

# Liberty Elementary School District

## SY2019 Budget Committee

*May 30, 2018*

### Agenda

1. **Review of Norms** - Seek to understand, ask clarifying questions, use consensus for decision making, work to advance the work, push on each other's thinking
2. **Criteria for Decision Making** – The committee agreed that fairness should be a criteria for a good recommendation to the Governing Board. Prioritized models should be perceived as fair by teachers, staff, and community. They agreed that a good decision will reflect some level of compensation allocated to adjust the classified salary schedule. The committee agreed that the proposed model should be easily understood by the public.
3. **Models** – Twelve (12) models were presented to the committee. Each model represented a philosophical interest. The first six models were based on the variable of the original 2% salary increases already included in recently issued teacher contracts with approximately 10% additional salary increase.
  - Model 1A – a narrow differentiation between returning and new teachers
  - Model 2A – a wider differentiation between returning and new teachers
  - Model 3A – a narrow differentiation between returning and new teachers with additional compensation for = >5-year returning teachers
  - Model 4A - a wider differentiation between returning and new teachers with additional compensation for = >5-year returning teachers
  - Model 5A – a narrow differentiation between returning and new teachers with additional compensation for = >10-year returning teachers
  - Model 6A - a wider differentiation between returning and new teachers with additional compensation for = >10-year returning teachers

The second six models reduced the 2% salary increase provided in recently issued contracts to 1%. The 1% savings would be reallocated to adjust the classified salary schedule. The six models with the variable of 1% plus approximately 10% additional compensation are listed below.

- Model 1B – a narrow differentiation between returning and new teachers
- Model 2B – a wider differentiation between returning and new teachers
- Model 3B– a narrow differentiation between returning and new teachers with additional compensation for = >5-year returning teachers

Model 4B - a wider differentiation between returning and new teachers with additional compensation for = >5-year returning teachers

Model 5B – a narrow differentiation between returning and new teachers with additional compensation for = >10-year returning teachers

Model 6B- a wider differentiation between returning and new teachers with additional compensation for = >10-year returning teachers

The committee discussed the merits and implications of the models. Participants shared their interests and the feedback they had received from the stakeholders they represented. Early in the discussion, Models 1A, 3A, 2A, 1B, and 5B were eliminated. The majority of the group was interested in the “B” models. There was strong support for models 3B, 4B, and 6 B. The participants interested in the remaining A and B models shared their perspectives. Participants pushed on one another’s thinking to recognize the actual compensation amount changes in the models to inform beyond the philosophical reasoning. They questioned each other about the perspectives that new versus longevity teachers would have. They also considered what the public would perceive in the decisions. Another factor discussed was an interest to reward teachers who had weathered the recession and remained loyal to the district.

After the additional discussion, the strong support shifted primarily to option 6B, which has a wider differentiation between new and returning teachers and provides a small additional compensation to teachers with 10 or more year’s district experience. Three new ideas surfaced for consideration to have staff bring back models to reflect those variables: a straight 10% to current salary, and two three-tiered models (3, 6, and 9-year increments and 1-5, 6-10, and 10+ year increments). Staff will provide the flat 10% and the second three-tiered increment model for the upcoming meeting. There was some discussion that the more tiered the model is, the less likely teachers will be compensated as high as 10%.

**New Model Requests** – The committee considered a compromise between the A models and the B models that would increase the 1% in the B models to a 1.5% which results in .5% of the teacher raises reserved for the classified schedule. After discussion, the committee maintained its support for a full 1% for classified schedules. Three new ideas surfaced for consideration to have staff bring back models to reflect those variables: a straight 10% to current salary, and two three-tiered models (3, 6, and 9-year increments and 1-5, 6-10, and 10+ year increments). Staff will provide the flat 10% and the second three-tiered increment model for the upcoming meeting. There was some discussion that the more tiered the model is, the less likely teachers will be compensated as high as 10%. One participant asked if staff had proposed any models from internal district conversations. While staff had not proposed any additional models, administration will review the models and offer any insight at the next meeting.

4. Interest for Capital – Capital was not discussed due to time constraints. Administration requested committee members to forward any interests to Kelley Baysinger prior to the upcoming meeting.
5. Next Steps and Agenda for June 6<sup>th</sup> –
  - a. Historical information on district teacher raises
  - b. Historical information on classified salary schedule compacting issues
  - c. Implications for sustainability
  - d. Review of new models and Model 6B
  - e. Review of capital needs provided by district administration
  - f. Capital priorities
  - g. Communication
  - h. Board presentation
6. Cascading Conversations – The committee agreed to share the models and the discussion from the May 30<sup>th</sup> budget committee meeting and provide additional stakeholder feedback at the next budget meeting on June 6<sup>th</sup>.