in responding to the instructional needs of our students.

Association members (CP, NN, PO) acknowledge that administrators can and do visit classrooms for drop-ins. This is an administrative responsibility.

(CVB) A feedback form, specific to active learning strategies, has been developed and should be provided after the walkthrough. This concept should have been reviewed by administrators at a whole staff meeting during the opening days of the school year. Teachers may also extend an invitation to administrators.

***Note:** There is a formal evaluation process in place that looks at the individual teacher’s overall performance. This formal process is contractually driven and will remain in place.

(CVB) **Format change for BLT**: BLT ‘s will be scheduled for full-days this year (4-5 meetings over the course of the academic year) The afternoon sessions will be dedicated planning time for the purpose developing implementation strategies/plans for use at the building level.

(CVB) **Announcement March 16th Staff Development Day**: The theme for the day will be “Active Learning”. The Department of Curriculum and Instruction will be soliciting teacher volunteers to assist with a menu of opportunities. More information to follow...

7. **Units for National Boards Work** – Herbst/Ludeman

Carry over to October 17th.

8. **FAEP/Targets/Resource Student Count** – Probst

Probst commented that although not instructional, these times are assigned and can not be counted as preparation time. Wachholz distinguished between teaching and supervision. Ludeman observed that when scheduling is to the maximum student load, these additional numbers do have an impact on what teachers are able to deliver. Probst gave the example of being assigned a freshman resource block where

she sees the same group of fourteen students on a daily basis even though her daily student contacts are at the contractual maximum of 150. Association suggested that consideration could be given to balancing the nature of supervisory assignments with the individual teacher's schedule/# of daily student contacts; requesting volunteers; or switching individual course assignments during scheduling to address these concerns.

9. **Teacher Assistance** – Ludeman

Ludeman reported that an elementary school raised the issue of continuous EA coverage across the school day as opposed to splitting EA schedules. Wachholz responded that there was a need to provide more coverage over the lunch hours and that need drove EA scheduling.

10. **SAGE (Student Achievement Guarantee in Education)** – Ludeman

Ludeman requested a review/clarification on teacher: child ratios. Wachholz provided the following explanation. The District has contractual guideline on class sizes that are followed by the administration and Association. Wachholz pointed out that we are a neighborhood school district. DPI has promulgated guidelines for class size in SAGE settings. The District works hard to honor state SAGE guidelines (15:1; 30:2). Exceptions do exist though a waiver process that accommodates move-ins at the beginning of the year and after the 3rd Friday count.

11. **Protocol for paid lunch duty** – Butler

A communication has been sent to Principals regarding this topic with a companion time sheet that is to be completed by teachers who have accepted this duty. The following procedure is to be used at each building:

- Per the 2005-07 negotiated agreement (Section M; p.48-49) lunch supervision is compensated at a rate of \$30.00 per hour based on 60 minutes. The amount of compensation is calculated based upon the exact amount of time a teacher provides supervision during the lunch hour.
- Teachers who have accepted a supplementary contract for lunch room supervision should be completing a time sheet, logging both the dates and times they are fulfilling this responsibility. A time sheet with the header Lunchroom Supervision is available from your Principal.
- Completed time sheets should be reviewed and signed (per your routine building procedure). The school office will forward completed time sheets to Nicki on the same schedule (bi-weekly) that other time sheets are sent.

12. **Individual Course Approvals** – Butler

Reminder: Teachers seeking credit and unit approval for college/university coursework should complete the neon green Request for Individual Course Approval Form and check off both the line for credits and the line for units prior to submitting their request for approval. The course request will be reviewed for credit and units. Those courses fitting within the six unit topic area will be approved for units. The

approved Request for Individual Course Approval Form satisfies the requirement for unit approval for coursework and can be used with a grade report to verify unit completion. .

ANNOUNCEMENT:

DPI will be honoring West Allis-West Milwaukee Wisconsin Promise School on October 10, 2006.

Next LM Meeting October 17, 2006 at 4:00 p.m., location Administration Building

Adjourn: 5:30 p.m.