

**K-12 Basic Education Compensation Advisory Committee**  
**February 3, 2022 (Zoom)**  
**Meeting Summary**

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

Time	Agenda Item	Summary
4 pm	Land Acknowledgement, Welcome and Introductions, and Review of Committee Objectives	Committee Chair, Shawn Lewis led the welcome and introductions for Committee members.
4:15	House Bill 1419 Review	<p>Representative Laurie Dolan joined the Committee and led a review of <a href="#">House Bill 1419</a>—Adjusting Experience Mix Factors for Certificated Instructional Staff.</p> <p>The bill intent is to:</p> <ul style="list-style-type: none"> <li>• Prioritize serving students through a more just and racially equitable education system that prioritizes the whole child.</li> <li>• Attract, recruit, prepare, and retain a diverse, skilled, responsive, and reflective educator workforce.</li> <li>• Develop a salary allocation model that more closely matches the salaries of the teachers who are hired by school districts.</li> <li>• Address inequities between districts created by poverty, racial inequities, and low property taxes.</li> <li>• Bring back a new version of the salary schedule that was in place 40-years ago.</li> <li>• Align salaries with education and experience levels.</li> </ul>

		<p><b>Questions/Comments from Committee members:</b></p> <ul style="list-style-type: none"> <li>• Is experience AND education level all tied together or are they separate issues? (They are two separate issues which is not how it used to be. It used to be a grid that aligned years of experience and education and you got the salary from that).</li> <li>• Recommend an amendment to this bill to include classified staff in the salary schedule/grid. Certain positions hire staff with college degrees, but we should also reward time in a position and be compensated for that as well. (This bill is unfortunately not going to be heard this year, but this Committee could bring forward a recommendation that covers a new salary schedule/grid that covers ALL school district employees).</li> <li>• It is hard to find employees with the federally mandated requirements to do these jobs. We are not going to have much of a pool to draw from.</li> </ul>
4:30	Attracting & Retaining Administrative Staff	<p>Scott Seaman, Roz Thompson, and Scott Friedman from the Association of Washington School Principals joined the meeting and led a presentation on attracting and retaining administrative staff. (PPT)</p> <p><b>Questions/Comments from Committee members:</b></p> <ul style="list-style-type: none"> <li>• Principals don't stay in one school long enough to effect real change</li> <li>• What are the reasons for high turnout in principals? <ul style="list-style-type: none"> <li>○ Too much pressure coming from district offices</li> <li>○ Personal attacks on social media</li> <li>○ Trying to fit in the financial restrictions, only have so much money to hire quality people</li> <li>○ Lack of resources</li> <li>○ Lack of clarity on strategic initiatives</li> <li>○ Lack of feeling supported in tough decisions</li> <li>○ Labor relations</li> <li>○ Moved away to get paid more</li> </ul> </li> <li>• What's the impact of constant leadership changes? <ul style="list-style-type: none"> <li>○ A bad leader will chase away all good employees in time</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Chaos and turmoil and good people leave</li> <li>○ Chasms grow and grow</li> <li>○ Lack of culture</li> <li>○ "What's the point" attitude since nobody stays</li> <li>○ Many times, the new leader wants to make this new school into the school they just left</li> <li>○ School culture changes, initiative changes, storming.</li> </ul> <ul style="list-style-type: none"> <li>● How many internships can you provide in current funding structure?</li> <li>● More support positions are needed</li> <li>● Battleground School District has 11,500 students and 17 of 37 principals are levy funded (46%). The prototypical model needs to be updated.</li> <li>● It takes 9% of our levy dollars to provide funding for staff.</li> <li>● Do we have statewide data to show how many principal positions are being funded by enrichment levy or state dollars? (The Human Resources Association may have that).</li> <li>● Disparity in hiring patters for 2019-20: <a href="https://www.k12.wa.us/policy-funding/school-appportionment/district-allocation-state-resources-portal">https://www.k12.wa.us/policy-funding/school-appportionment/district-allocation-state-resources-portal</a>. (This will not tell you if it was funded by local levy dollars.) OSPI will get the updated numbers out for the 2020-21 data soon. Shawn will do a quick summary/side-by-side before the next meeting.</li> </ul>
5:30	Draft Proposal Review	<p>Shawn led the Committee through his draft proposal review document.</p> <p><b>Questions/Comments from Committee members:</b></p> <ul style="list-style-type: none"> <li>● Add a column for "Outside Impacts" to show reliance on an outside entity in order for the benefits to occur.</li> </ul> <p>The Committee had no concerns on this format to review proposals. By the end of March, the Committee will review each of the proposals and start scoring by groupings.</p>
5:45	Break	
6	Regionalization Review and Proposal	Tom Seigel presented to the Committee a map that shows regionalization in the Bethel school district boundaries.

**Questions/Comments from Committee members:**

- Do rural districts tend to employ people that actually live in that community and not go outside of those communities?
- Classified jobs are given as good secondary incomes—Do you think that factors into any of this? Depends on their family situation and how much they can and work.
- Small district communities cannot afford the levy's and what they are asking for.
- If we could pick a known boundary to define the labor pool, what would it be? Per diem map? Geographic map? County map? Any metric we use will have some limitations.
- How does regionalization create disadvantages in areas such as Granger which is very small?
- Can we see data on overall satisfaction of the regionalization factor across the state?
- I am in a regionalization district and now we are in the pattern where we are losing 1% every year which causes issues with bargaining. It starts going away each year until it hits zero. We then have to address the deficit that is caused by the regionalization that is slowly going away.
- Tribal Compacts Schools are not in favor in regionalization. They cannot compete with larger districts and their levy money. Is the state funding they receive a flat rate or regionalization? Teachers' salaries need to be adjusted and they are in need of more professional development.

Additional follow-up information provided by Tom Seigel:

The following comments are submitted in regard to the five points that were reviewed:

**1. Information:**

- a. Target high school students with information and encouragement to enter into the teaching profession with information and financial incentives.
- b. Universities need to aggressively recruit students into teaching programs. Right now they are not and universities apparently consider teaching a fall back field if the student is initially not successful in their first chosen area. If the state is really interested in solving the problem it must

direct universities to make it a priority. There needs to be a focused effort such as was demonstrated in the past when there was a desire to recruit female engineers.

**2. Pension - incentives**

- a. Compare the state retirement programs with the private sector. It is a very positive retirement program.
- b. Compare the private sector's time off. The two months off during the summer, and various other reasons, are generous in comparison to the private sector.
- c. Provide a "GI Bill of Rights"-like opportunity with tuition forgiven, etc., if teaching for a certain number of years in hard to recruit areas and/or hard to fill specialties: special education, OT, PT, SLP, Psychs, etc.
- d. Increase daily planning time by an hour.

**3. Student teachers - remote areas:**

- a. Provide student teachers with a stipend (from the state or university, not school district so the money can not be bargained away) for taking the student teacher experience in remote, rural or hard-to-hire school districts.
- b. Provide housing for student teachers in remote/rural school districts if adequate housing is not available. The ESD's could purchase and relocate trailers when needed.
- c. Provide loan forgiveness for serving in the remote/rural hard-to-hire school districts, for a certain number of years.
- d. Provide a state sponsored bonus of \$10K per year, for up to five years, for teachers to work in remote, rural or hard-to-hire school districts.

**4. Allow joint hiring:**

- a. ESD's already provide joint business support operations for small districts and could provide coordination of the joint use of specialty teachers.

**5. Compensation for hard to fill positions (OT, PT, SLP, Nurses, Psychs, STEM, etc.):**

- a. Pay these specialty teachers more than regular education teachers. Unions will not allow this, therefore, this would have to be imposed via legislation.

		<p>b. Improve workloads, reduce the number of students per FTE.</p> <p>c. Add a planning hour.</p> <p>d. Provide an incentive for current teachers to go back to school to get a special area endorsement that is in short supply. Examples include free tuition and increased pay/stipend (state administered and not negotiable).</p>
	<p>Review of Survey Responses/Proposals Received to date (PDF)</p>	<p>Shawn led the Committee through a review of the compiled Call for Proposals survey responses received to date. Shawn will review all proposals and place into groupings for review. All proposals will be included in the appendix of the recommendations that are sent forward to the Superintendent of Public Instruction, the Governor, and the legislature.</p> <p><b>Questions/Comments from Committee members:</b></p> <ul style="list-style-type: none"> <li>• As we go through them is there a way to identify proposals that would require additional workgroups that would address things like qualifications/certifications/endorsements, etc.?</li> <li>• This process may not be applicable for rural students with LYAC. Can the LYAC students give us a write up of what they think needs to be changed/their proposals? (Yes, whatever format they need is great)</li> <li>• Would like more information on Tom’s proposal on possible stipends to teach about ethnicities.</li> <li>• How are we going to get our questions answered about each proposal? (Shawn will summarize the big idea of each proposal, the benefits and concerns, and will reach out directly to the person or organization with questions. We can also ask some to come and present to the Committee if they are willing).</li> </ul> <p>Before the next meeting, Shawn will update the proposal review form and send out to the Committee.</p>
6:45	<p>Stakeholder Comment Period</p>	<p>Stakeholder comments received:</p> <ol style="list-style-type: none"> <li>1. Dan Steele, WASA/WSPA/WASBO: I appreciate Shawn’s leadership and the three associations being represented on this Committee.</li> </ol>

		<p>Regionalization and experience factors need modifications to reduce inequities in some districts.</p> <p>2. Carl Cary, Granite Falls School District School Board director: I am in a small rural district, west of the cascades surrounded by much larger districts. There are many inequities and challenges for hiring and recruiting teachers. We have an assigned 12% regionalization factor and we are adjacent to larger districts that get double that. The median home income does not pan out because median home price is more than surrounding districts who have an 18% regionalization factor. We work hard to hire teachers that are wonderful and motivated, but they can drive 15 miles in any direction and get paid \$15-20,000 more. The average teacher salary is \$87,000 but in Lake Stevens is \$100,000. Granite Falls is one of two school districts that is adjacent to a school district that has a regionalization factor of 10% or more than Granite Falls.</p>
<p>No later than 6 pm</p>	<p>Next meeting: February 24, 4-7 pm via Zoom</p>	<p>The next meeting is February 24, 4-7 pm via Zoom.</p> <p>If you have any agenda items, please send them to Shawn Lewis or Carrie Hert.</p> <p>If you wish to share a picture of yourself, please send it to Carrie Hert. Carrie will add it to the member roster and share with the Committee.</p>