

Summary of Licensed Compensation Plan

In December, a presentation was provided to each building regarding a proposed compensation model for licensed staff in the school district. Staff members were provided the opportunity to ask questions and express their general support for such a plan. Based on survey completion, 93.4% of staff supported moving forward with the implementation of this plan with modifications based on feedback. A Frequently Asked Questions Document (FAQ) has been created as part of the proposal to assist with answering the questions posed by staff in this survey.

Our compensation committee set out to accomplish the following outcomes:

- Develop and adopt a compensation system that is better for all licensed staff, wherever they are in their careers. Under this system, employees will earn more compensation over their careers than under the previous system.
- Develop and adopt a compensation system that puts the district in a more competitive position with our neighboring districts, while putting us in a position to seek voter support for further investment in our staff compensation plan.
- Develop and adopt a compensation system that empowers employees to advance based on their own contributions to their school, their district, and their community.
- Develop and adopt a compensation system that is sustainable and guaranteed barring a major crisis in the state regarding school funding.

Currently, the scale being proposed for licensed teachers is below:

Phase 1	Step 1	\$ 43,000.00	Phase 1: Individuals who are in this segment of the salary scale move annually based on returning to the district. Teachers in this phase can begin to bank points for movement in Phase 2 but do not require points for movement in this phase of the salary scale.
	Step 2	\$ 44,000.00	
	Step 3	\$ 45,000.00	
	Step 4	\$ 46,000.00	
	Step 5	\$ 47,000.00	
Phase 2	Step 6	\$ 48,000.00	Phase 2: Individuals in this phase of the salary scale move based upon contribution to the school/district and personal development. Employees who earn a certain number of points move to the next cell. The list of activities whereby teachers can earn points shall be determined through a collaborative process. Point values will take into account the amount of time required to complete the additional task for which the employee has volunteered. Examples could include but are not limited to: Participating in a leadership role, mentoring or supporting new staff, participation on district level work group or committee, participation in voluntary professional development or college coursework pre-approved, etc.
	Step 7	\$ 51,500.00	
	Step 8	\$ 55,000.00	
	Step 9	\$ 58,500.00	
	Step 10	\$ 62,000.00	
	Step 11	\$ 65,500.00	
	Step 12	\$ 69,000.00	
	Step 13	\$ 72,500.00	
	Step 14	\$ 76,000.00	
	Step 15	\$ 79,500.00	
Phase 3	Step A	\$ 83,000.00	Retirement Track: This track recognizes the contribution of individuals over the years and provides them an opportunity to leave a legacy while providing notice of their pending retirement.
	Step B	\$ 84,000.00	
	Step C	\$ 85,000.00	

Movement from Phase 1 into Phase 2 is automatic upon renewal of a contract for the next year up to \$48,000 annual salary. Points earned during this 6-year period can be accumulated and come into play when a person crosses into the Phase 2 scale. Movement in all phases will only occur at the beginning of the next school year.

An alternate scale has been developed for Special Educators and individuals seeking licensure as a Special Service Provider. An additional scale has been developed for Special Service Providers that include licensed counselor, social workers, psychologists, and other licensed therapists. Those scales are attached.

In Phase 2, staff will move based on the acquisition of 100 points. Again, movement is granted at the start of the school year only. If an employee earns more than 100 points, the remaining balance will apply to the next earned movement. Points will be earned based on staff engagement in a variety of areas. The categories that will impact movement are as follows:

- Leadership
- Knowledge and Skills
- Certification
- Performance
- Community Involvement
- Committee Work
- Club Sponsorship

Points will be assigned using the metric of three (3) hours of involvement equals one (1) point in the compensation system. For each event, a number of hours of direct engagement will need to be confirmed and certified by the supervising administrator. This includes direct and indirect hours of involvement in the event. (i.e., A Building Leadership Team may meet for 12 hours annually with administration, and then have 8 additional hours of follow up with their team or department. That would be a total of 20 hours of engagement in the activity which results in 5 points.)

Employees will be granted 25 points for each year they return. This will begin with the completion of the 2024-25 school year. An employee that takes no professional development, serves on no committees, does not perform at high levels, and participates in no leadership opportunity during a four-year period of time, will progress \$3,500 on the salary scale every four years, or \$291.67/month. Currently, the existing salary scale shows a movement of \$834/year, roughly \$69.50/month. (\$3,336/4 year period) It is important to note that movement on the current scale has not been guaranteed and has been based on a recommendation made by administration and approval by the board.

PLACEMENT INTO THE SYSTEM FOR CURRENT EMPLOYEES

Employees will receive a \$3000 raise in the 2024-25 school year. For employees that fall within \$500 of a cell on the new scale, they will be seated cleanly into a cell. For employees that fall in the middle of a step with a differential greater than \$500 (which will be most), they will be required to earn proportional points to move to the next step. This will require greater record keeping during the initial years of implementation as each individual will require different

number of points for their next move. It does however appear to be a more equitable approach for all employees.

Employees in Phase I will be placed cleanly in a cell as those employees will be automatically moved during their first five years of service. For employees in their first year of teaching during the 2023-24 school year, they will be placed at step 2 to avoid brand new teachers being paid at the very same level of these individuals who are returning to Elizabeth School District.

	Current Placement	Current Salary 23-24	New Salary 24-25	Points to next move	Next Step
Example 1	Step 8 - BA+40	\$49,613	\$52,613	68 pts	\$55,000
Example 2	Step 10 - MA+0	\$52,835	\$55,835	76 pts	\$58,500
Example 3	Step 15 - BA+30	\$55,089	\$58,089	11 pts	\$58,500
Example 4	Step 24 - MA+15	\$65,537	\$68,537	13 pts	\$69,000
Example 5	Step 30 - MA+30	\$71,567	\$74,567	41 pts	\$76,000
Example 6	Step 1 - BA+0	\$40,000	\$44,000	Auto	\$45,000

RETIREMENT TRACK

During the first year of implementation, the district will make the retirement track available to staff who meet the following qualification:

- Minimum of 5 years of service in Elizabeth School District
- Employee must be eligible to retire at the end of the term of the retirement track granted as certified by PERA.
- Employee must have a proficient evaluation completed over the prior three years of employment in ESD.

An employee can make an application for a 1-, 2-, or 3-year retirement track. In the first year, the employee will seek approval of both the principal and the superintendent to participate in the retirement track. The plan will include how they intend to leave their legacy during their retirement track period.

An employee who is eligible to retire may include one year as a transition year. During a transition year, the employee earns both their retirement and the salary for working their final year. This year will not impact the Highest Average Salary (HAS) for retirement earnings calculations. If an employee enters the retirement track and then encounters a life challenge that prevents retirement, they may withdraw from the track, return to their placement on the scale, and be eligible for the remaining years left in the retirement track at a later date.

PROPOSED PLACEMENT RULES FOR NEW STAFF STARTING JULY 1, 2024

For staff hired into the district during the first year of implementation, the existing salary scale will be maintained with \$3000 added to each cell. New employees will be placed on this scale based on their level of education and experience, and then moved to the closest cell available using rounding (↑↓) on the new salary scale. Staff new to the profession will be placed on Phase 1, Step 1.

SPECIAL EDUCATION/SSP ALTERNATIVE LICENSURE SCALE

Phase 1	Step 1	\$ 52,000.00	Phase 1: Individuals who are in this segment of the salary scale move annually based on returning to the district. Special educators/TTE's in this phase can begin to bank points for movement in Phase 2 but do not require points for movement in this phase of the salary scale.
	Step 2	\$ 53,000.00	
	Step 3	\$ 54,000.00	
	Step 4	\$ 55,000.00	
	Step 5	\$ 56,000.00	
Phase 2	Step 6	\$ 57,000.00	Phase 2: Individuals in this phase of the salary scale move based upon contribution to the school/district and personal development. Employees who earn a certain number of points move to the next cell. The list of activities whereby teachers can earn points shall be determined through a collaborative process. Point values will take into account the amount of time required to complete the additional task for which the employee has volunteered. Examples could include but are not limited to: Participating in a leadership role, mentoring or supporting new staff, participation on district level work group or committee, participation in voluntary professional development or college coursework pre-approved, etc.
	Step 7	\$ 60,500.00	
	Step 8	\$ 64,000.00	
	Step 9	\$ 67,500.00	
	Step 10	\$ 71,000.00	
	Step 11	\$ 74,500.00	
	Step 12	\$ 78,000.00	
	Step 13	\$ 81,500.00	
	Step 14	\$ 85,000.00	
Phase 3	Step A	\$ 92,000.00	Retirement Track: This track recognizes the contribution of individuals over the years and provides them an opportunity to leave a legacy while providing notice of their pending retirement.
	Step B	\$ 93,000.00	
	Step C	\$ 94,000.00	

SPECIAL SERVICE PROVIDER SCALE

Phase 1	Step 1	\$ 63,000.00	Phase 1: Individuals who are in this segment of the salary scale move annually based on returning to the district. Teachers in this phase can begin to bank points for movement in Phase 2 but do not require points for movement in this phase of the salary scale.
	Step 2	\$ 64,000.00	
	Step 3	\$ 65,000.00	
	Step 4	\$ 66,000.00	
	Step 5	\$ 67,000.00	
Phase 2	Step 6	\$ 68,000.00	Phase 2: Individuals in this phase of the salary scale move based upon contribution to the school/district and personal development. Employees who earn a certain number of points move to the next cell. The list of activities whereby teachers can earn points shall be determined through a collaborative process. Point values will take into account the amount of time required to complete the additional task for which the employee has volunteered. Examples could include but are not limited to: Participating in a leadership role, mentoring or supporting new staff, participation on district level work group or committee, participation in voluntary professional development or college coursework pre-approved, etc.
	Step 7	\$ 71,500.00	
	Step 8	\$ 75,000.00	
	Step 9	\$ 78,500.00	
	Step 10	\$ 82,000.00	
	Step 11	\$ 85,500.00	
	Step 12	\$ 89,000.00	
	Step 13	\$ 92,500.00	
	Step 14	\$ 96,000.00	
Phase 3	Step A	\$ 103,000.00	Retirement Track: This track recognizes the contribution of individuals over the years and provides them an opportunity to leave a legacy while providing notice of their pending retirement.
	Step B	\$ 104,000.00	
	Step C	\$ 105,000.00	

Elizabeth School District Compensation Reform Process Frequently Asked Questions

1. What about specialized classes where safety concerns, programming needed, and other factors do not fit into the staffing ratios that are recommended?

Staffing ratios are recommendations that will fit the majority of classes, however, there will be classes that will need additional consideration beyond the recommendation ratios. Changes that decrease or increase class sizes will be made on a case-by-case basis taking into account teacher, principal, and district input to maximize the effectiveness of the particular course.

2. Will coaching stipends increase as well? How will we ensure that coaching positions are not negatively impacted by the desire to earn points in this new system?

The district will work with a team of coaches and the athletic directors to review coaching salaries, and ensure that they remain competitive. Because these are separate jobs and in no way directly connected to the licensed assignment of teachers, there is no opportunity to include them in the points system. Teachers will need to make the decision about their participation in athletics knowing that those will be compensated inside the athletic compensation system that will be updated this spring.

3. Will there be programs, certifications, or opportunities to gain points that are pre-approved?

The licensed compensation committee will continue to exist beyond this year. That committee will be responsible for maintaining a list of pre-approved pathways for points. All district sponsored professional development will automatically result in points within the compensation system. Should points be desired, college classes and other professional development opportunities not sponsored by the district will require pre-approval by a school administrator in advance of participating.

4. Will there be a timeframe or requirement for teachers to take advantage of the retirement track?

Teachers will need to apply for the retirement track by March 1 of each school year. Principals, with district office consultation, will notify individuals of acceptance into the retirement track no later than March 31 of each year. An individual who is denied access to the retirement track may still make a decision on their separation from the district. During the first year of implementation, we may extend the dates for application upon final confirmation of the plan.

5. How will we address concerns regarding conflicts for committee appointments? How will we avoid the same people always receiving the opportunities?

Principals will be expected to rotate opportunities for committee assignments each year to ensure that the opportunity is equitable for all staff involved. Since experience is valued, principals may decide to rotate membership every 2 years or seek a change in 25% of membership each year. A staff member who has an overall rating less than proficient may be denied additional duties or opportunities until they have addressed any performance concerns that may exist.

6. How will leave affect compensation, for example, military moves, maternity, FMLA, etc...?

Individuals on leave will retain all points earned while on leave and be able to resume earning points upon their return. Points cannot be “sold” back to the district if a staff member leaves with unused points.

7. If I begin the retirement track, and life circumstances change and I can no longer retire, how will this affect me?

An individual who enters the retirement track will already have been determined as an employee the district wishes to retain. Should an individual withdraw their desire to retire, they will be placed back on the scale where they were prior to entering the retirement track. Any points that had been earned prior to entering the retirement track will be restored, and that employee may continue to earn points toward future movement. An individual may only access the retirement track for the remaining term eligible in the future. (i.e., if they withdraw after their first year, they would only be able to apply in the future for the remaining two years of their retirement track.)

8. What happens to current courses, such as AP courses, if we do not meet the minimum enrollment requirements? If we remove the course, students could leave to another district that does offer these courses.

Ultimately, staffing will be provided to schools based on the number of students and the staffing formula. Principals will make a case for any additional staffing needed for special programs or circumstances where class size may impact particular programs. The district will provide additional staffing as possible. For programs that run below the average class size, the building’s leadership team will determine the appropriateness of increasing other class sizes in other programs within the building. This should be done with clear understanding of the impact and with the approval of the building leadership team that includes teacher representatives. In some cases, we may determine that we need to rotate years or semesters in which we offer courses that have lower enrollment.

9. How will the points be reviewed and by whom as we enter the first few years of the system?

Upon appointment to leadership or committee roles, the employee will be responsible for submitting those assignments with principal approval to the Human Resources Department. Any completion of district PD will be managed through sign in sheets at those events and will automatically be added to an employee’s transcript for point tracking. Any outside PD or college courses will be submitted upon receiving approval from your building principal. Transcripts or certificates of completion will then be submitted upon completion for formal addition of points to your record.

10. Will I be able to earn points for classes I’m currently enrolled in toward another degree?

Yes, we will honor college courses taken after January 2022 and before June 30, 2024 that have been completed which have not already been accounted for in prior salary moves for points in the system. Courses completed prior to January 2023 will be submitted for consideration by the building principal and Human Resources Director; acceptance is not guaranteed. You will be asked to provide transcripts of those courses upon completion. Courses registered after June 2024 will need to be pre-approved by your supervising administrator for them to be considered toward future movement. Courses and degrees that will increase the educational competency of the staff will generally be approved; courses that are unrelated to the individual’s assignment will likely not be approved.

11. Will the system be analyzed by a third party or someone outside the district?

Prior to implementation, the district will present its sustainability analysis to the Finance Advisory Committee of Elizabeth School District. This committee has been appointed by the board and has five individuals with various backgrounds and experience in the financial industry. This committee will make a recommendation to the board as to whether this system is sustainable over time and what commitments will need to be made by the board to ensure that it remains so.

12. The FAC was mentioned as a committee that will review and advise on the new compensation system. How were people chosen for this committee and what are their backgrounds and qualifications?

The Finance Advisory Council (FAC) has five members appointed by the board who have diverse backgrounds in the financial industry. This committee is composed of financial experts in the banking, accounting, investment, and real estate industries. These individuals have been charged by the board as an external group of advisors to the board on matters pertaining to finance within the district.

13. How will part-time salaries be calculated?

Individuals who work part time will be placed on the scale and earn the requisite portion of salary for which they work. Employees will transition on the salary scale as any other employee through earning points to achieve their next movement.

14. Not all hours are equal to each other. For example, an hour on a challenging activity such as something academic or leadership-oriented is not the same as an hour organizing a social committee event. How will this be balanced?

At this time, the only comparable measurement is time. For tasks that require additional follow-up outside of direct contact, those hours of additional follow up will be calculated into the point system. For example, a leadership team may meet for an hour and a half, once per month. The duties following that meeting are then to meet with your team or department to relay the information and gather additional feedback.

15. How were 25 points per year for returning decided upon? I am concerned this does not reflect the true value of a returning teacher.

The system on which ours is based had 20 points per year for returning staff. Based upon the current increment in our salary scale and the steps contained, the committee recommended an increase to 25 points as under our current system, teachers move an average of \$800/year with a total movement possible if granted by the board of \$3,200. Our moves are projected at \$3,500, and our decision was to ensure staff not gain less in the new system.

16. How can I gain more details on what requirements must be met for the retirement track?

We will publish a retirement track application packet in late February. It is important to note that the application for retirement track is not a guaranteed approval and will be based heavily on principal discretion. Dates will be adjusted for first year of implementation.

17. How can there be more opportunities to earn points without needing to be at the school for teachers who have to be home and cannot stay?

Points can be earned for activities above and beyond completed during the school day. Not all points will require teachers to engage after work hours, although there will be far more activities

available that do. In some cases, activities completed during plan time may count, which sometimes requires teachers to plan outside of the workday, something all too common for teachers.

18. Do your points always roll over from year to year if you are not able to use them?

Points do not expire. Once they are earned, they remain until such time as they are traded in for movement on the salary scale. If an individual leaves the district and comes back at any time, the points that were unused will become available once again to them to build upon.

19. Will we continue to provide compensation for hard-to-fill positions? For example, this year there was a new schedule for special education teachers. How will that be honored in this system?

Special Education Teachers and Special Service Providers will have a different scale upon which they will be placed and movement will be determined. Those classifications of employees will continue to operate on a separate, competitive salary schedule. Other hard to fill positions will be reviewed on a case by case basis.

20. Will this plan result in the elimination of interventionists and other classroom supports?

It will be up to the building leadership team to determine how staffing will be used. Our staffing ratios will determine how much staffing is provided to the building. The district will not make decisions around such programs or supports. Many interventionists are paid using outside dollars that bring additional staffing to the school based on the availability of those funds. That practice will also continue to be used at the discretion of the building leadership team. Any reductions in interventionists schools have experienced over the past few years have been a result of funding allocations no longer being available, such as COVID impact through ESSER. The district has not eliminated any interventions that were not tied directly to temporary funding mechanisms.

21. How do steps transfer if you have an MA?

Staff will be placed on the scale based upon where they currently sit on the salary scale, regardless of which column or row they are in. This will ensure the committed placement remains moving into the new system. For information on current programs of study that have already began, please see question #10.

22. How will we keep track of the hours or points we earn each year?

The district is currently exploring an online registration solution where licensed activities can be recorded and tracked. This system will also assist teachers at relicensure time as it will create a transcript of all professional development activities, both inside and outside the district, which will be able to be used at the time an employee applies to renew their license. This system will be viewable by employees to monitor and track their progress.

23. When will we find out what the final proposal will be?

The district is currently running calculations on cost and working with the finance advisory council to review and ensure its sustainability. We will present a final plan by the end of February to all licensed staff and allow one final round of feedback prior to taking it to the board in March for formal adoption.

24. It seems we will lose money if the cost-of-living adjustments are not included.

Cost of living adjustments will continue to be applied to the system at least every three years or when inflation exceeds 4%. This interval is more frequent than the old salary scale required and was

modified to reflect cost of living. Previous salary schedules did not include a guarantee for a cost of living adjustment. This new system guarantees a COLA at least every three years.

25. It seems like the points won't match the current stipends paid and overall earnings may be less for many people.

Because stipends were not based on any standard and often determined in isolation, it is possible that the actual hours of activities may cause someone to actually earn less over time than another who may have been given a smaller stipend for similar work. The difference in this system is that you never lose the increase you earn. Once earned, you receive that amount for the rest of your career and it can never be taken back. Instead of five individual \$500 stipends being earned in a year, one would earn points toward a permanent increase of \$3,500 for the rest of their career with Elizabeth School District.

26. How do these points and CDE licensure hours overlap with each other?

Professional development will count both for points toward salary movement, as well as licensure renewal. The system that will track our points for each employee will also track all professional development and allow the production of a transcript for recertification.

27. Is there any data we can have on other districts using a similar system?

Durango School District implemented such a salary system since 2017 and has increased its starting pay from \$40,000 to \$51,500 since that time. That district has voter approval for 25% of additional funding through the mill levy override process.

28. Can there be a plan, if this system is accepted, to review it every year and not every four years?

The system will be continually monitored each year by a Compensation Committee which will continue to serve with building representation from all schools in the district moving forward. This committee will be a sub-committee of the Teacher Advisory Council (TAC). Cost of living adjustments are committed to be considered by the district no less than every three years unless inflation exceeds 4%. The committee will continually monitor opportunities for earning advancement points and address any disparity that may surface during its implementation.

29. Why do parents/community members need to approve this?

Our community does not need to approve this system. Our school board does as they approve all spending within the district. Our community does need to approve any request for additional funding presented on the ballot in the future. The district has no means of raising revenue without voter approval. Our community has been reluctant to do so, however this system as it has been discussed in the community by the superintendent and members of the board clearly includes the values held by our community in wanting to recognize the hard work and dedication of our staff. As a result, it is felt that the community is more likely to approve a tax initiative in the future based on this plan than one that only recognizes college coursework.

30. Why does the system begin at \$43,000, which is still below that of other districts?

The system has to be sustainable. Our district currently only levies one Mill Levy Override (MLO) for \$1.2 million per year which equals about 3% of additional funding. Our neighboring districts have received MLO approval in excess of 17-25% of additional funding allowing them to increase salaries far beyond what ESD is able to pay. This system will set us up to go to voters to seek additional funding in the Fall of 2024 by having a compensation system that also honors the values of our community where impact on their children outweighs additional college credits.. Success in this mill

levy increase will lead to increase across the scale, hopefully slowly moving us to competitive rates with our neighbors.

31. Please explain (with data, examples, and proof) that our highest three earning years will be better off than if we kept the normal system.

The chart below tracks someone in their fifth year of teaching in the district. The first line tracks someone who may be on the BA+20 schedule. The next three rows track someone from their fifth year of teaching to their 15th year of teaching based upon a variety of levels of engagement.

- The current line outlines the earnings on the current scale during a 10 year period with one lateral move based on earning 10 additional college credits.
- Employee #1 is an employee who does a great job each day but is unable to get involved in committees, take extra professional development, or assume leadership roles. He/she does take the school professional development each year which does earns 8 points each year.
- Employee #2 is an employee who does serve on a couple of committees, does volunteer for some additional professional development and earns on average 20 additional points each year
- Employee #3 is heavily involved in several committees, volunteers for a number of district initiatives and serves in at least one leadership capacity each year earning 40 points per year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year9	Year 10	10 Yr Earnings
Current	\$45,724	\$46,558	\$47,392	\$48,226	\$49,060	\$50,753*	\$51,587	\$52,421	\$53,255	\$54,089	\$499,065
Emp#1	\$47,000	\$48,000	\$48,000	\$51,500	\$51,500	\$51,500	\$55,000	\$55,000	\$55,000	\$55,000	\$517,500
Emp#2	\$47,000	\$48,000	\$51,500	\$51,500	\$55,000	\$55,000	\$55,000	\$58,500	\$58,500	\$58,500	\$538,500
Emp#3	\$47,000	\$48,000	\$51,500	\$51,500	\$55,000	\$55,000	\$58,500	\$58,500	\$58,500	\$62,000	\$545,500

The retirement track provides an employee an immediate jump to \$83,000 for their first year increasing by \$1,000 each year of the track. For those who had already earned five (5) years of retirement credit in PERA prior to January 1, 2020, their retirement is calculated on the highest three years of salary. For those who had not earned five years of credit in PERA prior to January 1, 2020, these three years will be averaged with the prior two of salary to determine their final retirement package which will be based on their highest average salary for a five-year period. It is important to note that based on the size of an increase, PERA does restrict any increase to 8% when calculating the highest average salary. By earning significantly more in the last three years of their service, an employee's lifelong earnings will be positively impacted into their retirement years.

32. Will all employee groups be on a similar system?

At this time, we are developing unique compensation systems for teachers and support staff. Administrators, who make up a significantly small proportion of our staff, are not included in this system. We will explore a similar system for administrators in future years, however we want to place our greatest focus on the two employee groups with the largest number of staff in the district, and the two groups most significantly below the salaries of neighboring districts.

33. Will there be additional presentations for staff to review the system before any decisions are made?

Yes, the final proposal will be presented to staff in late February as well as a final opportunity for feedback. Prior to taking it to the board, the district will want to ensure that the final system addresses an overwhelming majority of concerns expressed in the first round of feedback.

34. How will people be placed in this new system?

Individual staff will be placed on this system by examining where they currently sit on the present salary scale, locating the cell closest to that amount, and then placing them at a step where they achieve no less than a \$3,000 pay raise next year. The final placement rules will be presented during the final staff presentation and staff will be provided a notice of their placement under those rules for the 2024-25 school year.

35. Who approves the classes taken and how much each extra activity is valued in points?

As of July 1, 2024, all classes taken will require pre-approval of your supervising administrator as a class that will truly benefit you as a professional and the students in your classroom. The points will always be calculated on the hours engaged in the activity divided by 3 hours. 3 hours equals 1 point.

36. Is there a payout for points not used for any teachers who leave and have unused points?

Points never expire. Should a teacher leave the district prior to achieving a point at which pay is adjusted, those points will remain in a bank for them should they ever return to the district. Any professional development taken during that time will be transcribed and will assist with relicensure by the licensed educator.

37. Will I be able to recoup points for contributions made in the past for which I was not paid a stipend?

Yes, all employees will be able to present leadership opportunities where a stipend was not paid during the 2023-24 school year, or for professional development taken during the 2023-24 school year for points in the new system. Those points will count toward additional movement within the salary system starting July 1, 2024.



Application for Points for College Credits Earned Prior to June 2024

Name: _____ School Year: _____

School/Department: _____ Role: _____

College/University: _____

Classes Completed/: _____

of credits for each _____

I certify that none of these courses have been used for prior advancement. I also certified that I have submitted a transcript showing completion and earning of a passing grade for each of these classes listed above.

Signature: _____ Date: _____

☐ Approved

Principal Signature: _____ Date: _____

☐ Approved

☐ Denied

Director HR: _____ Date: _____

Number of points Earned and logged: _____



Licensed Staff Retirement Track Application

I, _____, am requesting a Retirement Track for the following term:
(Printed name)

- ☐ One-Year Term _____ school year
- ☐ Two-Year Term _____ school year and _____ school year
- ☐ Three-Year Term _____ school year, _____ school year, and _____ school year

I would like for the final year of my Retirement Track Term to be a Transition Year:

☐ Yes ☐ No

I have attached the required documentation to my request:

If the Retirement Track does not include a Transition Year

_____ A statement from Colorado PERA documenting that the employee is eligible for PERA retirement at the close of the Retirement Track Term.

_____ A letter requesting retirement at the close of the Retirement Track Term.

_____ The Retirement Track Plan

If the Retirement Track does include a Transition Year during the last year of the Retirement Track Term:

_____ A statement from Colorado PERA documenting that the employee is eligible for PERA retirement at the end of the school year, prior to the start of the Transition Year.

_____ A letter requesting retirement at the end of the school year, prior to the start of the Transition Year.

_____ The Retirement Track Plan

Employee signature _____ **Date:** _____

_____ I am in support of the Retirement Track _____ I am not in support of the Retirement Track

If denied, reason for denial: _____

Principal/Supervisor signature: _____ **Date:** _____

(Should it be denied, employee may appeal to the superintendent)



Licensed Staff Retirement Track Plan

In order to permit time to transfer skills and talents that sustain best practices, I am proposing the following Retirement Track Plan to reduce the likelihood that there will be a gap in services and institutional knowledge in the building/department that I serve.

Action Steps	Intent of actions and the proposed outcomes and benefits	Timeline	Monitoring steps and dates

Plans are not limited to five (5) action steps. Employees should utilize as many copies of this form as necessary to develop their Retirement Track Plan.



DESCRIPTION OF POINT CATEGORIES

The following categories have been identified for salary advancement areas for licensed staff in the Elizabeth School District. This document is designed to lay out the rationale for why these categories contribute toward such movement.

- **Leadership:** While all licensed staff are leaders to the students they serve, many step up to provide additional leadership to their peers and contribute further to the profession, their district, and their school. These activities outline areas in which staff members assume additional responsibilities that further assist with achieving the mission and vision of the Elizabeth School district.
- **Knowledge/Skill:** Becoming a licensed educator or special service provider is not a destination, but a journey. We recognize that individuals in these ranks continue to grow and develop themselves both through internal and external professional development opportunities. As the district identifies critical initiatives moving forward, it will need staff who choose to be early adopters, participate in training, assist their peers, and demonstrate the success of new systems, practices, and strategies. It is through continuous development that our staff will help Elizabeth School District continue to grow and improve in our service to our students and our community.
- **Certification:** For licensed educators, most have already achieved some level of certification. This area of focus recognizes staff who wish to pursue additional certifications, including national board certification or alternative licensure. This area also recognizes staff who pursue credits to achieve additional endorsements on their license to assist in expanding course offerings at our schools.
- **Committee:** It is important for licensed staff members to have input on committees operated by the district. These committees include both school and district committees. While many are listed in this category, other committees may be formed as needed for which licensed staff members may be asked to participate.
- **Community Involvement:** Our community is why we exist. We count on them to provide the necessary support each and every day both through moral support and financial means. When our staff can give back both to our local community or the greater educational community of Colorado, it is a benefit to Elizabeth School District.
- **Club/Sponsorship:** While many clubs operate as independent organizations and are paid as separate roles and responsibilities, we recognize that some have a strong tie to the daily duties and responsibilities of teachers. (i.e., a math club for 4th graders who may be struggling with math). Teachers who provide additional time to allow students to explore interest that deepen their involvement in academic learning and critical thinking may submit their club activity in advance for consideration of points. Clubs that have existed separately and been paid may or may not qualify based on labor law guidelines. During the 2024-25 school year, sponsors may submit an application for even clubs that previously had a paid stipend to determine if conversion to points may be permitted.
- **Performance:** One of the most important things we do is to create amazing outcomes for students. Through setting high goals for our students and achieving or exceeding them, teachers deserve additional recognition. Through rigorous goal setting as part of their annual evaluation process, teachers may qualify for additional points based on the outcomes achieved through this process.

Elizabeth School District
Chart of Points for
Licensed Compensation System

Category	Activity	Time Commitment	Points
Leadership	Teacher Advisory Council	3 hours/month	10
Leadership	Licensed Compensation Committee (On-Going)	1.5 hours/month	5
Leadership	Building Leadership Team	3 hours/month	10
Leadership	Department Chair/Team Lead	1.5 hours/month	5
Leadership	Develop/Deliver Professional Development	Per 1 hour of PD	4
Leadership	Deliver Professional Development (Previously Developed)	Per 1 hour of PD	2
Leadership	PEBC Mentor (Per Year)	6 hours/month	20
Leadership	Mentoring Alt. Licensed Candidate (*)	6 hours/month	20
Leadership	Mentoring New Staff Member	1.5 hours/month	5
Leadership	Assessment Chair. (CMAS, College Board, etc.)	30 hours/year	10
Leadership	Development of a new course for students (Pre-approved)	15 hours of planning	5
Leadership	Other Designated Lead (Peer Coach/Class Sponsor/ELL/GT/MTSS/etc.)	Based on Application	TBD*
Knowledge/Skill	College Class - Must be preapproved beginning July 2024	1 semester credit	5
Knowledge/Skill	School Site PD	3 hours of PD	1
Knowledge/Skill	Pre-approved outside PD	3 hours of PD	1
Knowledge/Skill	District PD (As advertised based upon initiative)		TBD*
Certification	College classes to add an additional endorsement to a license	1 semester credit	7
Certification	Passes an exam to achieve endorsement in an identified critical shortage area		5
Certification	National Board Certification	Achieve while in ESD	150
Certification	Recertification - National Board Certification	While in ESD	20
Certification	CPI, CPR, First Aid while employed in ESD (Begins in 2024-25)		5
Certification	Participation in Alternative Licensure Program for Certification in High Needs Area	Application	TBD*
Committee	District Advisory Council	21 hours/year	7
Committee	Board Curriculum Review Committee	15 hours/year	5
Committee	School Advisory Council	15 hours/year	5
Committee	District Tech Committee	15 hours/year	5
Committee	Other Committee Based on Approved Application	Based on application	TBD*
Community Involvement	Parent/Teacher Organization Representative (up to 2 per building)		5
Community Involvement	Elizabeth Education Foundation (1 per building)		5
Community Involvement	Community Organization Participation/Representation of ESD	Based on application	TBD*
Community Involvement	Officer in State Educational Group (1 point/3 hours of commitment)	Based on application	TBD*
Club/Sponsorship	Does not include current paid clubs unless approved for conversion. Clubs must be approved by principal and compensation committee in advance	1 point/3 hours of commitment	TBD*
Performance	Meet/Exceed <u>Challenging</u> Professional Goal		3/5 Points
Performance	National/State/Norm Referenced/AP Assessment	Based on plan per building/team	TBD*

* - Not to exceed 20 points



Application for Points Consideration

Name: _____ School Year: _____

School/Department: _____ Role: _____

Category: ☐ Leadership ☐ Knowledge/Skill ☐ Certification ☐ Committee
 ☐ Community Involvement ☐ Club/Sponsorship ☐ Performance

Describe: _____

Expected Hours of Work This School Year: _____

Number of ☐ Students / ☐ Staff involved: _____

Signature: _____ Date: _____

☐ Approved

☐ Denied

Principal Signature: _____ Date: _____

☐ Approved

☐ Denied

LCC / Supt Cabinet Signature: _____

Date: _____

Logged: ☐ YES
