

MEMO

TO: Professional Teaching Staff at C-FC
FROM: C-FC School Board
RE: Compensation
DATE: XX/XX/XX

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). 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.

Following Act 10, the District discontinued using a salary schedule. For the past several years, the District has provided raises on a straight percentage basis, multiplying a teacher's base pay by a certain percent, without regard to any additional graduate credits that the teacher may have obtained. 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 model" was not equitable and did not adequately recognize and reward teachers for the very reason why the school exists—education. During the 2016-17 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.

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 Compensation Committee 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." The committee spent many hours gathering information from other schools, conducting surveys and in meetings, both committee meetings and individual/group meetings with teachers. The majority of the teachers agreed that re-implementing a salary schedule was the most equitable way to compensate all teachers. A salary schedule was developed, but could not be fully implemented in one year due to its cost. The School Board approved the 1st year adjustments and indicated that it would make second year adjustments based upon available funding. Teachers were instructed to provide proof of additional graduate credits and degrees to the District Office by August 17, 2018.

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 who were "off the schedule." In other words, there is no value in the cell represented by their years of experience and education. For the same reasons, there are some teachers whose cell placement would result in a lower base salary than what they are currently earning. To avoid financial harm to those teachers who fit either of the above two categories, the School Board has agreed to "grandfather" them in by providing them with at least the same amount of base salary as they received in the 2017-18 school year.

The School Board is in the process of transitioning to a new Employee Handbook, based upon a template provided by the Wisconsin Association of School Boards. The below provisions are based upon that template and will be in effect for the 2018-19 school year. The intention of the School Board is to incorporate the below provisions, with appropriate and necessary modifications, into the Employee Handbook for the 2019-20 school year.

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. Any salary increases will always be dependent upon the availability of funds as determined by the District.

PROFESSIONAL COMPENSATION FOR TEACHERS FOR 2018-19

(Persons hired under a contract pursuant to Wis. Stat. Section 118.21)

1.01 **Salary Schedule:** The base salaries of employees covered by this provision are set forth in the attached Salary Schedule.

- A. **Definition of Salary Schedule:** The salary schedule consists of a chart with rows and columns. The rows of the 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.

- B. **Experience Adjustment:** The Salary Schedule includes years of teaching experience at Cochrane-Fountain City Schools, plus up to five years of teaching experience elsewhere.

C. **Education Adjustment:** The Salary Schedule includes credits of graduate coursework taken at an eligible institution (as defined below) as well as credit equivalents awarded for completion of a Professional Development Plan. The abbreviation BA means that the individual has attained a Bachelor's Degree. The abbreviation MA means that the individual has attained a Master's Degree. The number of credits allocated to the completion of a Professional Development Plan is 6 (six).

D. **Part-Time/Pro-Rata:** The Salary Schedule is based upon the board-approved regular school calendar which sets forth the employee contract days. Part-time employees will receive the salary as set forth on the Salary Schedule in a percentage equal to the amount of their employment. The employee's pro-rata daily rate and pro-rata hourly rate shall be determined in the following manner:

1. The employee's scheduled annual salary divided by the number of contracted days equals the pro-rata daily rate. Extended contract or furlough days shall not be used in this calculation. The number of contracted days for 2018-19 is 189 days.
2. The pro-rata daily rate divided by 8 hours per day equals the pro-rata hourly rate.

1.02 **Conditions of Salary Increases:** Salary increases are conditional on satisfactory service and funding availability, as determined by the District.

A. **Satisfactory Service:** Satisfactory service shall include satisfactory performance outcomes as reflected on formal or informal evaluations which, among other criteria, will incorporate the following factors:

1. **Attendance:** In addition to adhering to the District's attendance policy, a teacher is expected to attend all professional development days, administratively called meetings, curriculum development meetings, parent-teacher conferences and other conferences or meetings that are necessary for the teacher to fulfill his or her professional duties. Absent extraordinary circumstances, a teacher will not be excused from attendance for a professional development day and may not use personal leave time for a professional development day.
2. **Non-Interference of Teaching Duties by Additional Appointments:** A teacher is expected to be able to perform all duties required of their primary position, i.e. teaching, without allowing the duties of any additional appointments (such as coaching or advising) to interfere with the teaching duties.
3. **School Manuals/Handbooks:** Teachers are expected to abide by the provisions in all school manuals and handbooks.
4. **State/Federal Mandates:** Teachers are expected to abide by state and federal mandates.

B. Funding Availability: All salary increases are subject to the availability of funding, as recommended by the Superintendent and approved by the School Board. The School Board has established the following priorities for funding:

1. **Lane Advancement:** Any teachers who have achieved a lane advancement will be the first priority for available funds. If insufficient funds are available for full lane advancement, the available sums will be distributed on a pro-rata basis among those teachers who are eligible for a lane advancement.

When a teacher qualifies for movement on the salary schedule to a different lane, the movement shall be to the same step in the new lane as existed for the teacher in the previous salary lane. After placing the teacher in the new salary lane, the teacher shall then receive the step increment in the new salary lane: (1) if the teacher is eligible for the increment, (2) step movement exists in the new lane; and (3) adequate funds are available as determined by the District. Employees may only move one lane in any given year.

2. **Step Advancement:** Any teachers who have achieved a step advancement will be the second priority for available funds. If insufficient funds are available for full step advancement, the available sums will be distributed on a pro-rata basis among those teachers who are eligible for a step advancement.
3. **Other:** If funds remain after the payment of all lanes and steps, the remaining funds will be divided equally among all teachers who are eligible for a salary increase and who did not receive a step or lane advancement up to a maximum of \$ _____ per year.

1.03 Initial Salary Schedule Placement

Employees new to the District shall be placed on the salary schedule commensurate with their education and teaching experience. The School Board, in its sole discretion, may place newly employed employees in shortage areas at a salary that exceeds his/her actual years of service and/or graduate credits. The Board will determine what positions that it deems to be shortage areas. No new employee in a department or grade level will be placed at a step that exceeds the step placement of a present employee(s) in that department or grade level unless the new employee has greater teaching experience than the present employee(s) in that department or grade level.

1.04 Salary Step Movement after First Year of Employment

Employees beginning employment prior to the end of the first semester who have provided satisfactory service, as determined by the District, will advance to the next step the ensuing contract year provided funds are available as determined by the District. Employees who begin employment after the end of the first semester will remain on the same step for the ensuing fiscal year. An employee may be held to the previous year's step for less than satisfactory performance. An employee may be frozen at his/her previous year's wage rate for more serious nonperformance.

1.05 Educational Lane Adjustments

- A. Accreditation: Only credits earned from an institution recognized by the North Central Association Commission on Accreditation and School Improvement Institute of Higher Education [NCA], or earned at an institution accredited by another accrediting agency recognized by the NCA, will be eligible for movement across the salary schedule.
- B. Prior Approval: All credits intended to be used for salary schedule lane movement shall be approved by the Superintendent before the teacher enrolls in the course.
- C. Timing of Lane Adjustment: For the 2018-19 school year, transfer from one group or "lane" to another shall be made at the beginning of the school year following attainment of the necessary credentials. For the 2019 and subsequent years, transfer from one group or "lane" to another shall made during the school year which starts no sooner than 6 months from the date the credentials were obtained. For example, if an individual attains the necessary credits during the summer of 2019, the lane movement would occur during the following school year or 2020-21. This not only allows the teacher to demonstrate the value of the additional education to the District, but also allows the District to adequately budget for lane adjustments so that salaries can be established at an earlier point in time.
- D. Proof of Attainment of Credentials/Application for Lane Movement:
 - 1. Proper credentials shall be certified by a college registrar or other proper college official.
 - 2. Credit information for moving from one lane to another and/or for reimbursement must be in the office of the Superintendent by August 30, 2018 (for the 2018-19 school year) and by March 1st of each year (for the 2019-20 and subsequent school years).
 - 3. Teachers who are eligible for a lane movement must complete an application for lane movement at the time they report their credits.

References
19-20
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1.06 Grandfathering:

- A. "Off the Schedule" Teachers: Teachers whose years of experience and education result in a cell placement for which there is no value are considered to be "off the schedule." For the 2018-19 school year, those teachers will be guaranteed the same base salary as they received in the 2018-19 school year, subject to an increase pursuant to 1.02.B.3.
- B. "High Base" Teachers: Teachers whose years of experience and education result in a cell placement with a lower base salary than what they are currently earning are considered "high base" teachers. For the 2018-19 school year, those teachers will be guaranteed the same base salary as they received in the 2018-19 school year, subject to an increase pursuant to 1.02.B.3. As long as the "high base" teachers have the ability to move to a different cell on the salary schedule through education or years of

experience, they shall be allowed to do so until they become "off the schedule" teachers.