

Board of Education
February 18, 2022 11:00 AM
Central Services Board Room

BOARD MEMBERS:

1. Call to Order - Mr. Chris King
2. Moment of Silence and Pledge of Allegiance - Mr. Chris King
3. Approval of Minutes
4. Results of Salary Study
5. Other Discussion
6. Adjournment

**Salary Study Committee Meeting
February 1, 2022
Principal's Meeting Room, Central Office**

The Salary Study Committee met on Tuesday, February 1, 2022 in the Central Services Principal's Meeting Room where Mr. Chris King called the meeting to order at the approximate hour of 10:00 a.m. He welcomed everyone to the meeting and appreciated everyone for attending.

PRESENT:

Mr. Chris King, 6 th District	Mr. Tony Brock, 5 th District
Dr. Ina Maxwell, Director of Schools	Mrs. Stephanie Barnes, CAO
Mrs. Kacee Harris, CFO	Mr. Jim Inman, 1 st District
Mrs. Kim Bray, HR Director	Mrs. Julia Timson, CCEA Rep
Mr. Mike DiBicarro, HS Teacher, CCHS	Mr. Stephen Prudhomme, Media
Ms. Darci Bernabei, Learning Loss Coordinator	

ABSENT: None

- 1. Call to Order – Mr. Chris King**
- 2. Moment of Silence/Pledge of Allegiance – Mr. Chris King**
- 3. Approval of Committee Minutes**-Dr. Maxwell informed them that previous minutes from 2019 were available. Brock made motion to approve. Inman second.

King: We have a motion and a second, all in favor?

Inman/Brock: Aye

King: Motion passes to approve the minutes of May 15, 2019 meeting.

- 4. Nominate/Elect Chair**-Mr. King said next order is to elect a chair. Brock nominated Mr. Chris King. Inman with a second.
- 5. VOICE VOTE:**
Brock: (mover-yes)
Inman: (seconder-yes)
All Ayes

King: With that, the votes are used up by acclamation. Next item is the Extra Duty Pay Scale for Certified Employees which I think we've got information on. So, can we have a motion so we can have a discussion?

Inman: We're talking a total of \$50,000, right? A little over \$50,000.

Bray: Yes. That does not include any permanent placement. And there's no admin pay cause I wasn't certain if they needed to be included or not.

Inman: In my mind, we never discussed anything about admin pay. My personal opinion, being a former administrator, I just felt like that was part of my duties. I wouldn't be comfortable for adding pay for the administration.

King: In order to get everyone on the same page without a motion let's enter into a discussion.

Brock: I made a motion to accept as presented.

Inman: The \$50,000?

Brock: Yes sir.

Inman: I second that.

King: Now we have a motion and a second. Discussion.

Bray: Basically, what I did is I went and sat down with both high school principals. We went sport by sport and I asked them the number of games. They set the schedules, things like that. How many employees they normally schedule and how long they normally work. But I did go and sit down with them. We went through everything and they consulted with their athletic directors and that's how I came up with the numbers for both high schools. And then from there I went and looked at the middle school schedule for both SMHS and CCHS and consulted with them on that. Cause I had no idea about the number of games. That's how I came up with those totals and then with the elementary schools I just went and spoke with some of the elementary school principals. And that does vary-the number of games they have per school. I'm not really sure how that's decided. I kind of took an average and came up with the information for that. But I did take the time, as Mr. DiBiccaro suggested, to do a deeper dive and I went and sat down with them and we went through everything and that's basically how I came up with this number. But like I said, it includes no tournament pay and nothing for admins.

Brock: Well I think right now we have nation-wide, not just Cumberland County, the difficult task of getting teachers and keeping them. And they have paid a heavy price for a couple of years. If we can offer a token of our appreciation of even staying more time after the regular workday by giving them some compensation, I'm for it.

Bray: I would make one suggestion. Because they are salaried employees, we don't need to really talk about a per hour rate. Because technically they can't be paid by the hour. This is not a totally different job. This is just an extension of what they already do. And I would suggest it being very similar to the athletic supplements. Where we pay in December and May. Based on, just like a coaching supplement, where we get a list, these people get x amount of dollars and we come up with perhaps a rate per game or whatever, cause they are not, and I'm very uncomfortable speaking in hourly terms cause these are not hourly employees. Without it being a completely separate job, you can't play in both worlds. You've got to stay one way or another. And I think a supplement would be the way around that.

Brock: Is there a big difference between elementary and high school as far as a game time that a teacher would be obligated to be there?

Timson: What time do you have to be there, say football?

DiBiccaro: An hour before the game.

Timson: Like how early? Like our games start at 6, we have to be there at 5.

DiBiccaro: 1 hour before the game.

Inman: Football usually starts at 7, so 6 o'clock.

Brock: That was a question for people who know more than I do.

DiBiccaro: The hours are here. So according to CCHS it's 3 hours. According to SMHS, it's 3 hours. Elementary doesn't have football so it doesn't matter. Middle school is 2.5 so there's not that much difference.

Timson: Well, we have it at middle school and it's 2.5.

DiBiccaro: Most games are 3 hours and 2 hours.

Bray: And that's basically what the Principals told me.

Inman: Well, I don't have a problem with doing it per game. A specific amount per game. We just have to figure up, if it's 3 hours, are we doing 15/hr, just figure up how much that is and say that's how much it is per game. Per night I should say, not per game. Elementary, well basketball, you're looking at 2 games. And football you're looking at 1 game. Just have to use it a per day or whatever.

Brock: Per assignment?

Inman: Per assignment, whatever.

Brock: Teachers do you an issue with that?

Timson: What I'm hearing from this end of the table is that's a lot of money. Cause that would be \$45.

Brock: I didn't hear that, I'm sorry.

Timson: Well they're saying \$50,000, well I read it....

Brock: Let's just throw \$40...I'm not suggesting that. Is \$40 for each game or activity that you're asked to do...

Bray: My only thing is this is going to be paid twice a year, we don't do a time sheet, it's just like an athletic supplement. And then the Principal will send to payroll, these people are due in December x amount of dollars for game duties or whatever we want to call it and then again in May. All sports are ended, for the most part, by then.

Brock: Might get lucky and game end in 2 hours.

Inman: You may have to spend extra time cause it goes in to overtime. That's just the way it goes.

Barnes: May I make a suggestion?

King: Yes.

Barnes: It seems like SMHS & CCHS hours are not the same. I think it needs to be spelled out that they need to be equal. It's the same type of event so really, they need to be the same amount in my mind. I don't understand why one is 2.5 and the other is 2. I would just suggest that we come up with a time limit.

Bray: And for whatever reason CCHS plays a lot more games than SMHS. All sports added up. I don't know why. CCHS plays 93 total athletic games and SMHS is 75. I don't know who sets that, how that's established.

Barnes: I was just looking at the number of hours worked. Like for softball, SMHS keeps them for 2.5 hours and CCHS keeps them for 2. I would at least want that to be consistent across the board.

DiBiccaro: The number of workers is different. 9 for football and SMHS has 7.

Barnes: Would you all be in agreement that we needed to make it consistent for both of them?

King: Provided the circumstances are the same.

Barnes: Right, exactly.

Brock: See, you're getting into parking lot, there may be parking lot duties...

Barnes: Some of it may be just be that it's a preference of that building administrator, but is it really needed? We may just need to restructure some things.

Brock: Julia, does a ticket taker at an elementary game work the same number of hours say as someone who has concession stand duty?

Timson: No.

Brock: See. So, guys we're gonna have a problem saying this time, and like Mr. Inman, you go in to overtime, with special circumstances, crowd control.

Timson: And crowd control stays the whole time.

DiBiccaro: So, Ms. Bray is just saying a stipend. Just come up with whatever...

Brock: Let the schools and their administrators work out the times.

DiBiccaro: You just get a pay.

Timson: I think so too.

Brock: The school has its own unique needs. But if we just pay per activity.

Timson: Yeah.

Bray: And it will be twice a year. It's not going to be one of these things every time I work a ball game, I'm gonna see a little extra on my check. It's going to be just like your supplements.

Inman: I think the teachers would prefer it that way anyway because if they got it every other pay day or something like that, taxes would eat it up. I think they would prefer it the way you're talking.

Brock: Hey, it's a Christmas bonus.

Inman: Yeah, it may just be \$50 bucks, but still.

King: The administrator responsible for those people just turns in a sheet with their names?

Bray: A spreadsheet.

King: So, that's twice a year. Each semester.

Bray: So, it says this person gets x for wrestling or whatever it is.

Brock: What do you think of \$40 per?

King: It may need to be subdivided if there's ticket takers for 30 min versus concession workers for 3 hours.

Timson: Well, they stay longer than that. If, you're taking up tickets for basketball you have to stay the girls' games and at least the first half of the boys game.

Brock: Again, I think administrators can work that out based on unique needs. You might take up tickets then kind of just mix and mingle with the crowd or hallways or whatever. Let the Principals make that decision.

Timson: Now are you going to allow people to choose?

Brock: Administrators.

Timson: Are we going to do that?

Brock: Different schools do it a different way. Sometimes they base it on seniority and sign up and you have to do this many duties. I don't want to tell a school how to do that. That's not our job.

Timson: Ok. That's my question. There are some parents-their kids play that sport so they're going to be there anyway, so they say...

Brock: They need to work out, teachers need to work out swaps and things like that. That's not our job.

Barnes: When would the finalized list need to come in?

Bray: When does she want the December list.

Harris: December 1.

Bray: December 1 so everything, and then May 1.

Inman: Did you say \$40 per...

Brock: Per activity. Game/activity.

Inman: Well, they've got a little bit of everything in here.

Brock: But if teachers have a preference, I know I've swapped duties all the time. I kind of like to do soccer.

King: So, is there a limit to what the administrator can do for the school? Can they put 40 people working?

Inman: We're going to have to put a limit on it.

Barnes: That's what I was talking about with more consistency.

Bray: We can get a really good idea budgetary wise how much this is going to be.

Brock: And again, you don't need 6 people for a volleyball game that you've got 26 people at.

Bray: I wouldn't think. We just need to get some hard numbers so that we know how much to budget for.

King: So, what I've got here so far is that a per event amount would be \$40. How that's done in numbers will be by each school. And I guess they need to provide that to you so that you can get a figure?

Harris: We need input on that to come up with "this is the standard". And then if you cannot do that football game with more, we'll need some Principal input I think to say yeah really we could cut down here, but I really need to have 7 people for this football game. Then if they go beyond that, then they're going to look for volunteers. To figure the money, we would need to have a standard.

Inman: Well, with football, you talk about CCHS, they have 9 and SMHS only has 7. That's because the way the stadium is construed. CCHS has more access entry areas than Stone does. So, that's why they've got 2 less. So, I wouldn't feel comfortable saying ok, both of you only get 7 positions. I'd rather say that they could have up to 9 or something like that. But I understand you have to have fixed numbers in order to do the budget.

King: We can find out their needs and that will be their standard. But when they turn in a list of who participated it could be associated and agreed on.

Barnes: May I ask a question about elementary basketball? Does this include in county and out of county games?

Timson: We don't work out of county games. But see, some schools do.

Barnes: I'm just throwing it out there that's something we need to consider as well.

Harris: That might be a cost control measure that could keep it more reasonable. I don't know how many do, I have no idea. I do know that varies very much from school to school how many outside games.

Timson: Sometimes they will let the boosters work those games. But sometimes they don't.

DiBiccaro: Can I ask a question. This isn't going to be popular but that's ok. Cause I'm a fiscal conservative. You've got \$11,000 assigned to concessions and I've got to tell you as a teacher I'm

opposed to concessions. Concessions are only done in elementary and it goes back into the elementary schools. They make huge money. 2400, 3400 hundred dollars on a game and it goes back into the schools. Teachers use that money. That doesn't happen at the high school level. That's 11 grand that going to come out of BOE's budget. I still for the life of me don't understand if you're using concessions in the schools and teachers are using that money, that should be a volunteer thing. Let boosters do it. I just do not personally (inaudible due to overtalk).

Bray: And in some schools that's apparently the way it works and others I guess it doesn't.

DiBiccario: And if I'm doing concessions in a school and that money is coming back into the school and the teacher can use that money in the classroom, I'm going to volunteer for that all day long. I just got to tell you, I'm trying to get teachers paid-concessions is a fundraiser. I do not believe the taxpayers of Cumberland County ought to pay \$13,000 for concessions when that can be paid out of the profits from concessions or it could be done by boosters. Some will say we don't have boosters. Well, I'm sorry, then volunteers. You're using that money, you're doing a fundraiser. There's a ton of money in elementary basketball concessions. That's just my personal opinion. It's up to the Board. I just didn't want to see \$50,000 become the number and then we don't want to do something because of that. The Board can pay whoever they want to, they are the Board. That's just my opinion. If it came down to that.

Harris: I agree. I think there's some other options where that need could be met. It might be different than how some schools are doing it now. That might be an issue with some people but that would again be a way to get the cost down.

Brock: Currently, what do elementary schools use concession proceeds for?

Timson: At North we used it to keep copiers running, to keep paper in the copier, for construction paper, for staples, for staplers, for tape. Anything teacher's need, we put it all in one room and we could go shopping and get things for our classroom.

Brock: Any idea Julia, how much money concessions bring in, in a given...

Timson: I don't know how much they spend out. When I worked concessions some games we made as much as \$600, but I don't know how much of that is truly profit because I don't how much it costs to buy the drinks and the snacks.

Barnes: You're not clearing a whole lot.

Brock: No, that's \$400. If we paid...say, \$400, I don't know, but it's going to cost us, at \$40, it's going to cost us to put those 2 teachers in there in order for the school to make \$400. Let's go \$300, that's just 50%.

DiBiccario: That's just North Mr. Brock Stone Elementary just made a huge profit. These basketball tournaments-I sit with 2 people-that's North. I guarantee if you ask these other elementary Principals what they are making in concessions, the numbers are much, much higher. Especially during these tournaments.

Brock: But as far as Board's expense, we are going to pay \$80 is what it's going to cost us to supplement the teachers who are having to work that concession stand, in order for the school to make, pick the number. \$300, \$600, \$1000-I don't know. That's a pretty good return on an investment. And I don't like the idea of teachers being forced to work in the concession stand. I'm sorry, I've said that before.

Timson: But then I know what the money is going for. I know by working the concession stand that I have access to construction paper and poster board and those things that I don't have to go buy. Cause if it's not there, I have to go buy it. Kids have to have it. Or the classroom teachers have to use their BEP money to buy it. I guess I see-I'll do my part and make the money to get the supplies.

Inman: Well, that's just one school. I don't know how other schools are doing it. There's no telling what each does with their concessions money.

Brock: Which you know they are not wasting it.

Inman: No, Lordy no.

Brock: I'm in favor of leaving elementary like it is for the time being and let's see how it goes for a year or something.

Timson: Have you asked, Dr. Maxwell, what most schools use that money for?

Maxwell: I have not had that conversation with them but there again it's their autonomy that they have—that each school has to use that money, but I agree with you. I think we need to let the administrators have that flexibility to know how many they need versus, but we do have to have a cap. For budgetary purposes we have to know what to anticipate.

Brock: Agreed.

King: With 12 schools, you've got 12 different ways of doing business. In my experience...

Brock: Why does Stone and CCHS, especially just going down to volleyball, baseball, softball, wrestling, they choose, they say their need is 1 and CCHS is 2.

Bray: Kelly says she always has 1-2 administrators and that she tasks one of those administrators with maybe some of those duties, where as Mr. Hall, even though there's an admin there, he has 2 other people. But now she did tell me that instead of on special smaller, sports that doesn't have as much attendance, she usually just counts one of her administrators.

Brock: They're all inconsistent.

Inman: Well, but, once again, it goes back to the softball field at Stone has one gate. At CCHS, it's kind of open. I'm sure there's 2 there, one to kind of take up money, one to kind of make sure nobody is slipping through. It's wide open over there. But at Stone, they've got the gates where you've got to go through, and you can have just one person taking up money.

Brock: I can tell you from working a gate like that, individually, for one person, that's a lot. Hand a ticket, make change, take money and keep it all in the box and then at the end of the game have all the ticket sales all equal out.

Bray: I think Kelly has an admin sit with the person taking the money. That's the way I understood it.

Inman: Oh, ok.

Brock: Could we then, we've got the number of employees required, that might be the total and just say, 4 of these extra-curricular duties, you have this many positions that we'll fund. Because if you add that up, that column up, number of games times number of employees that's how much you get. And a Principal can work out how that ought to be done. Because again, I'm not going to tell a Principal that he needs 2 people for an activity, and he says he needs 1 and she says I need 8 and he says I only need 7. Well, that's their job, that's not my job.

King: Providing they're not conscripting other people for free. I don't think they would but...

Brock: And if that happens, then CCEA ought to be notified that there's an issue. I'm being made to do something, and I told I would get paid.

Timson: I will be notified.

Brock: Do you see what I'm saying? If we take the number of games, we've got the total there. 93 for CCHS, and again, Kim it's like you point out. I don't know why CCHS has 93 and Stone has 75. It looks like one is more fiscally conservative than the other. Then the number of employees. If we take the number of games, number of employees, should that not work out?

King: Ms. Harris, do you have something you could add?

Harris: Just a real quick, on the front page, chicken scratch math, we'd be looking at slightly higher estimates. I think that CCHS's total, if everything was the same as it being on this paper, at \$40 a game it would be about \$10,431, versus the original math we did at \$9600.

Brock: Kacee, think about this. I don't think that CCHS necessarily ought to have a larger chunk of that funding.

Harris: I think there's got to be a consistency and a max. And if you want above the max, then you get volunteers. And I don't know how to make that happen. I think we need Principal input and buy in but give them that flexibility but also put a cap on it.

Brock: What's the median number between CCHS and Stone's?

Harris: With the 40...

Brock: No, if we take the number of games and the number of employees that they say they need or have, there's a pretty big difference between those 2. I'm saying there should not be.

Bray: The game side is really lopsided.

Harris: The average number would be 84.

Brock: And the average number of employees then would be what? 24?

Harris: Yeah.

Brock: That's where I would start looking if it was me. At the beginning of the year, one would look at the number of games they're playing and the number of people and how much funding we're going to have and they would assign and allocate all of these events.

Inman: Well, that takes care of high school. Now we got to talk about elementary cause that's completely different.

Maxwell: Well, let me say something about high school. So, are both of our high schools in the same district though and are there going to be different games based on which district they are in? I don't know. That's a gap in my knowledge.

Timson: It's the class, right?

Inman: They are in the same district in football.

Barnes: It's different depending on the sport.

Inman: Spring sports is different. I'm pretty sure they are in the same district in football and maybe basketball. But spring sports, I have no idea.

Barnes: It changes frequently.

Inman: Yeah, but that shouldn't change the number of games. Now, football is going to be set, they are going to play 10 games during the year and 5 home games. Now basketball of course is different.

Basketball, you've got a lot more leeway on your schedule and how many games you want to play.

Bray: That's one of the big differences. There's like 8 games different between CCHS and SMHS.

Bernabei: There's a cap at the elementary level, is there a cap at the high school level at how many they can play?

Inman: I don't know that there's an actual cap. They get to play in all these tournaments, but they are usually away. CCHS is showing 19 for varsity basketball games and SMHS is only showing 11. That's going to be a preference based on the school. I've seen basketball teams play 30 games in a year. Others don't want to do that, so they only play 20-25. That's a school preference.

Barnes: That seems very low for me when I think about that. 11 varsity games?

Timson: Well that is home games.

Inman: That's home games. They are going to have at least that many away games and probably more counting their tournaments.

Barnes: Yeah, I know but that still seems low.

Brock: Mike, you're on the front lines.

DiBiccario: You see my point as a teacher is give us pay for game duties. When you look at the disparities. I agree that Principals have to have a leeway. No one is suggesting that you guys don't put a cap on it. I understand budgets. We had a higher budget than this in the Navy, but anyhow, I understand budgets. My point is, at CCHS we have to work more games. We get stuck working game duties where Stone does not. The idea of a stipend is great, and a cap is great. Whatever you guys you decide, the \$40 bucks per game duty and however games people play, that's up to them. We have got to quit being abused and I'm going to use that term. We have to work these games. We have no choice. I see this thing here for recommendation and it talks about how it's in the MOU. I personally believe that should be removed from the MOU. But it says how it will be distributed fairly and if they are assigned and something happens then we're responsible for finding a substitute. I'm not going to pass this around but here's a teacher, I've blacked out his name, who was sick. "I am supposed to work basketball game tonight but my youngest has woke up with a fever, anyone willing to cover me for 25\$"? Now that teacher was covered and was covered for free cause that's what we're gonna do, but that should have to happen. If you're being paid \$40 for a game duty, or whatever you guys come up with a stipend, no one has to worry about finding a substitute. This type of email would not have to go out. This teacher was covered, same thing happens at Stone and I'm sure at elementary. The chance that we're paid a stipend, I do believe, and I see administration doesn't want to pay this and I don't understand why but that's ok. My bottom line is, and I think you guys are on the line with saying a stipend and we're all for that. I just think it makes life easier and we should be compensated for our extra hours and not be forced to work things that are outside of normal hours. I knew that MOU was gonna come up.

Brock: Don't you think if you had to do 3 duties, I don't know, pick a number, that there might be people out there that would say, hey I'll do your duties. If someone wants to do more duties and someone says hey keep your money, we don't care. Because it's not going to cost us any more or any less. And so, that would be deals, that first day of teacher, where you start getting all those assignments and you say hey Julia, you love basketball or whatever. I think that will work itself out. Somebody is going to say man I want to make-I'll do that \$40 in a heartbeat. And at Christmas you could easily have over \$1000 or something. Maybe not that much, but...

DiBiccaro: Anyone could work them. You open it up for the entire district.

Barnes: We were having a hard time getting people to work and I had volunteered Phoenix to come and work. I did come back with my head, it was ok, still attached, but they could, and I would probably say they would work a high school setting versus an elementary but that could be an option for them as well. To get paid. I do like that. Good suggestion.

Inman: Well, I'm going to make a motion that we set it at \$40 per activity.

Brock: Event. I like Chris' word.

Inman: Ok, \$40 per event and then in order to get the actual numbers, let them work with the schools on nailing down the exact number that they absolutely think that they have to have and then we can come back and set the budget with that.

Bray: Do you want it to be equitable though? Like what Mr. Brock was saying. Does CCHS get a bigger piece of the pie because they want to play more games? Or...

Brock: No.

Bray: I don't know what the magic number is.

Inman: I'm not worried about the number of games. We can set it and say we're going to pay for this number of games. I don't have a problem with that. But my problem is, I don't want to say CCHS you're only going to get 7 positions for football because Stone only has 7 positions. I don't like doing that because CCHS has got more places that they have to put people. It's not because they want to, it's because it's a have to. As far as games, we can set a number, a specific number of games for each school. I don't care. But like I said, I don't want to tell a Principal that you only get 7 people here because Stone only has 7 people. Then you've got 2 people working for nothing.

Brock: What about the idea Jim of again, number of games times number of employees? We come up with a number there. That will absolutely tell you how much. You've got this much you can use.

Maxwell: Something just to maintain the equity here-let's hope that our teams make it to district and regional and we might be the host. That could be additional basketball games. Well 4 if you've got boys and girls both advancing, that admin are going to need people to work. I'm just trying to make it, I think we're all wanting to make it equitable for everybody. And we've got to have a number, I realize that.

Bray: We're going to have to budget some terms, but I have no idea. I don't know how that works here.

King: Point of order. We have a motion on the floor to accept as written. We need to dispense with that and turn it down before we can go further. You made a motion. Can you go back through that?

Inman: I just made a motion to set it at \$40 per event. And then let HR and the budget people work out, work with the schools in order to come up with the exact number of games and exact number of positions that they need.

King: In order to second that and get it approved and discuss it further, we need to dispense with the first motion. That motion was to accept as written.

Brock: Was there a second on that motion?

King: There was, you seconded it.

Brock: Not the \$40.

King: No, the first. When we started the discussion, we said we'd accept this as written, then we discussed it.

Inman: We never voted on that.

King: Never voted on it...

Brock: I withdraw my motion. My second.

Inman: I'll withdraw my second then.

Inman: No, it was your motion, my second.

King: Withdrawn, so now back to motions.

Inman: I make a motion to whatever that...

King: I think your motion was to pay \$40 per event per person and have a study done to make sure it's equitable.

Inman: To come up with the budget part of it and then we'll have to come back...

King: Was there a second on that Mr. Brock?

Brock: I'm still thinking, I'm sorry. I'm doing math, I'm sorry. And equitable, that was key portion of this motion?

King: Mmm hmm.

Brock: Yes, I'll second that.

Inman: I don't think I said anything about that.

King: I restated it for you.

Brock: I just do not believe the 2 schools, there should be that much of a difference. I'm sorry. Those schools are the same size essentially.

Inman: But you don't want to punish a school for wanting to play more games.

Brock: But I still, well...

Timson: Ok, so are these outside their regular scheduled games?

Inman: No, they have to do a schedule at the beginning of the year.

Timson: Ok, so North, we only, what counts for our record is only the elementary schools in this district. We also play York, we play South Fentress, we play Allardt. We don't count those games as part of our duties. So, is that what CCHS is doing? They are playing outside their conference?

Inman: Yeah, they play outside their conference...

Timson: So, could they not have their booster club work those games, outside of the conference games?

Inman: No, because, you're talking about a large majority of their games are outside their conference because they have such a small conference. They play 2 games, they play home and away with their conference games. There's only like 6 or 8 in the conference so they've got to have a lot more out of conference games.

King: It's still a school sponsored event.

Inman: Right. I'm not going to say that they can only have and we're only going to pay for in conference games. At the high school or elementary games. Cause I figure if somebody's got to work, they need to get paid. I don't care if it's a conference game or not.

Brock: Agreed, but scheduling, that's a coaching decision. The coach and the administration need to sit down and talk and say look, we need to come up with something here. And they can put their heads together. But I do believe we need to know, for everybody, who is in charge of keeping track of how much is this going to cost us? They have to know. And the only way we can do that is to say this is how much, and we're not going any farther than this. You adjust.

Bray: How far in advance do they set these schedules?

Inman: Basketball probably meets maybe in the summertime or at the very beginning of school. Don't hold me to that. It's been a long time since I've been involved in that.

Barnes: Isn't football done in the spring?

Inman: Football, yeah, they'll do theirs in the spring or summer. Trying to get ready for the next year. And a lot of times actually they'll set the schedule for 2 years in a row because they do contracts. They do, with football, they do a 2-year contract because they play at home one year and the next year they play away. It's a 2-year contract. They generally have the football schedule taken care of pretty early.

DiBiccario: There's a difference between elementary and high school. The difference is, we know there's 10 football games. We know there's so many, and when you're talking about out of conferences, you play so many in conference and out of conference. Unlike elementary, you only have 8 games. From a teacher's standpoint if CCHS decides to play 10 additional games and cause they want to play basketball and they want to practice and all those other things, then again, you'd have to seek volunteers and find another way to compensate them. As the BOE, you cannot plan for that. Same with elementary. They go out of their district all the time cause they want to play more games. Well, if you want to play more games... I guess what I'm saying from a teacher's standpoint, I understand the BOE's problem. I

am all for you guys saying it's a stipend, I'm just trying to get us paid for duties. I think you guys are saying we're going to pay this and let everyone else figure out the procedures. I think that's where you guys are coming from. It's very hard to figure this out cause you got to know money. I think a lot of these games, are like Ms. Bray discovered. How you do figure it out? Well, that's the problem. How do you think we feel as teachers when we're told we've got to work 5 games versus 3 at Stone and suddenly we've got a kid sick or we're sick and we've got to find a relief. We don't have to do that for substitutes. From a teacher's standpoint, I'm not going to use the term abused, but \$40 bucks, everyone gets paid, everyone can work as many events as you want to and you guys have to have a set amount, you don't go over. Principals if you want to go over it, get some volunteers. I'm sure people, hey I would volunteer for a game or 2.

Brock: It's a step in the right direction Mike. Teachers are finally being recognized for going above and beyond a classroom.

King: Ms. Harris did you have something?

Harris: So just a couple of points for the committee to put out there. I come from a teaching background so I can defiantly appreciate pay for extra duties-great. Coming from this seat, it is a difference perspective. Just some things for consideration that I think might be difficult for some people to say out loud. So, admin, if you look at that again, I just grabbed CCHS's numbers. They've got 4 admin, is that right? Ok, if they each only worked 1 admin per game and I know Stone games, multiple admins are at a game. That's 23 games a year. Just based off this number. Something to consider just because they don't have a representative at this table, I feel like our team here has to look at teachers, non-certified staff, admin. We've got to bring that perspective for your all's consideration. Also, I do think it's worth a mention and this has been, nobody wants to talk about it publicly, but the word precedent. As a budget person, it's my job to bring to your attention, as much as I don't like confrontation, I have to bring up those items, that's my job. So, it does bring up what precedent, and again from my perspective, I'm talking money, we're going to set. So next is it going to be bus duty, is it going to be graduation or prom or all those extra duties. So, just for your consideration, I felt like it needs to be out there. Also, I think a big deal is I've heard, Mike a couple times you've said abuse. I don't feel like as being a salaried employee to do some additional duties that benefit the school and the cause is abuse. And I think that mind set, can it be abused, most definitely. I really hope and I don't feel like in this district it is. I think that mind set just tears everybody down and if it is to the point of abuse we definitely need to take action, but I also think we've all got to work together and say hey, sometimes we've all got to take on some stuff, but it does need to be fair and equitable. That's my thoughts. And I knew if I didn't say it, 10:30 tonight it would be rolling around in my head.

King: Thank you. From what we've proposed here as a motion, the second.

Inman: Well, I think it never got a second.

Brock: Yeah, I seconded it.

Inman: Did you second it?

King: Yes, so we could discuss it.

Inman: I feel like this is just our first step. We've still got to do some more studying on it to get the budget process fixed.

King: So, the question is, Dr. Maxwell, Ms. Bray, Ms. Harris, is it possible to gather that information in a short time so this committee can meet again?

Bray: I still, I'm sorry I'm being slow today, I sat with them and this is how they told me it was set. As far as number of games, number of people required. As it is today, right now. Is that my task going forward? To ask, can you do with less?

King: I think the task going forward, yeah, if it's standardized can you live with that? If you can't, tell us why?

Bray: Do we set the standard or let them set the standard?

King: They need to tell us why they have that standard.

Bray: Ok.

Harris: I'm thinking we put some Principals together in a room, our high school folks and our elementary school folks and help them work through something everybody, a standard that can fit everybody's needs. Is that the idea? To bring that back?

King: How quickly can that be accomplished? Without snow days.

Harris: We just met with them yesterday. Maybe a month? Come back next month.

King: So, by March 1st?

Harris: Does that work?

King: Do we need more time or less?

Maxwell: I think we need to have it by March 1st.

King: Ok.

Brock: Just so I'm clear. Anything this committee recommends is purely that. Everything we recommend would go before budget and then the full board. Just wanted to point that out.

King: So, to bring it back again guys, the proposed motion and second, do we want to vote it down and make a new one to say go do this study and come back March 1st? So, we can put the parameters on what we're doing.

Brock: I certainly would be willing to withdraw my second in favor of that if you will withdraw your motion.

Inman: We got to start over?

Brock: All we're essentially adding is pending study. And some firmer numbers.

King: So, we are amended it rather than removing it.

Inman: Ok.

King: Are you agreeable to the amendment?

Inman: Yes.

Brock: I am as well.

King: Ok. Any questions about that? So, the go forward is by March 1st to have something we can study within the discussion we've had today. See what realities is has or doesn't have. So, we can then make a motion to forward it the appropriate committee or board.

Brock: Yes.

Inman: Yep.

King: Ok. Other comments or questions?

Inman: Yeah, I've got to say one thing about what Kacee was talking about. You were talking about extra duties, what's going to be next. Bus duty and so forth. The way I look at it, this is just a starting point. This is just to get us started. And if the future board wants to add those duties, so be it. But like I said, this is just a starting point. We've got to get started somewhere. Let the teachers know we're at least trying to help them out a little bit.

Bernabei: Do you know other boards that do this?

Inman: Have no idea. But I keep going back to this because it happened. Whenever I was at CCHS we paid for our workers for football and basketball and for football we took it out of the gate money. We had 7 people that wanted to do football and they did every game. And they got paid for it. I don't have a clue how much it was, I don't remember. But I do remember, as an administrator, that was awesome. We had 7 people that did it and they did the same station and they were consistent, and we had the perfect person for the pass gate. She could spot you a mile away. And she wouldn't let you in unless you had the right credentials. I don't care who it was. This has been done before in Cumberland County, but it was not done county wide. It was just done at CCHS, but that was before Stone existed.

King: The answer I have is other systems do this, some of their bookkeeping may be questionable, I don't know.

DiBiccario: I just want to clarify my statements. When I say the word abuse this is what I mean by it. I need to clarify my statements. I don't know a teacher, including me, who does not do something day in and day out for the students. You go ask them. I'm tired and I might be a little upset, I'm going to calm down a little bit, we get told, "do for the good of the kids, you're hurting the students" and so when you continue, it's like an abusive relationship. Cause every time someone tells us that, we do it. And even though we may argue about it, we still do it. Cause we're going to do what's in the best interest of the

students of Cumberland County day in and day out. So, every time somebody says do this or do that, we're going to do it anyhow. And there's nothing wrong with coming up here saying when we're working extra hours, outside of our working hours, for something that we have no choice in, that's what we're asking. I appreciate the school board. I'm just telling you this has been a long process, we talked about this in the MOU 2 years ago. So, I appreciate the board looking into this. So, that's what I mean by abuse. It's not that we're not willing to do for the students. I know for one that 95% of the teachers do. So, that's not what I mean by abuse. I mean getting told over and over again to do things. So, I just wanted to clarify what I mean by abuse. To say that teachers have to do, and it's not too much to ask of them but it's 18 hours of bus duty, who cares what's coming up, like Mr. Inman said. I do 18 hours of bus duty outside, cause I have to be there at 7 o'clock. I don't work until 7:35, so add that up and that's 18 hours I work on bus duty. Not afternoon cause it's 3, add that into another 40 hours of ball game duty, it all adds up. There's a lot of hours in there Ms. Harris, a lot of hours.

Harris: I know it and I'm not discrediting that. I'm saying I think every employee in our district does..(interrupting, DiBiccaro then states, absolutely, so let's compensate) everything that they need to do to get the job done and to take care of our kids. My perspective is the entire budget. If this has a \$50,000 price tag, it's not that we have \$50,000 extra dollars. What are we going to take it away from? When one of the goals of this team is-I would prefer to put it on base pay and keep working and throw everything at that. I'm not saying it's not deserved, and that people won't and aren't willing to go the extra mile. That's just my perspective-the lens I have to look through. The entire budget. And I know we don't have extra new money coming in that we can apply to this. It means-and that's the budget committee's job-where are we going to take it from and from what other salary goals does it come from? Do I wish we could do it all? Most definitely. But that's the perspective I have to bring to the attention of the budget committee.

DiBiccaro: I appreciate it Mr. King, thank you for allowing me to say that.

King: Certainly, Dr. Maxwell.

Maxwell: Thank you Mr. King. So, I appreciate everybody at this table. Because this is part of the process of how we make things better. We were tasked with analyzing, surveying, what is the ramifications? I think we all have different philosophical beliefs with what is required, what is extra. And that's ok. That's what makes us all unique. And that's what makes the world go around. I feel that pulling everybody in-we did it 2 years ago-we said that we would look at this and we've tried to have a good faith effort to do that. I think we will make progress. As a teacher, I'm like you all. I knew that when I took the job, I would do whatever I needed to do to help out. And that is how I feel like all of you feel as well. We can move forward, we can definitely have this by March 1st, as you all have requested. You all have given us some stuff to work with today to have that equitable line for everybody.

King: And if it's next week and we can sit another meeting, then fine.

Maxwell: Oh sure, absolutely.

King: Ok, I think we're ready to move to the next item. Number 6 is non-certified pay scale. Who wants to address that?

6. Non-Certified Pay Scale

Inman: Well, I'm the one who put that on the agenda. At some point and time, we've got to talk about increases our non-certified pay somehow or another. I don't see how we're going to keep anybody when they can go to Burger King or McDonald's and flip burgers for \$10, \$12 an hour. I was talking to a young lady last night that used to work in our school system that no longer does. She was telling me that she worked in this school system for 15 years and she made barely \$15,000 a year when she left. She's working up town somewhere and she's making twice that. I'm afraid we're going to see more and more of that if we don't try to do something for the non-certified. Did they get you that information on that survey-Ms. Boston actually did that before COVID. When COVID hit everything kind of got skewed. At one time, she was talking about having a company come in here and do a survey and I don't remember that much about it.

Harris: If you look at some of our fellow districts and some of our fellow governments, city, county, that type of thing. Typically, that is the first course of action instead of trying to go in and adjust specific job amounts or certain job descriptions and what that pays. We found after talking to a lot of different folks, that having an outside consultant come in and do a salary study and look at our job descriptions and our pay and compare it to our neighbors similar jobs within our county, that might be pulling those people away and then similar sized districts across the state. We talked to 3 or 4 companies, Ms. Bray do you want to add to that?

Bray: I have talked to one that Teresa talked to. He's supposed to be preparing a proposal. I've talked to the gentleman that did the one for the county...

Harris: The city

Bray: The city of Crossville, they are preparing a proposal. And then I actually have one proposal in hand that some of the local school districts, Putnam, some of the districts around here use, called Lean Frog. They are not like the consulting firm but actually a company that does this. It's their business. Now the other 2 folks are more of a consulting thing, they have like a day job, for lack of a better word, and they do this on the side. I actually have a proposal from them, I just need to permission to move forward or if you would like us to pursue this.

Brock: Kim, can you ballpark?

Bray: Well, the one I'm pulling from is \$21,000. I've done these in my past life. Anything under \$25,000 is pretty good. I've seen their scope of work, what they promised, I think it's equitable. They base it on the number of different positions we have, number of employees. Basically, what they do is they will go in and analyze our job descriptions with the scale and see where we have these people placed. If they are placed appropriately A-R, cause that's where I've got some questions my own self. How we determine where these folks needed to be. But they were going to make some recommendations on that, and they realize we can't make all the adjustments in one year, but they will give you a scale approach. Like, this is the first year, second year, so you can from a budgetary perspective know what you're looking at.

Harris: And that's what we've heard-the City of Crossville used a similar service like this. They implemented this over 3 stages. Obviously to get us from where we are now to where we need to do, we don't have enough money to do that overnight. They did a January, June, January implementation. But that company was able to come in and tailor that to them. If we have a June and a next June implementation or maybe it takes us 5 years, with our budget, that way we have a plan and know exactly how to get there. They come back with the findings-here's where you are, here's where you need to be to get competitive. Then they work with us to come up with a schedule that we can afford. It's basically how it works.

Bray: It's a tiered approach. It's an over-time approach.

Inman: That sounds like a pretty good deal. I think that one that Ms. Boston had was \$30,000. And that was 2 years ago.

Harris: If it's something the Salary Committee is interested in it would probably need to go to the full board. Or if the Salary Committee is interested, we can go ahead and get everything lined up. If the board approves it, we can grab the PO and go. It will be a process. Ideally, we'd be looking at getting information in May, the sooner we start the sooner we'll get some information.

Bray: It's a slow process because they actually come in, look at all the jobs, they even may talk to some of the people in the schools that do this job to see what they actually do on a day to day basis, fits what this job description says. It's a very intricate process. It's going to take some time. I think May would be very optimistic, but we just need to know if you're interested in starting the process.

Brock: Is it your recommendation, the 2 of you, that you think this is a good step, a good way to start trying to address this problem?

Bray: It's the only way I've ever been able to successfully to do it.

Brock: Essentially, we're looking at just giving you our blessings to pursuing companies to conduct such a study and then come back with a price tag or something?

King: Which line item would that come out of?

Harris: That would require a budget amendment. We've analyzed that. On the HR budget page there is some software money that we budgeted but the product is not ready for us to buy. It's still being built and we don't want to try it on until all the kinks are worked out. We think we could go ahead the do the budget amendment that would go through the whole board to move that from a software line to a contracted services line. There's enough money there for that. It's doable to start as soon, if and when the board want to do it.

King: This amendment would be to the regular board? Cause it's got to go somewhere else for approval. Cause it's an amendment to the budget.

Harris: Yes, right.

Brock: Then I move that we ask our HR and Finance office to work out the details and pursue, is the correct word bids?

Harris: Quotes.

Brock: Quotes, on conducting a study of compensation for non-certified personnel.

Inman: I second that motion.

King: All in favor?

Brock/Inman: Aye

King: That motion passes.

Brock: Guys, by the way, education is not the only institution or business that is having to compete for worker. I can tell you that even like local lending institutions like banks, are having a real issue finding and keeping tellers, and others. It is a challenge. But I absolutely think it's overdue to address taking care of our employees. We got to do it. Insurance used to be a good way to say hey, we're not going to pay you but we're going to give you insurance. That's not going to do it anymore. We're going to have to come up with something.

Inman: Yeah.

Harris: We daily, daily hear, from the front lines, had a good applicant for our janitor, for our teacher's assistant, for our bookkeeper, for our nurse, they are all in until they hear the pay. When you can physically drive down the road and see that fast food offers more than some of these positions, I think the timing is right.

Brock: Everybody offers more. Because nobody pays minimum wage and that's what essentially, we're paying these people. You say \$8, or \$8.25 or whatever the number is. You know it's not much more than that. That's not right.

Bray: The younger people will tell you, the insurance to them doesn't mean a thing. Cause they are going to live forever. Nothing is ever going to happen to them. They want that check at the end of the week and that's what they are interested in.

Brock: For a long time, we did appeal to, especially mothers, and they wanted the insurance for their children, and they were essentially on the same schedule as their children and they were willing to do it. But we're asking so much more of our people in school buildings who are not school teachers. They are teaching classes and you have teaching assistants who are cleaning and doing lunch duties. You all know it better than I do but I don't know how long we can continue to ask that of people. Certainly, we're going to have to compensate these people in a generous way as we can come up with. It's only fair.

Inman: Well said.

King: Any other comments on item 6? Ok then other discussions.

MOTION: **Carried Unanimously**
 Brock (Motion) Inman (Second)

8. Adjournment

Brock: Motion to adjourn

Inman: Second. Anybody not in favor, just sit around.

VOICE VOTE: Brock (mover-yes)
Inman (seconder-yes)
All Ayes

MOTION: Carried Unanimously
(The meeting was adjourned at the approximate hour of 11:17 a.m.)

Dr. Ina Maxwell
Director of Schools

Mr. Chris King
Chairman of the Budget Committee

Diane McCartney
Executive Assistant for the Director of Schools and BOE