

MEMO

Don Baloun
↳ Directly from
SOW in email

TO: Professional Teaching Staff at C-FC
FROM: C-FC School Board
RE: Compensation
DATE: January 18, 2018

2018-2019 school yr

History: Like many other schools, Cochrane-Fountain City had a salary schedule in place prior to the passage of Act 10 (or through the 2010-2011 school year). Salary schedules¹ were common practice at that time for Wisconsin public schools, as a result of negotiations mandated through state statutes. Following Act 10, the District discontinued using a salary schedule. For the past several years, the District has provided increases to a teacher's base salary on a straight percentage basis, multiplying a teacher's base pay by a certain percent to achieve the increase in salary. This resulted in people at the top end of the salary scale receiving proportionately larger increases than those at the bottom of the salary scale (i.e. 3% of \$55,000 is \$1,650, whereas 3% of \$35,000 is \$1,050). The "straight percentage" compensation mode created a larger disparity between people at the bottom of the salary scale and the top and did not reward teachers for obtaining additional education through graduate coursework. Starting in the 2014-15 school year, a one-time stipend, based upon a percentage of base salary, was paid to individuals for graduate credits they had attained since 2010-11.

2017-18: In 2017-18, the teaching staff was asked to consider alternative compensation models for base pay. The Cochrane-Fountain City School Board (School Board) created a Staff Compensation Committee (SCC) to work with the teaching staff to "develop and recommend a fair and fiscally sustainable compensation plan for [the teachers] which promoted a positive, rewarding work environment, that attracted and retained high quality staff and that recognized and rewarded factors that contributed to student success." Over a period of several months, the SCC spent many hours gathering information from other schools, conducting surveys and meeting to discuss the issues (including committee meetings and individual/group meetings with teachers). **The overwhelming majority of the teachers agreed that re-implementing a salary schedule was the most equitable way to compensate all teachers.**

One of the biggest challenges facing the SCC was the disparity in compensation for teachers who had not received increases in base pay during a time when they accumulated graduate credits. In other words, some teachers who had the same years of experience and graduate credits were being paid significantly less than others because they had accumulated their credits AFTER the salary schedule was eliminated. The SCC identified several teachers that had not been appropriately compensated for their additional graduate credits dating back to 2010-11. The SCC recommended that these teachers receive a salary increase to appropriately place them in the correct step and lane based on their years of service and accumulated graduate credits.

The SCC recognized that the cost to fully compensate each teacher would exceed the available funding. Therefore, these teachers received a partial salary adjustment in 2017-18. The School Board approved the partial adjustments, making any 2nd year adjustments contingent upon available funding. Remaining teachers, except for those in their first year of service, also

received salary increases based upon available funding. To ensure that personnel records contained accurate information regarding years of experience and education, teachers were instructed to provide proof of additional graduate credits and degrees to the District Office by August 17, 2018.

2018-19: After teachers updated their graduate credits, the administratively recommended budget for teacher salary increases did not provide adequate funding to make the anticipated 2nd year adjustments. Heading back to the drawing board, the Human Resources Committee (HRC) (which replaced the SCC) received input from administration, reviewed the previous salary schedule as well as salary schedules from other schools and “crunched numbers.” A revised salary schedule was developed which (1) expanded the old schedule slightly and corrected errors, (2) incorporated the administrative recommendation to move towards a more competitive starting salary (3) provided a more understandable and predictable schedule and (4) allowed for 2nd year adjustments to be made within the allowed budget. Below is the schedule that was developed by the HRC:

2018-2019 Cochrane-Fountain City Teaching Staff Salary Schedule							
STEP	\$750	\$775	\$800	\$875	\$950	\$975	\$1,150
LANE		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Yrs Exp	Bachelors	Bachelors + 8	Bachelors + 16	Bachelors + 24	Masters	Masters + 8	Masters + 16
0	\$36,000	\$37,000	\$38,000	\$39,000	\$40,000	\$41,000	\$42,000
1	\$36,750	\$37,775	\$38,800	\$39,875	\$40,950	\$41,975	\$43,150
2	\$37,500	\$38,550	\$39,600	\$40,750	\$41,900	\$42,950	\$44,300
3	\$38,250	\$39,325	\$40,400	\$41,625	\$42,850	\$43,925	\$45,450
4	\$39,000	\$40,100	\$41,200	\$42,500	\$43,800	\$44,900	\$46,600
5	\$39,750	\$40,875	\$42,000	\$43,375	\$44,750	\$45,875	\$47,750
6	\$40,500	\$41,650	\$42,800	\$44,250	\$45,700	\$46,850	\$48,900
7	\$41,250	\$42,425	\$43,600	\$45,125	\$46,650	\$47,825	\$50,050
8	\$42,000	\$43,200	\$44,400	\$46,000	\$47,600	\$48,800	\$51,200
9		\$43,975	\$45,200	\$46,875	\$48,550	\$49,775	\$52,350
10				\$47,750	\$49,500	\$50,750	\$53,500
11					\$50,450	\$51,725	\$54,650
12					\$51,400	\$52,700	\$55,800
13						\$53,675	\$56,950

- *Yrs Exp column represents completed years of teaching experience; credit is given for all C-FC teaching years plus up to 5 years elsewhere
- *A teacher with a Bachelor's degree, no additional credits and no experience starting at C-FC would earn \$36,000 in 18-19
- *One or more completed Professional Development Plans equals 8 credits
- *Teachers were responsible for verifying credits at the District Office; placement on the schedule is based upon credits reported to the District Office
- *Step/Lane movement is contingent upon satisfactory performance

How to Read the Schedule:

Look for the cell that corresponds to your years of experience and educational level achieved. For example, if you have a Bachelor's Degree with 8 graduate credits and have completed your fourth year of teaching, you would locate the "Bachelor's +8" column and then go down to the cell which corresponds to 4 years of experience.

1. **Current Salary Less Than Number Listed in Schedule:** If your current salary is less than the number listed in the salary schedule, then you will receive the salary listed in the salary schedule for the 2018-19 school year. In the example above, if you are currently earning \$38,500 as your 2017-18 salary, you would receive an increase to \$40,100 for the 2018-19 school year.
2. **Current Salary More Than Number Listed in Schedule:** If your current salary is more than the number listed in the salary schedule then you will be "grandfathered" in at your current salary. In other words, to avoid financial harm to you, the School Board has agreed to provide you with the same base salary as you received in the 2017-18 school year.
3. **"Off the Schedule":** As a result of previous salary adjustments, whether based upon years of service, credits/degrees obtained, yearly increases or other factors, there are some teachers whose years of experience and educational level exceed the levels represented in the schedule. In other words, there is no cell that represents their years of experience and educational level.
 - a. **Current Salary Less Than Last Number in Column:** If your current salary is less than the value in the cell represented by your educational level, then you will receive the final number listed in that column as your 2018-19 salary. For example, if you have a Bachelor's Degree with 8 graduate credits and 11 years of experience, AND you are currently earning \$42,000, you will receive a salary increase to \$43,975.
 - b. **Current Salary More than Last Number in Column:** If your current salary is more than the value in the cell represented by your educational level, then you will be "grandfathered" in at your current salary. In other words, to avoid financial harm to you, the School Board has agreed to provide you with the same base salary as you received in the 2017-18 school year.

Letter from Administration: With this memo, you will be receiving a letter from administration which sets forth your 2018-19 pay rate and an explanation of how any retroactive pay will be handled. If you believe that any errors have occurred in the calculation of your salary, please sign up for a conference with the HRC (see below under Feedback section).

Future: The 2018-19 C-FC Teachers' Salary Schedule represents the School Board's attempt to achieve some equity in teacher compensation by correcting some of the inequities that occurred as a result of straight percentage increases. As we look forward to welcoming a new superintendent to our district, one of our first priorities will be human resource management. Like most other schools in this area, Cochrane-Fountain City is facing the significant challenge of declining enrollment. Our enrollment has decreased from 673 pupils in 2016-17 to 617 pupils in 2018-19, with a consequent decrease in state aid. The District is limited as to how much property tax it can collect in order to fund the school and is dependent upon state aid (as determined by the legislators) for a large share of our revenue. Thus, while the School Board values and appreciates the hard work of our teachers and staff, it must also balance the need for

adequate compensation against the other financial needs of the District. Teacher salaries will always be dependent upon the availability of funds as determined by the District.

Feedback: Members of the Human Resources Committee will make themselves available to answer questions and receive feedback on this memo or the work of the Committee. To sign up for an individual conference with one or more members of the HRC, please click on the following link: [DONNA INSERT LINK HERE] the District Office. **The sign up form will remain active until 4 p.m. on January 25, 2019.** Once the total number of participants is known, you will be contacted by a member of the HRC to set up your conference.

The rows of a salary schedule are referred to as “steps” and are connected to years of service. As a teacher accumulates additional years of experience, they step “down” to a higher base rate. The columns of the Salary Schedule are referred to as “lanes” and are connected to education. As a teacher accumulates additional thresholds of graduate credits (or graduate credit equivalents), they move to the right into a new “lane” and earn a higher base rate. If a teacher steps down to a year in which there is no salary listed or moves over to a column in which there is no salary listed, that teacher is deemed to be “off the schedule.” A salary schedule typically has fewer steps on the left side of the schedule and more steps on the right side of the schedule to encourage teachers to obtain additional education as they gain additional years of experience. A salary schedule recognizes and rewards years of experience and advanced education.

What happens if the credits are earned during the summer?

What happens if credits are earned Fall semester?
pay change