

**WA-WMEA/WA-WMSD**

**Labor Management Cooperation Committee**

**Wednesday, 16 April 2008 5 pm**

**Parkway Recreation Center**

**Members present:** C. Probst, E. Klug; N. Nienhuis; S. Ecker; D. Ziemendorf; K. Wachholz; C. Vento-Bente; K. Gurtner; C. Lehman; S. Nass; J. Sikich; K. MacDonald; G. Wall; D. Beyer.

**Additional attendance:** S. Stuckert

**Call to order at 5:01 pm**

**Items for Discussion:**

1. **Educational Foundation fundraising** (Nienhuis) S. Stuckert addressed fundraising that the new education foundation for the District is involved in. A handout was distributed, detailing the program. The Foundation has set ambitious goals for the first year, through tiered strategies to raise \$ 50,000 first year and further for subsequent years, to raise \$ 1 million in 5 years. The first event was a tailgate/cookout event for “friendraising” to raise awareness in community. The 510 (3) (c) status recognizes the Foundation as a nonprofit. Staff has pledged, via Combined Giving, \$ 9,500 that will come back to educators in the District via grants. A mailing was sent to retired employees also, as well as other sectors of the community. The Foundation is implementing the “Taste of the Town” fundraiser currently; flyers have been distributed to staff district-wide. If all the sheets are sold, significant contributions will accrue to the Foundation to provide grants for innovative classroom projects. The Foundation can also pursue funding that the District cannot to further support education in the West Allis community. This information was presented to management team, which agreed to distribute them via school buildings to staff and families throughout the District. Wachholz: this is a significant opportunity for the District. It has been a goal for about 20 years, and the District is pleased that it finally got off the ground. It is positioned very well, and reaching out via the alumni database. The Combined Giving list is difficult to get onto. The only two school districts accepted are MPS and WA-WM. That is a significant and exciting opportunity. Also, one of the goals is to be able to give opportunities for programs that need an endowment. One alum has provided a challenge for a \$ 100,000 endowment and the hope is to reach that in the coming year. Nienhuis: the Association wanted to clarify and dispel myths about role of Foundation.

2. **Clarification of “comp” time usage on secondary level** (Probst) This was brought forward to address discrepancies between the two high schools for the usage of comp time; Wall also discussed differences between earning “comp” time. The waiver process governs the weekend school (additional school time for students, either academic or behavioral reasons on Friday evenings) and forms and fees opportunities to earn time at Hale. At Central, time may only be utilized only on record keeping days; should the

two schools adopt the same program? Wall suggested using the earned time in the same way consistently at both schools. This discussion was initiated at negotiations, and it was brought to LM to clarify. Lehman – discussions behind this had largely taken place at negotiations, so to streamline, Wachholz suggested a subcommittee to develop suggestion and resolution to bring back to Labor Management; Oberbeck – administrative changes may warrant further investigation. Wall, Probst, MacDonald, Oberbeck, Gurtner, Nelson will comprise the subcommittee. Also clarified was the movement of LMCC in May to 8 am the morning of the 14<sup>th</sup> prior to beginning bargaining.

3. **Supplementary contracts: “floating” contracts reminder** (Wall) This also came out of negotiations. The Association recognizes the importance of discretionary or supplemental contracts at all levels as schools try to meet the needs of their individual students or groups. The Association, as part of Labor Management will continue to inform their members about the importance of these floating supplementary contracts and how they may support their programs, may they be athletic or some other activity. Knowing that these exist is truly important and our members need to approach their individual school administrators about applying for them on a yearly basis.

4. **Elementary LMC closing dates** (Lehman) This also came out of negotiations; there are a lot of activities in elementary LMCs at the end of year to wrap things up. There are large variances in the way this is handled. The concern is that whatever is being done be consistent because grievances are being threatened in some cases because of lack of prep time by classroom teachers. Vento-Bente asked whether the Association is willing to forego prep time because of this. Sikich indicated that is not a good idea, because it indicates one teacher’s time is more valuable than another’s. Lehman: Not everyone understands the need for blocking the days out. Nass: asked whether there is any extended time for library media people at the end of the year. Lehman indicated there is not at this time. Oberbeck: goes back to comp time; can librarians earn comp time? Wachholz: elementary schedule doesn’t lend itself to that concept. Ziemendorf: is there a cut-off day? Lehman: it depends on the school; some are closed the last three days of the year; others are open through the last day. Nienhuis: is it for inventorying? Lehman: one possibility is cutting off book check-out, but still bringing classes in; hate to see culture of building compromised. Vento-Bente: when time was provided, there were problems with bringing subs in. A subcommittee will be formed that will report back at next LMCC: Vento-Bente, Sikich, Gurtner, Lehman, Klug. Would a per-building waiver accomplish this, to honor the culture of the building? Wachholz: the subcommittee can deal with this and bring it back, considering those possibilities.

5. **Quarterly discussion on Integrated Student Services model** (Ludeman) The LMCC will continue to review the success of this delivery model at its meetings in September, December, March, and May. Gurtner shared the pupil services model handouts. The only specific position tied to licensure is school psychologists. In the District’s constant effort to impact student learning, shifts in placements may continue to evolve. Mandatory reporting occurs in all positions; this may require individuals to step outside of their comfort zone. However, no one will be asked to do things outside of their

licensure. Nass: the concern is not necessarily about certification, but expertise and training related to the model. Wachholz: the District brought in many services and training to assist in this model; the purpose of the integrated model is to meet student needs. Gurtner: all Student Support Services staff will have access to and support of those other staff members who are experts.

6. **Human Resources protocol for new applicants** (Ludeman) Gurtner: reviews the information that is shared about placements/benefits/salary/contract with new staff members as they are interviewed and offered positions. Lehman: is the district giving years when teachers are hired? Gurtner: we have not offered more than seven years experience with those offered contracts; there's no way we can compete with offering more than that. The intent is to have everyone hired prior to the new school year well in advance. The Association will do first day of training (Aug 14<sup>th</sup>); the rest of week is being planned via Instruction and Human Resources currently. Feedback from the Association's survey of last year's participants was used to revamp the process and materials. Lehman: concerns were brought forward that some individuals have been given much more on the schedule (ex: 10 years) that the district is suggesting. Wachholz: the market drives that; there may have been a glut in one year, and in another, a shortage in an area, so that forces the District's hand, but the District usually can't "keep up with the Jones'" in comparison with other metropolitan districts. Gurtner: some retirees have been hired back on a non-renewing basis at a higher rate, but those are exceptional circumstances that do not include other benefits and are for a limited duration.

7. **Restructuring update**: The District is in the process of planning and collecting teacher requests. Teachers were given until May 1st to make requests on assignments and buildings. Quite a few have given input, but not everyone has weighed in at this point. Sikich: who got the requests? All 6<sup>th</sup> grade teachers. There is a form under HR and forms on the intranet available if a teacher wants a transfer anywhere. Wachholz: personal visits were made by administration to building sites to respond to questions, etc. Every attempt will be made to meet requests; it is difficult to meet everyone's first request with so many individuals. The goal is that after May 1st, decisions will be communicated very quickly. The District is waiting to communicate until after all weigh in on the May 1<sup>st</sup> date and trying to get families' priorities matched as closely as possible (May 1 also); District wants everyone, staff and parents, to have their requests met as best they can to assist the smooth running of the new model. Probst: when it comes to involuntary transfers, will accommodations be made for moving belongings and classroom materials? Wachholz: on the staff development day on May 23, the Lincoln staff will be given the day for packing and the intermediate staff will be given time for planning and team meetings. Wachholz: the goal is to place every existing teacher, and their certification(s) play(s) a significant role in that. The District may have to move outside of the requests to place a certified person where the district has a need that isn't fulfilled by the requests and may be driven by those certifications. Probst: has any thought been given to avoiding the involuntary transfer of those who have already done so? Sikich and Wachholz: the District has always attempted to avoid these. Gurtner: HR has attempted to make this a very

transparent process. Nass will receive a copy of the forms submitted for requests and rationale for moves. Nienhuis; if someone is k-6 and has expressed an interest in expanding their certification to move to intermediate, the District is really trying to work with DPI, Sally Ride, etc, in broadening those certifications to meet needs. Everyone who made a request is getting a personal call.

8. ***Other items:*** A request was made to add the topic of exit surveys for the next meeting (Nienhuis). This was discussed at the beginning of the year. These were sent out to everyone who resigned; some send them back quite late (5 months). Gurtner will bring that data back in September just like last year; Vento-Bente; the flip side is that calls have come in asking about returning to District.

***Next LMCC on Wednesday, 5/14 at Parkway at 8 am; agenda items will be submitted in advance.***

**Adjourned 6:22 pm**

Respectfully submitted,

Beth Ludeman  
On behalf of the WA-WMEA