

K–12 Basic Education Compensation Advisory Committee

April 28, 2022

Meeting Summary

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

Time	Agenda Item	Summary
4	Welcome and Land Acknowledgement	Committee Chair, Shawn Lewis welcomed the Committee and led the land acknowledgment.
4:05	Review of Proposals (Google doc)	<p>Shawn led a discussion on the review of proposals received to-date. Over the next few weeks, Committee members will continue to review, comment, and add their perceived benefits and/or concerns to each proposal via the Google doc shared with members. The Call for Proposals survey link will close April 30.</p> <p>Questions/Comments from Committee members:</p> <ul style="list-style-type: none">• Clarification on proposal #3, second box: Is that funding to support students or student teachers? (It is funding to support student teachers).• As we have been receiving additional proposals, have you been adding them in? (Yes, and after the survey closes on April 30 Shawn will add all proposals by mid-next week for the Committee to review).
5	Review of Base Pay Data <ul style="list-style-type: none">• Historical and current	<p>Shawn presented to the Committee historical and current base pay data on similar job types, categories, and salaries based upon data provided by the Employment Security Department.</p> <p>Questions/Comments from Committee members:</p> <ul style="list-style-type: none">• What is CIS? (Certificated Instructional staff)



Time	Agenda Item	Summary
		<ul style="list-style-type: none"> • How are these salaries inflated so much and how are they paid for? (Individual districts have to make decisions on how to fund their employees or get a levy and utilize those levy resources to augment the salaries to attract and retain staff. It differs from district to district). • Does this include benefits as well? (No, it does not. Only salary and not compensation). • Is this before they add the experience factor and regionalization? (No, it is not. This is the average allocation statewide. We have a slide that shows base salary—this is the statewide average). • Example comparison table slide—was this data statewide or regionalized? It is different between east and west side. (This is statewide average data, and we will address regionalization at a future meeting. Current model says we allocate base pay and then adjust based on a regional factor). • Like to see breakout from elementary, secondary, guidance counselors, school nurses as these are bargained at different rates. Can we see that data? • Can we see social worker data? What is the basis of that comparison? What is the labor market category to be equivalent of elementary school principals vs. private? (Yes, we will go through that). • When we look at a school year employee the market value is if you were working the whole year, correct? (These are full school years, yes. All these numbers are annual numbers—12 months). • Other factors were how many homes are in the housing district that you're employed, correct? In my district, you cannot buy land or a house unless you are a Tribal member. Is that factored into regionalization at that point in time? Teachers are living far away from where they teach—that should be taken into consideration and on our radar too. (Regionalization discussion this will be covered at a future meeting). • There seems to be no differentiation for principals, between elementary, middle, and high school. It makes a difference. Other jobs that are unique and extremely difficult and stressful like Special Education teachers for example, are not

Time	Agenda Item	Summary
		<p>captured here. It's hard to have a comparison without having another school district to compare it to. This is a good step to start.</p> <ul style="list-style-type: none"> • We have a wide variety of types and levels of jobs on this list. Training specialists are typically lower than training managers, for example. Can we identify some types of jobs to keep it from getting skewed for those certain categories? For some jobs there aren't going to be outside job comparisons. (Yes, we can use our professional judgement to eliminate some things off the list. We have the authority to choose the items we think should go on this list). • Are they only looking at the qualification pieces as opposed to the responsibilities? General training managers are more programmatic levels, whereas training specialists are more delivery to classrooms. • How can we look at multiple positions being compared to a single position without skewing that data? • To attain and maintain the credentials to be a bus driver is much harder now than it was 10 years ago. As a school bus driver, I have more credential than a truck driver. • As we look at compensation for aids and assistants and bus drivers, typically we see in school districts that these positions are part time and guessing that most of these salaries are based on a fulltime equivalency and year-round. (Yes, correct). • In the Transportation department, the amount of overtime being paid is very high because there is such a driver shortage. If we paid them 8-hours per day, it would save the district money. • Can we find out what school employees are being paid to see what they balance up against? (Yes, we can. We could use the data that is collected through S-275 where total final salaries for all positions is broken down by duty code and by program). • There are some resources out there like the SIRS survey which breaks it down more to the position level. Can we get a hold of that data/survey that is more at the district level? This will also show more of the classified positions. (Yes, it's

Time	Agenda Item	Summary
		<p>worth taking a look at it in the next few weeks. Shawn will follow-up to see if we can get this data).</p> <ul style="list-style-type: none"> • Can we look at other states that are economically similar to Washington and compare our data to that as well? (Yes, we do have lot of national data and the Employment Security Department data that was shared today is national data with Washington state pulled out. We can also pull regional area data within Washington). • We don't believe we are losing teaching to other states for compensation reasons. • For McCleary, how was rebasing done for classified staff and administrators? Based on state average and then applied regionalization? Based on state average at the time? And was there an average staff mix used at some point? (They took the actual pay of certificated instructional staff, base salary at the time, times the staff mix of the district and came up with that base pay metric and then took an average of all of those values. Classified and certificated staff was based on statewide average pay at the time, yes). • Would like to see classified administrators breakout. It should be very similar to certificated administrators. • Why are there two market rates for aids? I would not want to propose it in that way because we do not pay paraeducators less if they do not have a degree. Maybe an average? <p>Next steps:</p> <ul style="list-style-type: none"> • Create a spreadsheet for each disaggregated group and create a market number for each one. • Look at all disaggregated numbers and compare to other school district numbers (actual data from other sources) to triangulate/get a sense of whether this market data is reflective of current practice. • Dig into some classified groups more specifically such as bus drivers and technology positions, to ensure the SOC codes aren't significantly out of date

Time	Agenda Item	Summary
		<p>with the current requirements and so they better reflect the market wage.</p> <ul style="list-style-type: none"> • Develop a recommendation for base pay wage and where to start.
5:45	Scheduled Break	
6	<p>Stakeholder Comment Period</p> <p>The amount of time provided to each stakeholder will be limited up to 5 minutes – or less if the number of commenters exceed the time available before the end of the scheduled meeting.</p>	<ul style="list-style-type: none"> • Shelly Burt—parent advocate, Benton Franklin County Special Education PTA: We are putting our Special Education kids in general education classes, but those teachers do not have the training, experience, or background to support those kids. We need to find a way to come together with all partners and have more training for our general education teachers. More funding should be provided for them to have the same kind of training that Special Education teachers receive. They either need the training to work with these kids or let the parents observe and then give their input. An incentive should be offered for general education teachers to receive training for Special Education.
No later than 7 pm	Adjournment	<p>The Call for Proposals survey link closes April 30. Next week, the Committee will receive all proposals/recommendations to review and comment on via the Google doc.</p> <p>The next Committee meeting is May 19, 4-7 pm via Zoom with presentations from WASA/WASBO/WSPA and PSE on their organizations' proposals/recommendations.</p> <p>The Committee will also review inflationary factors and/or regional adjustments over the next two meetings.</p>