

K–12 Basic Education Compensation Advisory Committee

June 2, 2022

Meeting Summary

Committee Members Present: Brandy Strait, Cindy Kelly, Denise Reddinger, Keri Hutchins, Lyn Nakashima, Michelle Scott, Naila Prieto-Duval, Nancy Chamberlain, Shawn Brehm, Shawn Lewis, Shreya Shaji, Tom Seigel

Time	Agenda Item	Summary
4	Welcome and Land Acknowledgement	Committee Chair, Shawn Lewis welcomed the Committee and led the land acknowledgement.
4:05	Staff Mix Allocation Adjustment and Revisit Base Pay Allocation	<p>Shawn presented the following draft recommendation language to the Committee for review.</p> <p>Draft Recommendation language on Staff Mix:</p> <ul style="list-style-type: none">• In addition to regionalization, state salary allocations should be adjusted upwards for districts that exceed the statewide average of certificated staff experience or exceed the statewide average of certificated staff advanced degrees, consistent with HB 1419.<ul style="list-style-type: none">• Alternative: The legislature should return to a salary allocation model for certificated instructional staff based on a state allocation model that adjusts salaries based on the years of experience and education of staff within each district.• In addition to regionalization, state salary allocations should be adjusted upwards for districts that exceed the statewide average of classified staff experience. For paraeducators, state salary allocation should be adjusted for districts that exceed the state average for advanced paraeducator certification. <p>Draft Recommendation language on Inflationary Factors:</p>



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		<ul style="list-style-type: none"> • State salary allocations should be adjusted annually each September 1, using the consumer price index for all urban consumers, Seattle area for the most recent 12-month period as of February in the year that the adjustment is to be made, using the official current base compiled by the US bureau of labor statistics. <p>Example CPI Language for Levies: RCW 84.52.0531 2(a) For the purposes of this section, "inflation" means the percentage change in the seasonally adjusted consumer price index for all urban consumers, Seattle area, for the most recent 12-month period as of September 25th of the year before the taxes are payable, using the official current base compiled by the US bureau of labor statistics.</p> <p>Draft Recommendation language on Regionalization:</p> <ul style="list-style-type: none"> • State salary allocations should be adjusted for high-cost areas consistent with the Metropolitan and non-metropolitan statistical Areas. Regionalization should be provided with districts grouped into five tiers based on labor cost data. • When a school district shares a boundary with another school district with a higher regionalization factor, the differential between the two regionalization factors must not be greater than two percentage points. • School districts may appeal their regionalization factor determination to the superintendent of public instruction. If the superintendent agrees that the regionalization factor should be adjusted, the superintendent will provide a budget decision package to the legislature with information supporting the adjustment. (What is criteria for an appeal?) <p>Draft Recommendation language on Incentives:</p> <ul style="list-style-type: none"> • A state grant program should be established to provide K-12 school-based certificated staff in high poverty schools with a \$15,000 at the beginning of their third, sixth, and ninth years in the same school or another high poverty school within the same school district. • A state grant program should be established to provide districts with funding for annual state funded bonuses for eligible K-12 staff who demonstrate bilingual

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		<p>proficiency by passing an assessment approved by the Superintendent of Public Instruction. Staff are eligible for bonuses when their job descriptions indicate that bilingual skills are required or desired for the position they hold, as determined by the school district. These bonuses should be equal in value to the bonuses provided to national board certified teachers.</p> <ul style="list-style-type: none"> • A state grant program should be established to provide districts with documented challenges in hiring with state funding for a one-time hiring or relocation bonus of \$10,000 per position. The superintendent of public instruction will create rules to implement and oversee the hiring bonus program. • A state grant program should be established to provide annual state bonuses for special education staff who provide direct instruction or support to students eligible for special education services. These bonuses should be equal to 10% of the K-12 base salary allocation for the school district applied separately for certificated and classified staff and prorated based on the individual employee's hours worked divided by 1260. (7 hours X 180 days) • A state grant program should be established to provide school districts with dedicated funding to attract, hire, train, and retain school bus drivers. These funds can be used by the school district for direct payments to school bus drivers to pay for initial training, pay drivers during training, provide for annual retention or signing bonuses, or otherwise adjust compensation amounts to increase school bus driver retention. <p>Questions and comments received from Committee members:</p> <ul style="list-style-type: none"> • Are we currently tracking paraeducator experience the same way we do certificated staff? Wondering how or if OSPI would even have that information to provide? (We do not get the same level of detail on the S275 for paraeducators. We could rely on a partner agency like PESB that could help us frame this). • Do we have something to compare an average paraeducator salary? • Our recommendations on base pay will impact how this is implemented. • Struggling with how the classified staff portion would work—however, agree with

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		<p>the certificated part and the staff mix language.</p> <ul style="list-style-type: none"> • There is a vast array of responses and job requirements for classified staff and I don't understand how that would be implemented. • There is a shortage of bus drivers due to salary and comparing to other jobs in the industry like food service, package delivery drivers, etc. • For classified staff and training requirements, could we do a retention bonus for those staff who achieve next steps as an alternate to this model? • Federal certification is required for bus drivers, so maybe a bonus for those who are able to attain that? <p>The majority of Committee members supported the certificated staff/HB 1419 language. The majority of Committee members supported the classified staff language recommendation.</p> <p>The majority of Committee members supported the Inflationary Factor updated language.</p> <p>Updated language based on Committee feedback will be shared at or prior to the June 16 meeting.</p> <ul style="list-style-type: none"> • For Regionalization, what is the criteria for an appeal? • Very supportive of this labor market model • I like the fact that everyone gets a bump—but am looking at surrounding districts on reservation land who will not get regionalization and can't buy housing in their districts. • Tribal schools located on the Olympic Peninsula that are rural and small would not be happy with this due to the housing that has gone crazy over the last 8 months. Perhaps they should receive more regionalization? • Can we define in the recommendation—if there is a school within an X amount of miles in the area? • If there is an appeal process, this could be some foundation of an appeal. • This is the best solution I've seen by far. Some refinements and explanations are

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		<p>needed but this is the best one I've seen.</p> <ul style="list-style-type: none"> • Wage market should be the driver instead of the housing market. • Perhaps an appeal reason is the affordable housing issue. • For base salaries and bus drivers—there is a big split shift. Can we offer more money by filling some of the middle of the day for these staff? Such as standby bus driver, work on route directions, wash buses, maintain seating chart, or work on route books. We don't need to increase days but need to increase hours. This may attract and retain. <p>The Committee will revisit the base pay and regionalization recommendation language at the next meeting.</p>
5:30	Proposal: Legislative Youth Action Council (LYAC), Rural Students	<p>LYAC members Carissa Crum and Committee member Shreya Shaji presented to the Committee a Rural Student Perspective on Teacher Compensation.</p> <p>Key discussion and presentation points include:</p> <ul style="list-style-type: none"> • Increase salary and incentive teaching • Pay student teachers more • Increase salary for new teachers • Pay teachers to become certified in other languages
	Review of Draft Incentive Recommendation Language	<p>Questions and Comments Received from Committee members on Incentive Recommendation language:</p> <ul style="list-style-type: none"> • For bus drivers, how about tying in a stipend for having a safe driving record for 3 years? This would also save the district money. • For high poverty schools—struggling with the 15k at the beginning of their third year. How will this attract staff to go to those schools and stay in those schools? Also doesn't address an administrator at a high poverty school. 15k per year for administrators may be enough to retain them. • For high poverty schools—can there be an initial hiring bonus and then do a

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		<p>graduated bonus at 3, 6, and 9 years?</p> <ul style="list-style-type: none"> • For documented challenge, what does mean? What is the definition? For what positions does this include? • Bilingual item: Need more structure on how districts determine this bonus. Is it around demographics around the schools? • How would bonuses work? Like a fringe benefit? Is retirement applied to it? • Concerned about bonuses creating a revolving door effect. • If bonuses aren't pensionable, would rather see money put into salaries. • If I am a 10th year teacher, and now the school is giving a bonus to high poverty school teachers at 3, 6, and 9 years, would I be eligible? • Consider adding a bus driver mentor program. • Add language that gives a bonus to rural school staff. • For Bilingual proficiency—add Tribal recognized language cultures. • Tie the rural school back to the population number and distance to another larger district. • Districts that have hard to fill positions should be targeted.
6:45	Stakeholder Comment Period	No comments were received.
No later than 7 pm	Adjournment	<p>The next scheduled meeting is June 16 where the Committee will continue to review and finalize recommendation language.</p> <p>Meeting agenda topics may include mentoring, housing, loan forgiveness, and grow your own programs.</p> <p>The Committee added a meeting to be held on June 30, 4-7 pm to finalize recommendation language.</p>