

**COMMONWEALTH OF PENNSYLVANIA
PENNSYLVANIA LABOR RELATIONS BOARD**

In the Matter of the Impasse Between

Schuylkill Valley Education Association

)

Case No. Act 88-15-41-E

)

and

)

Schuylkill Valley School District

)

Report and Recommendation

Appearances

For the Association:

John McKiernan
UniServe Representative
Pennsylvania State Education Association
4950 Medical Center Circle
Allentown, PA 18106

For the District:

Brian Boland, Esquire
Kozloff, Stoudt, PC
2640 Westview Drive
Wyomissing, PA 19610

Background

On October 20, 2015, the Pennsylvania Labor Relations Board (PLRB) appointed the undersigned as the fact-finder pursuant to Act 88 of 1992 (Act 88) and the Public Employee Relations Act (PERA) in the impasse between the Schuylkill Valley Education Association and the Schuylkill Valley School District for the District's professional employees.

The parties to this fact-finding have a long collective bargaining relationship. The most recent collective bargaining agreement between the parties was a two year agreement that expired on June 30, 2015. The parties have been unable to reach a successor agreement. The Association declared an impasse and requested fact-finding. The PLRB granted the request and ordered fact-finding.

The fact-finding hearing was on November 12, 2015 at the District's administrative offices. At that time, the parties were afforded a full opportunity to present testimony, cross examine witnesses and introduce documentary evidence in support of their positions. The parties presented extensive documentary evidence and reports as well as testimony.

The parties' impasse arises at the same time the General Assembly and the Governor are themselves at an impasse in enacting a general fund budget for the 2015-2016 fiscal year. As of this date, there is still no budget in place. Without a state budget, the parties do not know the precise amount of the general education state subsidy, the special education subsidy and the transportation reimbursement. I have approached this case with the assumption that the District will receive the same amount as the prior year.

The Schuylkill Valley School District is located in northern Berks County, within the heart of what is traditionally is thought of as Pennsylvania Dutch Country. The District lies in the valley created by the Blue Mountains to the north and the Schuylkill River to the south. The District encompasses about 53 square miles. The District serves the municipalities of Bern, Centre and Ontelaunee Townships and the Boroughs of Centreport and Leesport. The District is a mixture of rural, small town and suburban development, including substantial farming, business and light industrial enterprises. The District is home to St. Joseph's Medical Center, the Berks County Prison and the county home for the elderly.

The District campus, serving all students, kindergarten through twelfth grade, is located at the intersection of Routes 61 and 73, one mile south of Leesport and eight miles north of Reading. Students attend one of three schools: Schuylkill Valley Elementary School, grades K-4; Schuylkill Valley Middle School, grades 5-8 and Schuylkill Valley High School, grades 9-12. Projected enrollment for the 2015-2016 school year is 2,030 students. District staff consists of 14 administrators, 148 teachers and 83 full time equivalent (full time and part time) support staff. In the 2014-15 school year, 71 of the teachers were at the top of the 16 step pay schedule.

Issues

The parties have identified 12 outstanding issues. For most issues, I have identified the corresponding Article and Section of the collective bargaining agreement.

1. Term of Agreement (Article III)

The Association proposes a five (5) year agreement. The Association points out that the expired agreement was only 2 years, which meant that the parties began bargaining soon into the term of the agreement. The Association contends that if the parties were able to have a longer agreement this time then they would be able to catch their breath and avoid being engaged in “perpetual bargaining.”

The District proposes a three (3) year agreement. The District argues that if it agreed to a longer term that it would then be subjected to the uncertainty of future costs of health insurance, special education, state funding and proposed revisions to tax revenues and other associated issues.

Discussion

The parties’ last collective bargaining agreement had a two year term, so either a 3 or 5 year term would, in theory, provide more long term stability. However, there are several factors at play in the District that make a 5 year contract inadvisable. One factor in particular is that there are likely to be a high number of retirements in the next few years. Once the retirements take place and the parties have a clearer picture of their economic impact on the budget, a longer term agreement may then be advisable.

Recommendation

The term of the agreement should be three (3) years.

2. School Year (Article I, Section E)

The District proposes that the School Year shall consist of 188 days (1 flexible in-service/187 in-school days). The flexible in-service day shall be scheduled beginning July 1 but no later than September 15. The in-school days shall be scheduled beginning July 1 of one year and ending June 30 of the following year.

Prior to the hearing, the Association did not have a position on this issue.

Discussion

The current CBA states in relevant part, “ ‘School Year’ shall consist of 188 days (2 flexible in-service/186 in-school days) which shall be scheduled beginning July 1 of one year and ending June 30 of the following year. One flexible in-service day will become one regular in-service day to be scheduled by the administration during the 2014-15 school year.”

In its written submission at the hearing, the District stated that it “desires to convert an unscheduled flexible in-service day to a scheduled one. Currently a flex day is an independent day for classroom preparation. The School District proposes giving equivalent time during the opening two (2) days of school for room preparation (6 hours). In return, the District will provide professional development on a scheduled in-service day.”

At the hearing, the District superintendent further explained that the District wants to convert the one flexible in-service day that was in the 2014-15 school year to a scheduled in-service day to train professionals about a new Department of Education mandate. When the District gave its further rationale at the hearing, the Association’s response was that it wanted to keep the schedule as it was in the prior collective bargaining agreement and not give up the flexible in-service day.

Having considered both sides’ positions on the issue, the District has not made a compelling case to eliminate the one flexible in-service day.

Recommendation

Maintain the school year the same as it was in the second year of the 2013-2015 collective bargaining agreement.

3 . Wages and Salary Provisions (Article VI and Appendix A)

The Association's proposal has three parts:

Annual onscale increases of

Year 1 1.75%

Year 2 1.75%

Year 3 1.5%

Year 4 1.5%

Year 5 1.25%

Remove Step A in year 3

Increase extracurricular point values by the same point as salary

The District proposes

Year 1 -- No step movement, no column movement

Year 2 – No step movement, one column movement, \$500 off-scale payment to each professional employee.

Year 3 – Step movement, one column movement, \$500 off-scale payment to each professional employee already receiving longevity pay. Remove columns M+6, M+18 and M+30 from salary schedule.

Discussion

In support of their proposals, the parties produced detailed, extensive evidence on the District's financial position, comparable economic data of other Berks County school districts and the employees' wage history. Their proposals are fundamentally different in their theory of compensation, in their impact on actual wages and in their impact on the District's budget. The salary recommendation in this report takes into account those differences yet arrives at a point that is reasonable and affordable.

The Association's proposal calls for percentage raises "onscale" in each of the five years. The proposal calls for percentage raises on top of the step and column movement. The District, on the other hand, proposes no percentage increases but rather a \$500 off-scale payment to each teacher in the second and third years. Also, the District proposes the elimination of step and column advancement in the first two years of its 3 year proposal. In the third year, the District proposes a resumption of the step and column concept, but the elimination of 3 of the 8 Masters columns.

The Association argues that its members are coming off a concessionary two year CBA. One year they gave up the step increase. There were modest increases to the salary schedule in each year: .6 percent to the salary schedule in the 2013-14 school year and a .6 percent bonus and a 1.44 percent increase and .3 percent bonus in the 2014-15 school year. However, the health insurance premium share went up from \$130 a month for a family plan to \$161.40 per month in 2013-14 (10% of premium) then to \$199.50 per month in 2014-15 (12 % of premium). The effect of this premium increase on some Association members was to reduce their take home pay.

The District argues that its wage proposal is reasonable and reflects a budget that looks after local taxpayers. In general, the District has demonstrated that the professional employees are not underpaid compared to the employees of other Berks County school districts. The District points out that the top step is currently the highest in Berks County. Additionally, career earnings based on a 35 or 40 year career are among the highest in Berks County. Also, the District points out that it is the fourth highest school district in Berks County in terms of the dollar cost per pupil, spending \$17,569 per pupil, compared to Reading, the 18th in Berks County, at \$13,593 per pupil and above the average district spending per pupil of \$16,825.

The elected school board has an exemplary record of looking after the needs of local taxpayers. The District derives the vast majority of its 2015-16 budget of \$34,675,395 from local revenue. \$26,678,219 , or 76.9%, of its budget is from local revenue. Of the local revenue, the property tax revenue makes up \$22,445,886, or 85 % of the local revenue. The District has traditionally avoided large property tax increases. The District has not raised its millage rate by more than its Act 1 index since 2007-08. It has not increased millage in the last two budgets. Over the past 10 years, the District has increased millage by 6.43 mils, from 20.45 mils in

2005-06 to 26.79 mils in 2015-16. The millage has not increased since 2013-14. Of Berks County's 18 school districts, the Schuylkill Valley School District's millage of 26.79 mils is in the middle, as the tenth highest, between a high in Antietam at 36.79 and low in Reading at 17.41 mils.

The District argues that if the Association's proposal of a 1.75% raise on scale was granted that in the first year it would cost \$422,826 in salary and PSERS contribution (a 3.6% salary increase) the equivalent of 0.55 mils. (School District Tab R).

The Association argues that the District actually has a budgeted fund balance that can pay for the proposed raise. This fund balance is consistent with the District's historical practice of budgeting. The Association points out that the District has adopted deficit budgets in each of the last 14 years, but has reported end of year actual deficits in only three of them. Furthermore, the Association points out that In the 2014-15 fiscal year, the actual end of year unassigned fund balance was \$3,832,113, which was then added to the 2015-16 budget to make a total budgeted fund balance of \$5,144,185.

The District admits that it has historically generated surpluses or fund balances but that it does so in order to provide for unforeseen situations. The District argues that it operates prudently for the good of the entire District, including its teachers. The District points out that its fiscal approach is within the accepted standards of sound financial practices for public school districts.

Having considered each side's arguments, I am recommending percentage increases that are less than the Association has proposed but more than the District has proposed. The recommendation takes into account both the low national rate of inflation as posted by the Department of Labor and the high actual recent increases in the employees' share of health insurance premiums. The recommendation will allow employees to receive pay raises and the District to continue its practice of budgeting and maintaining fund balances for unforeseen situations. I recognize that these raises, by increasing the pay of all employees by the same percentage, will begin to move the gross pay of the more senior teachers into the range of \$90,000 or higher. However, that number should not be a distraction from the issue of fair compensation. In the 2014-15 school year, 71 of the 146 teachers were at the top of the salary schedule. Reaching the \$90,000 range was bound to happen at some point, given the salary schedules and the longevity of these senior teachers.

The Association also proposes to increase the extracurricular point values by the same percent as salary. The current CBA, at Appendix D, sets forth a formula for paying for extra curricular assignments. The rate is applied to extracurricular activities such as clubs and interscholastic sports. The District 's figures, at Tab 2(P) shows that 99 professional employees earned extra pay in the 2014-15 school year for "coaching, extracurricular, game workers, department chairs, curriculum writing, etc."

The formula is (Base Points + Experience Points) X Unit Point Value = Salary. "The Base Points for each position shall be established by a committee of coaches, administrators and school board members based on the responsibility of the position, the number of work hours and the number of participants." For instance, the Head Varsity Football Coach has 48 Base Points. The Assistant Coaches have 29 points. The Cheerleading Coach for Varsity Football has 16 points. Experience Points are determined by a sliding scale that moves from 0 points for 1 to 4 years experience to 5 points for over 21 years experience.

The current CBA kept the Unit Point Value at \$114.30 each year. The Association makes a good argument that a small adjustment to the Unit Point Value is warranted.

Recommendation

The District should provide annual onscale increases of:

- Year 1 1.25%
- Year 2 1.5%
- Year 3 1.5%

The CBA should remove Step A in year 3. The CBA should adopt the salary schedules in Exhibit A attached to this Report.

Increase the Unit Point Value in the formula for extra curricular pay by 1.25% in 2015-16, 1.5% in 2016-17 and 1.5% in 2017-18.

4. Certifications and Clearances, Tuition Cost Reimbursement Provisions (Appendix B, Section A)

The Association proposes that the District pay the costs of the teacher obtaining the Pennsylvania State Police certification, citing the low cost to the District of paying the fee of \$50 per employee. The District proposes that the teachers continue to pay for their own certifications, arguing that taxpayers who need the certification for their jobs must pay the fee themselves.

Discussion

Act 153 of 2014 requires school employees to obtain background checks before December 31, 2015 in order to remain eligible for employment in schools in Pennsylvania. Act 153 incorporated three previous Acts for background checks: the FBI criminal history and fingerprinting (Act 114 of 2006); Child Abuse History Clearance (Act 151) and the Criminal Background Check (Act 34).

Recommendation

The District should reimburse the employees who produce a receipt for paying fees to the respective government agency for the above certifications and clearances.

5. Column Movement (Appendix B, New Sections C and D)

The District proposed the following new sections C and D:

C. For column movement from Bachelor's Degree to Master's Degree at the start of the school year, proof must be provided by June 30 and must consist of an official transcript and copy of Master's Degree diploma. For column movement from Bachelor's Degree to Master's Degree at mid-year, proof

must be provided by December 31 and must consist of an official transcript and copy of Master's Degree diploma.

D. A grade of "B" or "P" (in pass/fail courses) or higher must be earned and proof shall be required by submitting one (1) official grade report by June 30 in order to receive column movement at the start of the school year.

A grade of "B" or "P" (in pass/fail courses) or higher must be earned and proof shall be required by submitting one (1) official grade report by December 31 in order to receive column movement at mid-year of the current school year.

Discussion

Each summer, the District must involve three administrative staff to verify proper salary for upcoming school year, when the first pay is in September. By using June 30 as a due date for any notifications of proof of credits toward a column movement, the District will be able to do the appropriate payroll adjustments for the upcoming school year and not have to make retroactive adjustments to salary when a teacher brings in proof of additional course work after the payroll was set for the school year.

The Association point out that the majority of their members take courses over the summer and they cannot always get the proof of completion of the course to meet this deadline. The Association proposed September 30 and January 31 as an alternative way to meet the District's objectives.

It is understandable that the District's business office needs to have a clean payroll set up before the school year begins. The District needs to avoid excessive instances of retroactive salary adjustments. However, the Association has also argued that there are cases when the diploma granting or grade granting institution cannot produce the appropriate proof of diploma or course completion to meet the proposed deadlines. It would be unfair to penalize the teachers for such a situation and not grant them the column movement. The Association's proposed dates are a good compromise.

Recommendation

Add the District's proposed new sections C and D, but substitute September 30 for June 30 and January 31 for December 31.

6. Insurance Program (Appendix B, Section C (1)(b)) Premium Share

The District proposes employees pay the following share of the premium:

- Year 1 – 12%
- Year 2 – 12%
- Year 3 – 12%

The Association proposes employees pay the following share of the premium:

- Year 1 – 12%
- Year 2 – 12%
- Year 3 – 12%
- Year 4 – 12.5%
- Year 5 – 13%

The Association also proposes the addition of a Health Reimbursement Account

Discussion

The District's employees are members of the Berks County School Districts Health Trust. The parties believe that membership in the Trust has been one way for them to keep annual costs from skyrocketing. Their proposals match in that they have the employees' share of the premium for the first three years the same. Since I am recommending a three (3) year collective bargaining agreement, the parties' proposals for the first three years will be accepted and made as a recommendation.

The other outstanding health care issue is the Association's proposal that the District establish a Health Reimbursement Account (HRA) for employees. HRAs are funded solely by the employer and cannot be funded through employee salary deduction. Employees are reimbursed tax-free for qualified medical expenses up to a maximum dollar amount for a coverage period. HRAs reimburse only those items (co-pays, coinsurance, deductibles and services) agreed to by the employer which are not covered by the employer's selected standard insurance plan. The District, however, opposes creating an HRA because it is an added personnel cost to the District. The District's position is understandable, given the high cost of the health insurance purchased through the Health Trust. Accordingly, the Association's proposal for establishing an HRA will not be adopted.

Recommendation

The employees' share of the health insurance premium should be 12% in each of the three years of the agreement. The District should not adopt a Health Reimbursement Account.

7. Insurance Program, Cadillac Tax Language

This issue relates to the so-called "Cadillac Tax" provisions (the 40% excise tax on high cost health insurance plans) that may be levied on the Schuylkill Valley School District pursuant to the Patient Protection and Affordable Care Act,

The District's position is that if taxes, penalties or any other fees related to the so-called "Cadillac Tax" provisions (the 40% excise tax on high cost health insurance plans) are to be levied on the Schuylkill Valley School District pursuant to the Patient Protection and Affordable Care Act, as may be amended from time to time, the Employer and the Association agree to commence negotiations to alter the health insurance plan to effectuate changes which will eliminate the tax. In the event that after sixty (60) days of negotiations the Employer and the Association do not agree to the changes that will eliminate the tax, the Employer may unilaterally adopt a health insurance plan that is free from this tax. This process shall also apply to the expiration of this Agreement and shall be implemented even though the parties may be in "status quo."

The Association had no position on this issue prior to the hearing. The District predicts that the significant increase in health insurance premiums will not occur until the 2019-20 school year. At the hearing, the Association argued that it would rather wait to see what the increase in health insurance premiums would actually be. This seems to be a more prudent manner to deal with a problem that has not yet materialized.

Recommendation

Make no changes in the language in the Insurance Program to add a Cadillac Tax language.

8. Retirement Severance and Special Sick Day Provisions

The Association proposes to increase the payment of unused sick days to \$50 per day. The District opposes this.

The Association points out that the current rate of \$35 per day puts the District's employees in the bottom half of Berks County school districts for this benefit. The District points out that this increase would raise the potential liability to the District. As of June 30, 2015, the number of accrued teacher sick days is 9,751 days. At the current payout of \$35 per day, if all the employees who were in the sick bank took leave at the same time, this would be a liability of \$341,285. At the proposed payout of \$50, this would become a liability of \$487,550, or an additional \$146,265. Also, it would increase by \$22,200 each year if the District's 148 teachers did not use sick days. However, the possibility of such a mass retirement scenario is unlikely. Given the low rate of sick leave reimbursement, increasing the payment to \$40 per day would begin to move the employees closer to their peers in other school districts.

The District also proposes to remove the sick bank, which the Association opposes. The sick bank is a longstanding part of the collective bargaining agreement that is "available to regular full-time and part-time employees who have exhausted their personal sick day allotment." (Appendix "B" (D)). Removing the sick bank would create a logistical nightmare for both employees and the administration. It is difficult to justify the elimination of the benefit of the sick bank.

Recommendation

Increase the payment of unused sick days to \$40 per day. Maintain the sick bank.

9. Personal Day Provision (Appendix B, Section G)

The Association proposes increasing from two (2) days to three (3) days the number of personal days earned for each employee after 10 years of service. The Association also proposes to be able to use the personal days before a holiday or after a holiday. Finally, the Association proposes to increase the number of carried over personal days able to be used to a maximum of five (5) per year.

The District agrees to increase the number of personal days to three (3) for each professional employee with ten (10) year of service. The District does not agree with the proposal to be able to use personal days on the day before or after a holiday. The District also agrees that employees may use up to five (5) days in a given school year.

However, the District insists on the Superintendent's approval for any requests of more than three (3) consecutive personal days. This is understandable, given the need to manage the educational enterprise. Also, the District's insistence on no use of personal days before or after a holiday is understandable, given the difficulty in finding substitutes.

Recommendation

The number of personal days earned each year is increased to three (3) per year. Employees may use up to five (5) personal days per year. No more than three (3) personal days can be used consecutively without the Superintendent's approval. There shall be no use of personal days on the day before or after a holiday.

10. Professional Hourly Rates (Appendix B, Section I)

The present CBA reimburses teachers \$24 an hour when they volunteer for curriculum writing, non-mandated summer in-service and staff development, summer school and homebound instruction.

The Association proposes to increase the hourly rate in year 2 to \$26; in year 3 to \$26, in year 4 to \$27 and in year 5 to \$27. The District agrees to increase the hourly rate in year 3 to \$26.

The Association's proposal for a gradual increase in the hourly rate for these professional duties is reasonable and is not far from the District's proposal. To put this issue in perspective, the Association points out that starting teachers are paid \$32 an hour.

Recommendation

In years two and three of the proposed CBA, the professional hourly rate should be increased to \$26 an hour.

11. Mentor Teacher Salaries/Induction Plan

The District proposes to provide half-year mentors, at half the full year pay, to teachers new to the District who have already completed the PDE Induction requirements.

The Association agrees with this proposal.

Recommendation

The CBA should add a provision whereby the District agrees to provide half-year mentors, at half the full year pay, to teachers new to the District who have already completed the PDE Induction requirements.

12. Demotion Language (New Section)

The Association proposes adding this new language on demotions: "Demotions of employees shall be accomplished by seniority within area of certification. Employees who are demoted shall have recall rights to the first full-time position that becomes available in the area of certification from which the employee was demoted."

The District opposes this new language, because it only allows demotions by seniority, which It contends is at variance with the School Code.

The Association responds that this language does not limit or forbid the District from demoting an employee. It merely provides a structure for that process if it has to occur. The Association introduced evidence showing that at least three other school districts in Berks County-Fleetwood, Governor Mifflin and Hamburg- have similar language on demotions in their CBAs.

Recommendation

The Association's proposed new section on Demotions is added.

All Other Matters

Any other matters not specifically addressed herein are recommended to be withdrawn. As noted above, any agreements mutually made prior to the commencement of fact-finding that are not specifically addressed in this Report are recommended to be included, as agreed upon, in the new Agreement.

November 30, 2015
Harrisburg, Pennsylvania

Thomas P. Leonard, Esquire
Fact-Finder

EXHIBIT A
Schuylkill Valley Salary Schedules

2015-16

Steps		Bachelors	Masters	M+6	M+12	M+18	M+24	M+30	M+36	M+42	PhD
From Top	In Contract										
18	1	47,400	52,400	52,400	52,400	52,400	52,400	52,400	52,400	52,400	52,400
17	2	48,477	53,947	53,947	53,947	53,947	53,947	53,947	53,947	53,947	53,947
16	3	49,554	55,494	55,494	55,494	55,494	55,494	55,494	55,494	55,494	55,494
15	4	50,631	57,041	58,741	60,441	62,141	63,841	65,541	67,241	68,941	70,641
14	5	51,881	58,491	60,191	61,891	63,591	65,291	66,991	68,691	70,391	72,091
13	6	53,131	59,941	61,641	63,341	65,041	66,741	68,441	70,141	71,841	73,541
12	7	54,381	61,391	63,091	64,791	66,491	68,191	69,891	71,591	73,291	74,991
11	8	55,631	62,841	64,541	66,241	67,941	69,641	71,341	73,041	74,741	76,441
10	9	56,881	64,291	65,991	67,691	69,391	71,091	72,791	74,491	76,191	77,891
9	10	58,131	65,741	67,441	69,141	70,841	72,541	74,241	75,941	77,641	79,341
8	11	59,381	67,191	68,891	70,591	72,291	73,991	75,691	77,391	79,091	80,791
7	12	60,631	68,641	70,341	72,041	73,741	75,441	77,141	78,841	80,541	82,241
6	13	61,881	70,091	71,791	73,491	75,191	76,891	78,591	80,291	81,991	83,691
5	14	63,431	72,291	73,991	75,741	77,441	79,141	80,841	82,541	84,241	85,941
4	15	64,981	74,491	76,191	77,991	79,691	81,391	83,091	84,791	86,491	88,191
3	16	66,531	76,691	78,391	80,241	81,941	83,641	85,341	87,041	88,741	90,441
2	17	68,081	78,891	80,591	82,491	84,191	85,891	87,591	89,291	90,991	92,691
1	18	69,631	81,091	82,791	84,741	86,441	88,141	89,841	91,541	93,241	94,941
Top	19	71,181	83,291	84,991	86,991	88,691	90,391	92,091	93,791	95,491	97,191

2016-17

Steps		Bachelors	Masters	M+6	M+12	M+18	M+24	M+30	M+36	M+42	PhD
From Top	In Contract										
18	1	48,642	53,642	53,642	53,642	53,642	53,642	53,642	53,642	53,642	53,642
17	2	49,719	55,189	55,189	55,189	55,189	55,189	55,189	55,189	55,189	55,189
16	3	50,796	56,736	56,736	56,736	56,736	56,736	56,736	56,736	56,736	56,736
15	4	51,873	58,283	59,983	61,683	63,383	65,083	66,783	68,483	70,183	71,883
14	5	53,123	59,733	61,433	63,133	64,833	66,533	68,233	69,933	71,633	73,333
13	6	54,373	61,183	62,883	64,583	66,283	67,983	69,683	71,383	73,083	74,783
12	7	55,623	62,633	64,333	66,033	67,733	69,433	71,133	72,833	74,533	76,233
11	8	56,873	64,083	65,783	67,483	69,183	70,883	72,583	74,283	75,983	77,683
10	9	58,123	65,533	67,233	68,933	70,633	72,333	74,033	75,733	77,433	79,133
9	10	59,373	66,983	68,683	70,383	72,083	73,783	75,483	77,183	78,883	80,583
8	11	60,623	68,433	70,133	71,833	73,533	75,233	76,933	78,633	80,333	82,033
7	12	61,873	69,883	71,583	73,283	74,983	76,683	78,383	80,083	81,783	83,483
6	13	63,123	71,333	73,033	74,733	76,433	78,133	79,833	81,533	83,233	84,933
5	14	64,673	73,533	75,233	76,983	78,683	80,383	82,083	83,783	85,483	87,183
4	15	66,223	75,733	77,433	79,233	80,933	82,633	84,333	86,033	87,733	89,433
3	16	67,773	77,933	79,633	81,483	83,183	84,883	86,583	88,283	89,983	91,683
2	17	69,323	80,133	81,833	83,733	85,433	87,133	88,833	90,533	92,233	93,933
1	18	70,873	82,333	84,033	85,983	87,683	89,383	91,083	92,783	94,483	96,183
Top	19	72,423	84,533	86,233	88,233	89,933	91,633	93,333	95,033	96,733	98,433

2017-18

Steps												
From	In											
Top	Contract	Bachelors	Masters	M+6	M+12	M+18	M+24	M+30	M+36	M+42	PhD	
17	2	50,995	56,465	56,465	56,465	56,465	56,465	56,465	56,465	56,465	56,465	56,465
16	3	52,072	58,012	58,012	58,012	58,012	58,012	58,012	58,012	58,012	58,012	58,012
15	4	53,149	59,559	61,259	62,959	64,659	66,359	68,059	69,759	71,459	73,159	73,159
14	5	54,399	61,009	62,709	64,409	66,109	67,809	69,509	71,209	72,909	74,609	74,609
13	6	55,649	62,459	64,159	65,859	67,559	69,259	70,959	72,659	74,359	76,059	76,059
12	7	56,899	63,909	65,609	67,309	69,009	70,709	72,409	74,109	75,809	77,509	77,509
11	8	58,149	65,359	67,059	68,759	70,459	72,159	73,859	75,559	77,259	78,959	78,959
10	9	59,399	66,809	68,509	70,209	71,909	73,609	75,309	77,009	78,709	80,409	80,409
9	10	60,649	68,259	69,959	71,659	73,359	75,059	76,759	78,459	80,159	81,859	81,859
8	11	61,899	69,709	71,409	73,109	74,809	76,509	78,209	79,909	81,609	83,309	83,309
7	12	63,149	71,159	72,859	74,559	76,259	77,959	79,659	81,359	83,059	84,759	84,759
6	13	64,399	72,609	74,309	76,009	77,709	79,409	81,109	82,809	84,509	86,209	86,209
5	14	65,949	74,809	76,509	78,259	79,959	81,659	83,359	85,059	86,759	88,459	88,459
4	15	67,499	77,009	78,709	80,509	82,209	83,909	85,609	87,309	89,009	90,709	90,709
3	16	69,049	79,209	80,909	82,759	84,459	86,159	87,859	89,559	91,259	92,959	92,959
2	17	70,599	81,409	83,109	85,009	86,709	88,409	90,109	91,809	93,509	95,209	95,209
1	18	72,149	83,609	85,309	87,259	88,959	90,659	92,359	94,059	95,759	97,459	97,459
Top	19	73,699	85,809	87,509	89,509	91,209	92,909	94,609	96,309	98,009	99,709	99,709