

Hammond Teachers Federation, AFT Local 394
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Data Collection: Bill Harju, Interviewer

Data Source: Patrick O'Rourke, President

Ruth Mueller - Director of the Leadership Academy

A. Demographics

Number of Schools: 26

Elementary 16

Middle 5

High School 4

Other: 1 Area Career Center

Total number of employees by classification:

Certified: 900 Certified Teachers, Counselors, Nurses (See Contract, Section 1.1)

Classified: 450

Management/supervisory: 125

Current enrollment by level: (Total: 14,229)

Elementary 6092

Middle/Junior High: 4157

High School: 3980

Current enrollment by race/ethnicity

Caucasian: 7751

Hispanic: 3291

Black/African American: 2841

Asian: 59

Other: 144

Current enrollment: Language: Unknown

Average Class Size by level: (Average class sizes are unknown - contractual class sizes listed below)

Primary: 27

Upper: 27

Middle/Junior High: 28 (Lab: 26)

High School: 28 (Lab: 26)

Private School enrollments in area/trends:

There are five Catholic schools in Hammond. The relationship between the district and the Diocese of Gary is in the nature of a partnership, and results in the district providing certain services to the Catholic schools, with the District, in turn, receiving substantial additional state aid.

School District Budget

Total expenditures: 74,041,441

Expenditures per student: 5100

B. Significant Background Information:

. Union Structure/Roles

Officers (Names, longevity)

Patrick O'Rourke, President - 25 years

David Safstrom, Executive Vice President - 12 years

Cindy Mongurg-Morris, Vice President of Membership -8 years

Wilma Reed , Recording Secretary - 2 years

Phyllis Malis, Financial Secretary - 12 years

Jerry J. Woodward, Treasurer - 16 years

Margot Blocher, Elementary Trustee 20 years

David Runholt, Middle School Trustee, 20 years

Tom Zygmunt, High School Trustee20 years

Executive Body

HTF has an executive board composed of the officers, listed above and the chairpersons of any standing committees. The executive board meets monthly, and serves as the administrative arm of the Union.

Representative Body

The HTF has a representative assembly composed of the Building Representatives, one from each building. The BR's are elected. The Assembly, however, is not a policymaking body. The HTF has monthly membership meetings, and the membership is the policymaking body. The quorum requirement is those people present at a properly called meeting. Officers are elected at the membership meeting every two years.

Committees Union:

The HTF has no standing committees - rather, the Union uses adhoc committees whenever necessary. The Executive Board acts as the COPE Committee for the Union during election cycles, by adjourning the Executive Board Meeting, and convening the COPE Committee meeting.

Committees: Joint:

Curriculum Committee - A newly created joint committee with the Union appointing three or four teachers from each school site, and with the District appointing at least one administrator from each building plus a number of central office staff. Over the next two years, the committee will make certain that the Hammond Curriculum is compatible with the essential skills demanded by the state for student learning. The committee will also make certain that each school, in its site based decisionmaking process, maintains the citywide curriculum.

Peer Assistance Program Committee The contract includes the establishment of a joint committee co-chaired by the HTF President and the Director of the District's Leadership Academy. The charge to the committee is to develop a peer review and assistance program.

Curriculum Development and Revision Committee - A contractual committee consisting of four teachers selected by the Union, 2 principals, 2 central administrators, 2 parents selected by the Superintendent charged with making recommendations regarding curriculum and instruction.

Permanent Union Staff (Names, positions, tenure)

1. The HTF has no permanent union staff; however, the President is fully released, on the Teacher Salary Schedule paid by the district, with a monthly honorarium paid by the union.
2. The Grievance Chair, who is one of the elected Vice Presidents, receives one period per day of released time.
3. The HTF employs a full time secretary.

Term limits

There are no term limits.

Union Partnerships

Triad Partnership: A partnership composed of the Hammond Chamber of Commerce, the HTF, District Administration, and the City of Hammond. The partners collaborate on a monthly basis, in an effort to establish programs for kids that require revenue outside of the normal funding stream. The resources come from the gaming commission - a Casino Boat on Lake Michigan. Monies generated through the gaming commission then fund programs in the district such as after school programs, remedial programs, technology, etc. (Attachment 8 - Partners in Education)

Purdue University, Calumet The Union has a partnership to conduct a Cultural Audit of the local - using a survey and focus groups over the next year. The purpose is to analyze where the HTF members are with regard to school reform, and with regard to the goals of the union

Urban Teacher Education Plan (UTEP) UTEP is a partnership with Indiana University Northwest the Union and the Hammond School District to create a professional development center at one of the middle schools in the district. The partnership is designed to help prepare prospective teachers in urban centers. Students from IU work at the middle school for one full year. (Attachment 7 - Urban Teacher Education Program)

Minneapolis Federation of Teachers - A Partnership to collaborate in attempting to determine how a bargaining agent can enhance student learning. The partnership will involve exchanges of

personnel, written material, ideas, and visitations. Both the Hammond and Minneapolis school districts are involved as well in the partnership that will review each others program including standards, contact language, assessment procedures, etc.

Principal means of communication with members:

The Voice of the Teacher A professionally printed monthly newsletter (Attachments 3, 4)
The HTF is in the process of the developing a website that should be operational by August 1.
Simple flyers when necessary.

Membership Engagement

Beginning in the fall of 1999, HTF is planning a "mentoring program" designed to orient relatively new teachers to the union. Building Representatives will mentor newer teachers in the buildings.

The President conducts regular site visits, visiting each school in the district up to 4 time per years. Visits are both formal - at staff meetings and informal in lunchrooms and faculty rooms.

Significant recent budget developments (cutbacks, infusions) if any:

The State of Indiana fiscal year for schools is on a January-December Calendar. Each year, the District approaches the end of the year in a deficit of \$2-3 million out of an approximate \$66 million budget. The District and the Union have created a unique collaboration to resolve this annual problem. There is a joint Cost Containment Committee and a Joint Cash Flow committee that keeps close track of the progress of the budget, and annually determines when the district must hold off payment of its bills to avoid the deficit. In some years, the bills are held in December, in others November, and once, as early as October, then paying the bills in the new fiscal year. The parties have used this approach rather than making reductions in programs for students.

In order to understand this district, what is it necessary to know/understand?

The District is an urban district with all of the problems that urban America has, though it is small enough to be able to almost personally manage the problems. The financial base has been the steel industry, and when the steel industry went into recession in the 70's, major changes took place, including a reduction in the enrollment. This also forced northwest Indiana to become more economically diverse.

Labor-management relationship:

Hammond just received the Saturn Award from the Saturn Automobile Company as a district that demonstrates a high level of sophistication in labor management relations - demonstrating a commitment over time to collaborative labor relations. Hammond is one of the few, if not the only, district in the country with a true "living" agreement. The current agreement, for example, is a twelve-year agreement - from 1990 to 2001. The parties amend the agreement when necessary, on no particular schedule, and when the accumulated changes warrant, a supplement is printed and distributed to the employees.

Key crises: None

Measured outcomes - test scores, college acceptance rates (1997-98 & 1998-99)

Unavailable

Current Superintendency:

Name: David O. Dickson

Background:

The Superintendent is from northwest Indiana, and is the former Superintendent in Hobart, Indiana, and a former teacher in Gary Indiana - was a union member and building representative in Gary.

Tenure: 14 years

Management team:

The Superintendent has a cabinet composed of Assistant Superintendents for Personnel, Curriculum, Finance, Pupil Personnel, and Leadership. Also, the Labor Relations Counsel is a member. The President of the Union meets with the cabinet on a regular basis, and also brings teachers to the meetings. The purpose of the cabinet is to problem solve, and identify professional concerns.

Other employee unions (Name, approximate unit membership, relationship to teachers)

Hammond has approximately 17 unions representing workers in the district. Teamsters represent truck drivers and bus drivers, steel workers represent the custodial force, AFL-CIO Skilled Trades unions represent various trades, the Secretaries are represented by an unaffiliated local union and the Paraprofessionals are unorganized.

The HTF meets once per year with the other district unions. The Unions discuss their priorities for the year. Annually, none of the unions settle salary until the HTF does. The unions coordinate bargaining. The unions also collaborate on political activity including school board and Indiana general assembly.

Status of contract: (Attachment 1)

Expiration of current agreement: 2001 (December 31)

Agency fee: Yes

Binding arbitration:

Yes - The Union arbitrates approximately one grievance per year. Most of the arbitrations are over dismissal.

Approximate number of grievances per year:

Approximately 3-4 grievances a year. The union successfully solves hundreds of problems per year, without the need to file a grievance

Strikes: No strikes in the recent past - there was a strike in 1970.

Unfair labor practices:

A ULP was filed against both the Union and the Board for collaboration in the denial of a sabbatical. The Union and District prevailed. A group of school nurses has recently filed a ULP against the Union for failure to represent. These personnel are not in the bargaining unit, so the ULP cannot be successful, as only bargaining unit members can allege failure to represent.

Significant litigation: None

Union role in community:

Political endorsements

The HTF endorses or elected school board positions (5-member board - non-partisan, citywide), State Senate and State house. The Union has a voluntary COPE Checkoff form that is used for payroll deduction.

Community engagement

No formalized community engagement activities

C. Education Reform

Union posture:

Pro/anti reform:

HTF has a lengthy history of collaboration toward reform, with the process codified in the Collective Bargaining Agreement (See Attachment #1, Article 7)

Membership attitudes

Based on a lack of certainty about the membership attitudes, the Union is involved in the partnership with Purdue - Calumet Campus (See above)

Financial commitment

No financial commitment Dues: 1.4 of base salary effective Labor Day (\$403)

Reform elements in contract:

1. Article 7 - Restructuring of Schools Establishes a procedure for sites, through School Based Planning Teams, to restructure delivery of instruction at the school site. The article also establishes a Hammond Teacher Mentoring Program, an effort to promote peer coaching and peer assistance.
2. Article 7 - Restructuring of Schools, Section 7.6 - National Board For Professional Teaching Standards - Establishes a support system for teachers seeking NBPTS Certification, and provides for a salary incentive to obtain such certification.

Organization/structure for reform:

Central coordinating structure:

There is no centralized structure specifically established for to coordinate reform. Rather, the parties long tradition of collaboration, and the relatively small size of the district provide several avenues for regular communication regarding reform issues

Responsibility (within union - leaders? Staff?)

The responsibility for reform within the Union rests with the President, through the Board of Directors and the Membership.

Organization around standards

The parties are in the process of beginning a several year campaign to develop a curriculum, including standards and assessments. The first year, a district-wide curriculum committee will meet to build capacity around the issues of standards and assessment - with the members of the curriculum committee from each site to bring the understanding and the conversation to the sites. The second step will be curriculum mapping - determining what is currently happening curriculum-wise within the district. Based upon the curriculum, the plan is to build the standards - and the performance assessments that measure the standards. Currently, the state of Indiana has a set of Proficiencies and Essential Skills - now changed to academic standards - however they are global. The Hammond plan is to localize these state standards to the classroom.

Role of union:

The HTF appoints teachers to serve on the curriculum committee which is developing the district's standards.

Training/Staff Development

The entire program is a massive training attempt, coordinated by the districts training academy. Each step along the way, it is anticipated that the training, the information developed in the curriculum committee will be presented to the sites, and feedback will be obtained.

Professional Development

Program description & Operation:

Professional Development in Hammond is delivered through the "Hammond Leadership Academy, which serves as a conduit between the central administration and the sites. Professional development is looked at both from the district and the site level. Some of the staff development is dictated from the district but sites can also apply for a seminar day each year - moving toward five when money is available - and the teachers are paid \$135 for attendance. A school site also has \$1000 per year for professional development. These funds can be used for consultants, retreats, professional materials, etc. The leadership academy does training for "Site Planning Teams," which are a part of the site based decisionmaking process. Each site has different needs around site based planning, thus the academy is attempting to be flexible, and to design training to meet the specific needs of the staff. The major emphasis of the Academy is on site specific staff development. There are two teachers released full time to work on staff development. The academy is coordinating a district-wide standards development program that will involve several years.

In addition, the District is one of several that partners with Purdue University - Calumet, to sponsor "Professional Development Schools" within the districts. (Attachment 13 - Professional Development Schools)

Relationship to union:

The relationship is positive, though not formally part of a written agreement.

Relationship to colleges/universities:

The Academy has partnerships with local universities that provide teachers with college credit for some of the training offered. Additionally, the district partners with a local university to provide Professional Development Schools within the district.

Low performing Schools

Program description:

In Hammond, low performing schools tend to be the Title 1 schools. Each of these schools is required to develop an annual plan, and there are discussions at the conclusion of the year relative to progress in meeting the objectives of the plan. At the elementary level, the District provides significant training using outside consultants, in reading and writing, and provides increased professional development support. The Central Office works as a resource to these schools rather than the evaluator - thus efforts are exerted to support low performing schools, to help them resolve their problems. Also, the district reviews results of the statewide testing and attempts to support and assist those schools that require assistance. All schools in the district have met the "Performance Based Accreditation Standards" which have been established by the state. The Standards established by the state include standards, test scores, attendance, and other criteria. There has been no plan for reconstitution of schools. The district is placed in a "league" of fifty schools by the state. The league has a league standard, and a self identified standard. This year (1998-99) is the first year all schools in the district have achieved beyond the "league mean." (Attachment 11 - Chapter 1 - Introduction re: Indiana Performance Based Accreditation)

Relationship to union:

The overall collaborative relationship between the district and the Union assure that the HTF voice is heard as low performing schools are discussed and plans are developed. There is no formalized written agreement.

Personnel - Transfers

Since the parties do not reconstitute schools or transfer staff, there are no personnel issues related to low performing schools.

Incentives for school improvement - measures to raise student achievement or teacher quality

There is a state incentive program involving the league scores - if the school has improved over the previous year, the state provides incentive funds, based on how much improvement one makes. Incentive funds range from a low of \$2,000 up to a maximum of \$13,000 per school site.

The contract provides a \$2,000 salary additive for teachers who achieve National Board certification.

Peer review:

Program description:

Currently, there is no peer review program. There is an extensive mentoring program for first and second year teachers. The parties have recently redesigned their teacher evaluation system that uses self-assessment as a base

School based management/decisionmaking related to school improvement

Program structure:

There is a two part structure that includes a faculty advisory committee spelled out in the contract that deals with nuts and bolts issues and a site planning team that is a visionary concept that deals with curriculum, instruction and student performance. (Attachments 9, 10)

Role of site teams:

The role is visionary, driving the building forward, redesigning their curriculum and instruction.

Site budgets:

Every site gets a school site budget; however, the majority of the budget is preordained. To the extent that there is flexibility (greater at title 1) the Site Based Planning Committee does have a role.

Contract/rule waivers:

There is a contractual procedure for waiving the contract.

Other major reform efforts (Description, scope, relationship to union)

Class Size Reduction:

The District is eligible for federal funding for class size reduction in the amount of \$405,000. The district and the union decided to reduce the class size to 10 in three elementary school sites - 2 title 1 buildings, one of which is the lowest performing building, and a third school that is non-title 1 in an effort to measure the difference in gains. The dream is to have all kids in first or second grade in classes of ten. The site is required to do a certain model in literacy and mathematics, they must integrate science and social studies, and they must do parent conferences and home visits - which are not done in the other schools in the district. The District met with the HFT President, principals and others in reaching a decision on how to accomplish the above. The entire process evolved with meetings with the principals, meetings with the staff at the school. The process is funded for two years.

Comprehensive School Reform Grant

One school has qualified for a comprehensive school reform act grant under title I. The school needed flexibility in staffing. The union waived the contract and permitted the school to select staff without regard to the transfer procedure in the agreement.

Laptops in the Home

Clark Middle Schools - The staff worked together with support from the Academy, drafted a series of grants, and have been able to provide a laptop for each student, which can be taken home. The school has had the program for three years, and it was phased in. Students have exit interviews and must do a power point performance as a requirement to promotion. There is a computer technician at the site paid for by grants.

Attachments:

1. Collective Bargaining Agreement
2. HTF Constitution and Bylaws
3. "The Voice of the Teachers - Undated
4. "The Voice of the Teachers - January 19, 1999
5. HTF Audit, September 30, 1998
6. HTF "Flyer" TGIF

7. Urban Teacher Education Program
8. Partners in Education
9. Site-Based Management - Overview
10. School Based Management & School Boards
11. Chapter 1 - Introduction (RE: Indiana Performance Based Accreditation)
12. Hammond Leadership Academy
13. Professional Development Schools