



Budget Development Committee 12/18/2018 1:00pm-2:30pm Administration Office – Room 123C

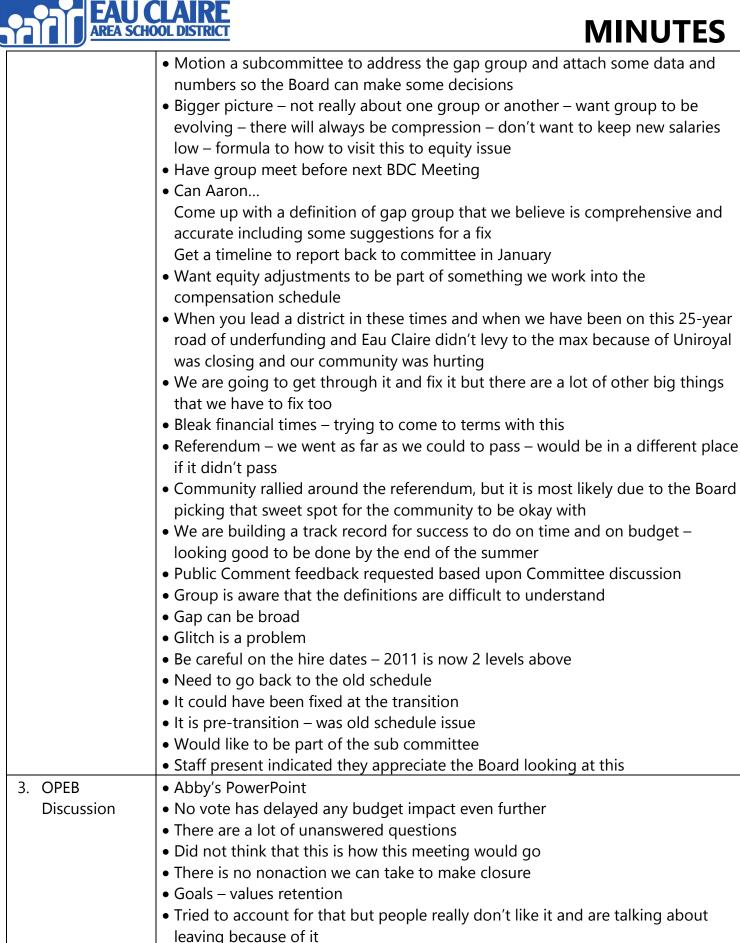
Attendees:

🛛 Dr. Hardebeck	🛛 Abby Johnson	🛛 Aaron Harder	🗵 Lori Bica	🛛 Chris Hambuch-Boyle
🛛 Kay Marks	🗵 Jim Schmitt	🗵 Kim Koller	🛛 Mark Goings	

ΤΟΡΙϹ	DISCUSSION
1. Public Comment	 Marcus, Dustin, Ben – hand out How can salary be fair and equitable if these new hires are coming in with less experience and making more money? All below colleagues that they are teaching the same thing - Still losing out There are lots of employees who can say they lost money, but none can say that they lost a level The gap group experienced \$10K in losses because they were jumped based on years of experience They would like to be on step D to be equitable and then moving along the schedule each year since implemented We are not looking to recoup losses, but looking to be placed on step Stephanie Sturgis – hand out Glitch and gap are same Started collecting in 2015 prior to the pay scale implementation 2008-2010 frozen on step 1 or 2 and 2008 hire – as an 8th year teacher went on A – moved to B – new pay scale a 5th year will match on year 13 Husband is on F and she is on D and the only differences is the hire date Group definition is different than others – has talked to lots of people at all levels to gain a true understanding of who the group is Mackenzie – inequities – hand out
2. Gap group	 Mark – board has heard inequities urges to make a decision on gap group Abby's Power Point Board heard inequities and gave the staff an opportunity to address inequities and were mailed letters to make sure that they had opportunities to appeal their letters Gap group definition #1 – those hired before 2008 Going out on a limb to take the salary schedule What about the second level to those in the group? Lots of groups saying that they are part of the gap group Have gone through each group to see to see what the group really is

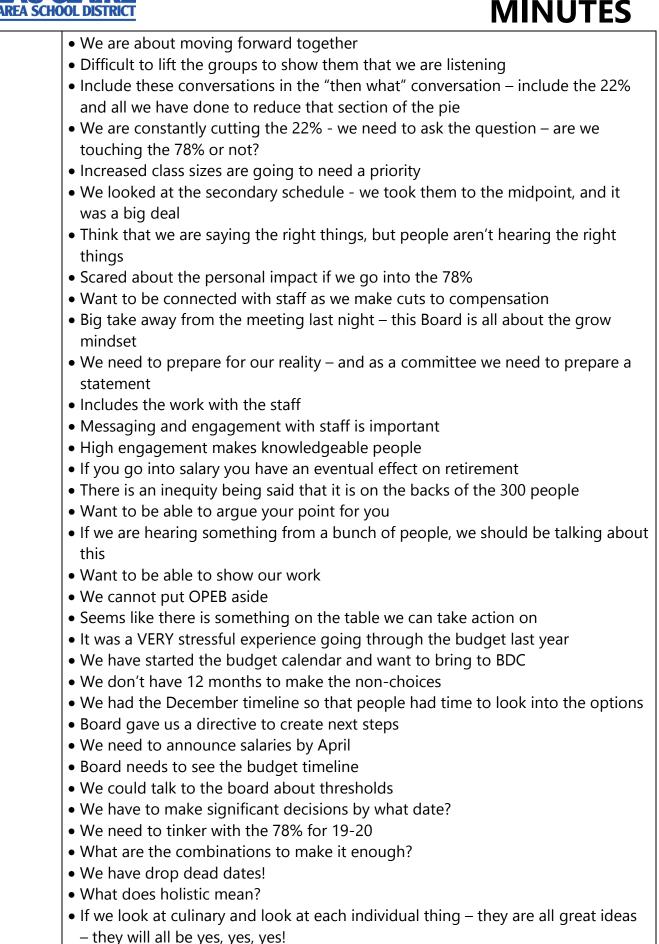


• We were distracted with other budget issues – we are not at a place we can look
at the ways to increase the budget
• How does the comment match other colleges can say they are making more?
• Defined by hire date is a note to the gap
Would like to understand the math better
• We have tried to isolate the problem and there are always people who feel
outside of the group that should be included
• If we are hiring at level C – is it still happening – level jumping?
• We don't look at years of experience – our model is market value
 When we created the model – there were multiple employees who weren't being recognized on their years of experience
• We are price matching to get them here and onto our schedule
 The old model is part of the picture and is the problem
• There have been concerns from the board that we are bringing people in that
were making so much more than current employees
• There was an effort in this last round of hiring to make sure that there was not
leap frogging
There were 4 this last hiring season
Market value seems like outside the district years of service seem more
important
Many companies face having to hire at higher rates and making equity
adjustments
• Transition from the old to the new is playing a part in the issue – the
compensation committee talked about having a minimum
Budget development denied this at the time
We have a unique salary schedule We have to make tweaks in regard to our hudgeters constraints
 We have to make tweaks in regard to our budgetary constraints Have to look at the budget as a whole and play that to the strategic plan – we
need to prioritize
Want to take another pass at the formulas
• Do we play the market, or do we want to keep our high-quality staff – it's a free
market – people say they can get more and will go
• How do we define the category and how do we get the board to implement a
change or we may decide it just costs too much and we cannot afford the
change?
• Board has been hearing about these staff concerns – they are the future of the
district
• Would you like to take an equity committee to the Board? Board will give them
a charge and timeline
• What about a subcommittee of this group? It is very confusing to understand
• Aaron was volunteered to be on a subcommittee to run numbers
Stephanie Sturgis will help on the committee





 Why delay something that has been so delayed is a valid question – but has to do with the length of time before we see savings and the time frame of the decision
Should we connect this to our next biennium budget
Have a fiduciary decision – but also empathize to not break promises
 Those promises were made to be broken
They were designed to fail
• We still have \$3.2M deficit
• There is a feeling that we won't have a budget at the end of the summer- will be
in a holding pattern for 19-20 budget planning
 Salary schedule changes alone – \$900K – cost of doing business (2%)
• We don't know what insurance premiums will be – we are out to bid now
• That is going to play heavily into budget planning
• 78%/22% split with salary and benefits
• We are concerned that it will be more than \$1.5M in salary and benefits
• Say we go into a cut mentality – if we cut \$3M out of the 22% that is about a
10% cut
• If we take \$3M out of 78% is about a 2.5% cut
• What are our options?
 Options being presented are threats – they are threats to the district not to the
employees
Class size increasing is a low hanging fruit
Program modifications
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• Cut fine arts and athletics – non-choices?
Are you going to cut curriculum work?
Working on structure at Middle School level
• Are we going to continue to defer projects?
Professional development?
• We have reduced PD a great deal – we could cut as deep as we want – it's an
option
• Then you have things to the 80%
 Increase deductible, increase employee portion, reductions in staff
 What is the implication to keep using the Fund balance?
 It is based on the assets – you cannot spend down on that
• Florence WI – state took over the district because they got too low into the fund
balance
• One conclusion after last night – will not act on OPEB and will not anytime soon
• Happy to take a skeptical approach to this – we don't care what good things
might happen, but we need to prepare for the bad thing that is coming
• Freezing the salary schedule affects it in the same way
• Want to get the word out – here is our reality – help us see it differently
• Encouraged that we told people to share their conversation
• Discouraged that people don't feel like they can say their ideas





	• We need to step back and figure out what the no's are and we need to be able
	to justify it and to explain why we are saying yes to other things
	• OPEB will not result in saving for this year and this is why we need to be talking
	about the other stuff too
	 What do we cut and why – staff is involved, and they know why
	 Referendum had 22 class size hires
	 Went to midsize – and staff were confused
	 \$2M we spend on coaches – lit coaches
	• Could that be reconfigured in the PLC piece?
	• Coaches go into the classroom for embedded professional development
	• We have formulas that should accommodate needs for each building
	• Could redeploy those lit coaches into the classroom – they may or will leave
	because they are highly in demand
	• 2% at the top each year on the salary schedule is a lot
	• Title 1 – has that been smoothed across each building?
	• Will be unlikely we will have Title 1 in each building
	• Teachers want more interventionists because it is easier to take the kids out of
	the classroom – coaches working side by side is much more effective to keep them in the classroom
	We need the perspective of the whole committee
	• We know the strategies, but they may not be palatable
	• Want to try to talk to staff
	• Talking to other entities to revisit health in Chippewa Valley
	• We are out to bid, coming back early January
	• Why hasn't the Board been involved in the health bid?
	• Engage staff
	• Inform staff
	Board context for these decisions
	Want direction in where we need to go
4. Future Agenda	Budget planning (referendum)
Items	
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Next Meeting: 1/15/2019