

Reminder: The decisions made by the Licensed Education Compensation Task Force (LECTF) are only a recommendation that will be sent for consideration by the Joint Relations Committee (JRC). Once the negotiations process is complete, the negotiations package will be sent for ratification by members of the Jordan Education Association (JEA) and the JSD School Board.

LECTF – December 19, 2016

In Attendance: Melissa, Katherine, Jennifer, Vicki, Kim, Janice, Jen, Anthony, Jessica, Amanda, Matt

Guest: John Larsen

Janice welcomed the committee at 8:07 am.

Vicki asked that the committee take periodically scheduled bathroom breaks. She also invited the committee to eat the snacks at their leisure.

Anthony shared how JRC is working to address employee morale, including training for principals.

Approval of the minutes from November 28, 2016.

- Co-chairs signed the minutes.

### **PHASE 1 Salary Schedules-**

Vicki shared two single lane salary schedules, one for Bachelor's and one for Master's. The steps have \$875 between them. Anthony asked that the steps for each lane be labeled differently so that there is no confusion about which step an employee is on.

Melissa asked for clarification about Matt's proposals which indicated that teachers would lose money over the lifetime earnings. Matt explained that yes, teachers would lose money if all that is being analyzed is the salary schedule. However, other compensation options that could possibly be available could add to the earnings. Janice described two types of employees: the group that is already invested and will be fine with the changes and the group that will be against the changes.

Katherine reminded the committee about the concern that only a small group of teachers will be able to receive the incentives of extra money for doing something such as mentoring. Vicki and Janice suggested there needs to be a way to select and rotate people without judgement. Vicki suggested a model similar to the old career ladder. It would be a self-selecting opportunity. A menu with categories such as demographics, advanced degrees, NBCT, mentoring, and teacher leadership were mentioned.

The desire is to have two pots of money instead of splitting one pot of money that will delude the committee's ability to increase salaries.

Melissa shared a story of a colleague who is looking at moving to SL District because they pay \$10,000 more. Kim added that if we thought this year was bad for turnover, next year is going to be worse.

The committee agreed that the rock bottom decision is to first decide which salary schedule structure we like. Options:

- Current salary schedule with longevity steps
- Two single lane salary schedules

Everyone is on board to give teachers more money today.

The sentiment is that teachers need to be able to see a significant increase in pay by just looking at a simplified salary schedule.

It was decided not to cap the salary schedule at 15 steps.

Additional financial options beyond the salary schedule:

1. Self-select options for additional money that is completely in the control of the teacher
2. Qualify and apply for a limited number of paid positions that is under the direction of the principal

There was a discussion about how involved a principal needs to be in decisions about the additional paid positions.

It was agreed to table the discussion about the second and third phases and just focus on the first phase.

It was decided to embed the continuing education (+30, +45, etc) in the salary schedule. Anything having to do with continuing your credentials and years of service will go on the salary schedule.

Matt distributed a spreadsheet detailing the financial costs of a new salary schedule. John Larsen joined the committee in a discussion. The committee explored the data presented.

Kim asked John what JSD can afford. John shared a desire to help the committee increase the salaries as much as possible. His concern is that a tax increase might be needed in the future if the legislature does not fund education enough.

John went on to say that the reserve fund is too high and needs to come down. He is comfortable taking it down \$5 million a year. He thinks taking it down a total of \$12.5 million without any concern. This analysis is based on 0% increase from the state.

Janice and Matt feel that if we can prove to the legislature that we have set up a system works, they will be on board and fund it.

John reminded the committee that the \$12.5 million is an estimate but it is also a pot. How that pot is divided is unknown. He asked about how the classified employees will be compensated. Janice shared that adjustments were made to classified employees salaries based on a job study. The timing of the classified job study has been ongoing and is coming to a close.

Based off of the discussion before and the numbers, Melissa shared that we like the two lane salary schedule with the credentials on it. The awarding of steps and lanes before transitioning, restoring frozen steps, and looking to make sure that lifetime earnings do not decrease.

Vicki asked about the importance of \$875 between steps. Jessica shared that when Davis was establishing their new schedule, they determined that they wanted to be better than the comparable schedule (Ogden?). She asked if then we should be better than Davis. Janice prefers to have a higher base and keep the smaller increment between the steps. Melissa agreed that if we increase the base, restore 3 frozen steps, and give a current step, people will be cheering in the schools. Jen mentioned that it would be an important to visit the schools at that time and Kim suggested contacting the media.

The committee likes option 10 which includes awarding current step/lane, restoring 3 frozen steps, transitioning to the new salary schedule, and starting the base salary at \$40,000.

Jessica and Matt reminded the committee that ours is only a recommendation that still has to go to negotiations and the school board.

There was a discussion about the placement of teachers on the new salary schedule including what happens with a new employee vs. a current employee, provisional status, new employees to the district with experience.

There was a discussion about increasing the stipend for National Board Certified Teachers (NBCT). The cost for initial certification is \$1,900 plus the application process fee of \$75. The recertification is required every 5 years and costs \$1,200. Melissa and Vicki suggested that the stipend amount should be \$2,400. Matt asked about how an increase of NCBT teachers in the district would make on our students. It was identified that there would be an overall increase in student learning, increased test scores, more collaboration, and teacher leadership opportunities. Jessica shared the current focus of JEA to offer NBCT training for members.

Melissa and Matt debated the difference between adding the NBCT money to the base pay or making it just a stipend.

There was a quick discussion about the district paying the costs of NBCT certification upfront. When the district split from Canyons, that option went away. The past practice also allowed for 3 school days to meet with the cohort and mentors.

Transition scenarios to address on the salary schedule:

- Topped out miss out on frozen steps restoration
  - o Hired after freeze (anyone hired in the 13-14 school year or after)
    - Answer: Transition to new schedule and then bump greater than or equal to B
  - o Lost 3 steps but not maxed (?- 08-09)
    - Answer: Give all three steps, transition to new schedule, and then bump them to the next step
  - o Lost <3 steps, but not maxed (hired 09-10 to 13-14)
    - Answer: Bump them how many steps they missed, transition to new schedule, and then bump to the next step
  - o Maxed before frozen steps (anyone on step 15 before 08-09 school year)
    - Answer: Transition to new schedule and then bump to the next step
  - o Where to place people who are now on step 15 but had a frozen step prior (step 15 between 09-10 and current school year)
    - Answer: Give a one-time bonus and then bump to the next step
- Teachers with 3 years or fewer starting at A

- Teachers coming in with years of experience
- Between degrees (+30)
- Where to place employees with 15+ years of experience
- Long term employees should not be paid less than outside experienced hires

Communication about the new system will be key. Anthony suggested that using scenarios will help employees understand their new placement.

Steps were frozen for the 9-10, 11-12, 13-14 school years.

Current employees will be transitioned to greater than or equal to step B.

How to place people who had maxed out before the freeze.

Years	Step Placement Bachelors	Step Placement Masters
16-20	+1	AB
21-25	+2	AC
26-30	+3	AD
31+	+4	AE

A hypothetical teacher scenario was used to better understand how much money was lost during the frozen steps.

Summary of agreements during meeting thus far:

- Two lane system with education and credentials
- Option 10 (restores step/lane, base of \$40,000)
- In transition tier placement for +15
- Outlined transition scenarios
- Communication plan
- Support for transition
- Current employees (years 1-5) start at B (Bachelor's) or G (Master's)
- Two schedule system

LUNCH

If we start the schedule at \$40,000, the lifetime earnings will be:

- Bachelor's Degree = \$116,898 more
- Starting masters and nothing more = \$57,115 more

- Masters in 9 years = \$56,128 more
- Masters in 12 years = \$57,371 more
- Master's plus 30 in 7 years = \$37,713 more
- Master's plus 30 in 9 years = \$39,240 more
- Master's plus 30 in 15 years = \$42,016 more

\$38,750 is the lowest base pay we can offer so that none of the scenarios make less in lifetime earnings than the current salary schedule.

### Placement on Salary Schedule

The Davis School District salary schedule placement guidelines were analyzed.

There was a discussion about how to compensate continuing education, including how many credits needed to jump steps and how to award credit for Master's.

When you move from Bachelor's Degree to Master's Degree, you move over to the new schedule and get a step. The next step will be Master's +30.

Bachelor's +20 = 2 steps

Bachelor's +40 = 4 steps total

Master's degree = 5 steps total

Master's +30 = 7 steps total

National Board = x hours of credit, stipend for certification

Doctorate = 9 steps total

\*\* For a new hire, this placement is in addition to where the person's experience would place them.

When someone earns NBCT, they will be given hours of credit towards ongoing movement plus an annual stipend. The amount of credits plus the amount of the stipend will be determined at a later time.

There was a discussion about capping or not capping the salary advancement of an employee who does not have credits. Part of the discussion included communicating better with new educators to help them better understand options to earn credit and apply for the pay increase with the district. An idea

would be to have open houses about how an employee can make the most of the new financial opportunities (example: to get a Master's or not).

Decision: No cap for Bachelor's Degree

Base Salary = Agreed to start at \$40,000. John will run numbers based off of this information.

Janice congratulated the group for doing something that has been talked about for a long time but no one has been able to do it.

Melissa asked for a final write up, similar to what would be given to teachers.

Melissa expressed concern about rushing out information when this still has to go through negotiations. Anthony wants to make sure that everything is viable.

A point for negotiations might be to allow people who submitted retirement/resignation could withdraw their intent. Anthony will touch base with human resources.

Based off of data received on January 9, we will create talking points.

## **PHASE 2 – Flexible Teacher Income**

\* For possible implementation in 2018-2019 school year

Brainstorm for possible extra money

- Team lead/department chair
- Leadership committee
- Committees (school and district)
- Bus or Recess duty
- Extracurricular in elementary and middle schools
- Advanced placement
- Dual immersion
- High impact schools
- IEP hours
- After school instruction (this can be paid for by Land Trust money)
- Mentoring
- Letters of recommendation
- Curriculum development
- District committee assignments

Other:

- Prep time
- Instructional coaches

Committee members will jointly report to the school board on February 28 about the progress of the committee.

Next Meetings:

January 9 (Kim = treats)

January 30 (Katherine = treats), Jessica will not be there but the meeting will be recorded so she can take minutes

Dismissal at 2:55 pm