

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Teachers (EEA) Employee Compensation Committee Meeting Minutes

The Teachers Employee Compensation Committee meeting was held on Monday, September 15, 2014, at 5:32 pm in the District Board and Training Room.

Attendance

Members in attendance: Julie Creek Hessler, Gary Feldt, Deb Fritz, Jolene Hammond, Kim Katzenmeyer, Rob Kostroun, Jim Kvalheim, Kyle McDonald, Deanna Pickering, Dee Jay Redders, Tina Rossmiller, Jerry Roth, Kathi Swanson, and Doreen Treuden. Absent: Eric Busse, Dave Kopf, Chris Schullo, Kim Sperandeo Wehner, and Jon Wopat.

Approve Minutes

Motion by Ms. Katzenmeyer, seconded by Mr. Kvalheim, moved to approve the May 12, 2014, minutes. Motion carried, voice vote.

Review Past Work

Last year the Committee looked at several samples. Some were tossed and some kept. Committee leaned toward the South Milwaukee model. There was direction to bring forward our scatter gram and possible incorporate the South Milwaukee model.

Mr. Roth and Ms. Treuden will continue to bring forward compensation models from other districts as they become available. Discussion has taken place on hard to fill positions, bidding wars, etc.

FTE Salary Chart – Evansville Model

Ms. Treuden shared and explained a four page salary schedule FTE chart. Comment, the data shows the impact of the state on the teaching profession.

FTE Salary Chart – South Milwaukee Model

Ms. Treuden was not able to transfer the Evansville information into the South Milwaukee model without first having discussion with the Committee.

Hard to Fill Positions

Mr. Roth talked about this issue, so that it is not the elephant in the room. It is difficult to know what to do when you cannot find a person to hire for a specific position. He indicated that he does not have an answer to solving the issue of paying more for a hard to fill position that ends up being more than a current staff member in the same hard to fill position. The District is moving to a process that is much like the private sector, but we don't have the money to be like the private sector. It is an open market for teachers according to a WSJ article. An example, Oregon is paying \$10,000 per year to current staff in hard to fill positions. This isn't going to be possible here in Evansville as we don't have the money. What we can offer is to build a base of what we do have to offer besides pay. Climate, culture, and professional development opportunities?

Discussion:

- Question of what the message to staff is? If a teacher has been here five years and received a 1.46% raise and still makes less than the new hire who has the same experience? What do we do when one of our hard to fill teacher positions gets headhunted by another district? What are we going to do? Do we pay the extra \$5,000?
- The District can't do what we have done before with step/lane. In the end, not everyone is going to be happy. Hopefully, we are able to make the majority of employees happy with the final outcome.
- Sometimes people get stuck on the base salary amount, is it feasible to have a list of extra duties to assign to new hires in hard to fill positions so that it makes more sense to give them more money? Nothing is off the table at this point.
- It is difficult to not see the gap widening between an elementary teacher and a high school physics teacher. Applications for elementary teachers are also declining.
- How many people at the top of the salary schedule have double or more certifications?
- What would be the cost of lane movement if everyone is made whole? Give a 1.46% increase across the board gives the 33 at the top the majority of the money available.
- Last year we talked about what a master's really does for education. When we look at a new model, is it possible to consider something besides a master's degree that improves education? How do we move or where do we move going forward? What is going to be the focus? People who have stopped taking classes to earn their master's degree have stopped taking classes until this gets decided.
- Tied to license/certification or performance based? We need some type of system that values our best teachers when that system has a guaranteed structure to it.
- We are not ready to use performance as an indicator of salary. Educator Effectiveness is not ready. This is a few years down the road.
- We need to start putting on paper what will be used now for a model.
- Give the hard to fill positions who get more money, more duties without more pay....such as supervision.
- Right now we are paying our hard to find teachers the most money and not the best teachers the most money. We need to communicate this to the public that Act 10 is not doing what the newspaper says. We are not any closer to paying our best teachers the most money than we were 20 years ago.
- What can we give to our employees beside money? Such as the Mayo Model....A really strong calendar, more prep time, strong staff development, handbook needs to be employee oriented, fun respectful place to be.
- South Milwaukee model – BA base and MA base. What would be the add-ons? Hard to fill position = \$2,500 or \$1,500, experience = what?

Set Next Meeting Date and Agenda

Next agenda items:

1. Deeper discussion on whether we want the South Milwaukee model or not. Broad band or not? Grandfathering? Making people whole discussion.
2. Extra duties? High paid staff.
3. Elmbrook and Sun Prairie model examples – send out in advance
4. What is a reasonable base salary? Poverty?
5. Percentage increases or dollar amount increases?
6. What are the climate/culture ideas? Everyone come back with an idea.
7. Base wage from other districts.

Mr. Roth will send out some potential meeting dates.

Adjourn

Motion by Ms. Katzenmeyer, seconded by Ms. Creek Hessler, to adjourn the meeting. Motion carried, voice vote. Meeting adjourned at 6:52 pm.

Submitted by Doreen Treuden, Business Manager

Approved: 10/6/14