



2017-18

Salary & Stipend Guide

**Ripon Area School District
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Approved by the Ripon Board of Education on 6/19/17

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RASD Salary Advancement Plan Committee

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Original version approved by the Ripon Board of Education on April 16, 2012

I. Background

The RASD Teacher Salary Plan was designed in the 2011-12 school year by a joint committee of Ripon teachers, administrators, and school board members. Modeled loosely on the collegiate promotion system in use at Ripon College, the driving vision was to reinforce quality instruction by fostering a culture of professionalism through peer review, accountability through a job-embedded salary structure, and continuous improvement through lifelong learning. This compensation system recognizes that there are significant differences between business and academic organizations, public and private sectors, and the development of people and products. A goal of the RASD Teacher Salary Plan is to promote a positive and collaborative learning environment in which teachers are compensated for their professionalism.

II. Overview

A single-lane, career ladder is used as the basis for salary advancement (see Appendix I). There are five distinct levels through which a typical teacher will pass through during a career spanning 2-3 decades of employment with the RASD. Teachers typically move from one level to the next level every six years through a promotion process based on peer review. Instead of the promotion process, the top level uses an evidence-based, professional growth model with financial incentives in the form of annual bonuses. Advancement requires collaboration, professionalism, and evidence of continuous improvement based on personal reflection and ongoing feedback from peers, administrators, students, and parents. In addition to the salary amount indicated on the salary structure, annual stipends are provided throughout a teacher's career for advanced degrees and National Board certification.

III. Career Levels

The single-lane salary structure is based on a sequence of six-year career levels (Beginner, Intermediate, Associate, Lead) which were loosely based on collegiate levels (e.g., Instructor, Assistant Professor, Associate Professor, Full Professor). The final career level is the much-respected Veteran status, similar to the collegiate capstone of an endowed chair. It is very important to note that these levels are stages in a career for all teachers and are not based on proficiency or skill level. Just as the collegiate system does not equate a full professor rank with a higher teaching proficiency rating than an assistant professor rank, the RASD Salary Plan does not contain any proficiency ranking of teachers. Promotions from one career level to another are based on evidence of professional improvement in a multi-faceted review process. This is a professional advancement career ladder and not a merit-based or performance-based pay system.

IV. Salary Structure

The single-lane salary structure is based on being promoted every six years through four career levels until reaching the fifth and final career level—the Veteran. Each six-year career level consists of two consecutive 3-year evaluation cycles, each of which culminates in a full summative evaluation. Any salary raise during the 3-year evaluation cycle is limited to any negotiated annual increase. At the conclusion of the first 3-year evaluation cycle of the career level, the teacher receives a “mid-level bump” upon a

successful summative. At the conclusion of the second evaluation cycle of the career level, the teacher is eligible to receive a promotion to the next career level. The promotion is financially worth twice as much as the mid-level bump. Extra compensation received from a mid-level bump or a promotion raise are in addition to any negotiated annual increase for the salary schedule.

V. Job Performance Evaluation

The specifics of the District's teacher evaluation plan are contained in the *RASD Teacher Performance Evaluation (TPE) Guide*. The RASD utilizes the CESA 6 Teacher Effectiveness Model, based on the work of Professor James Stronge, for its evaluation system. The RASD Salary Advancement Plan is fully integrated with this model to maximize the connectedness between job performance reviews, evidentiary artifacts, PDP licensing requirements, and the promotion process. This integration allows teachers to maintain their focus and not be pulled in different directions by different systemic requirements. The RASD annually conducts a full summative evaluation on each probationary employee (defined as any teacher employed in his/her first three years as a teacher within the District). Subsequently, teachers on continuing contracts have a full summative evaluation by their direct supervisor no less than every three years, subject to compliance with state statute. Every teacher has specific goals upon which they are measured every year, and every teacher receives a brief administrative review every non-summative year based on goal progress and other factors. The promotion process within the RASD Salary Plan assumes that teachers will use the artifacts from their evaluations (and, if applicable, from their PDP licensing process) for their promotion file in addition to other items the teacher has collected.

VI. Performance Improvement Plan Freeze

Each teacher's direct administrative supervisor is responsible for providing a written summative evaluation of the teacher's performance since his/her previous summative evaluation in accordance with the format adopted by the District. If a teacher has a negative summative, then that teacher is placed on a Performance Improvement Plan and is frozen at his/her current location on the salary schedule for the next school year. No mid-level bump or promotion may occur. A frozen teacher is provided with any negotiated annual salary increase. The same process would be used with a teacher in between summative years whose performance was deemed unsatisfactory by the administrator who is responsible for writing the annual brief administrative review during non-summative years.

VII. Stipends

Compensation for advanced degrees, National Board certification, and Veteran Improvement Points (VIPs) is provided through annual stipends (see Appendix I) that are added to the teacher's salary. Annual stipends are awarded in addition to any negotiated annual salary increase, any mid-level bump, any promotion increase, and any other stipend. Stipends are calculated for the following school year based on a snapshot taken on June 15 of the prior year, and such stipends are paid out on an annualized basis. Stipends are awarded annually to each teacher who holds a master's degree, a doctorate degree, and/or National Board Certification (NBPTS). These stipends are paid each and

every year that a teacher holds one or more of the aforementioned credentials (e.g., a teacher with a master's degree would receive the additional stipend every year he/she was teaching with the District, in addition to the salary listed on the salary schedule). While the District recognizes the value of a master's degree as evidence of advanced study, it is not evidence of advanced teaching or ongoing advancement of professional practice in subsequent years. Unlike a master's degree or a doctorate degree, National Board Certification is evidence of advanced teaching and is recognized in this model as the gold standard for compensation in a system tied to professionalism and improvement.

VIII. Promotion

Teachers are eligible for promotion to the next career level at the end of the current school year if they are on step B3, D3, F3, or H3. The Board makes all promotion decisions in the spring based on the recommendation of the Superintendent, who is presented with a recommendation from the teacher's Promotion Review Committee. There are no automatic promotions; rather, promotions are earned based on the criteria contained in this *Salary & Stipend Guide*. There is no quota or restriction for the number of promotions granted annually from the pool of eligible candidates. All criteria for documentation which must be submitted for promotion are published in rubric format (see rubrics in this guide). Successful promotion, based upon rigorous professional standards, is cause for special recognition and celebration. Candidates who are not promoted remain frozen at their current salary schedule step until such time as they are promoted. Candidates who do not feel ready for the promotion process may defer for a year at a time, remaining frozen at their step, until such time as they feel ready to proceed with the promotion process. The goal is for all candidates to have sufficient feedback and support regarding the evidence they need to submit to be promoted in accordance with the District's rigorous professional standards; this should be a "no surprises" process emanating from full transparency, ample communication, and positive support.

IX. Promotion Review Committee

Promotion from one career level to the next is based on a peer review process conducted by each building's Promotion Review Committee (PRC). Each PRC is organized for a school year and consists of 3 teachers and 2 administrators. Each building elects 2 teachers for staggered two-year terms. A third teacher is elected to serve on the PRC of the building's paired building (BPES & RMS and MPES & RHS). The 2 administrators on each building's PRC will be the principal and another administrator to be assigned by the Superintendent. The second administrator to be assigned by the Superintendent includes the RHS Assistant Principal, Curriculum Director, Technology Director, and Student Services Director. If a teacher is unable to complete his/her 2-year term on the school's PRC, then a special election will be held to elect a replacement for the remainder of the term. Teachers are eligible to serve on a PRC if they are at the Intermediate level or above. Teachers who are probationary, eligible for promotion, or have a family member under consideration for promotion may not serve on any PRC that year.

X. Procedures for Promotion Review Committees

A. All PRC proceedings are strictly confidential. At no time should any information be released or made known to any person not on the PRC, other than the Superintendent.

- B. No later than October 1, each teacher who is eligible for promotion must inform the Superintendent in writing whether he/she will apply for promotion. Teachers who do not submit their intentions will waive their promotion application for that year.
- C. Upon receipt from teachers of letters of intent to apply for promotion, the Superintendent will announce the list of promotion candidates to the community and open a 30-day comment period. During this time community members may submit written comments regarding the teacher's job performance to the teacher's principal. The principal will collect community feedback and balance it with other factors when writing the promotion recommendation. Although community member letters may be quoted, the actual letters remain with the principal's other notes and are not to be included in either the PRC file or the District's official personnel file.
- D. By November 15, PRC elections are held and each building's PRC is formed.
- E. By January 15, each building's PRC meets for orientation and reviews its procedures.
- F. The PRC does not meet face-to-face with the promotion candidates. The PRC conducts a file review only, which is based on what the candidate submits. In the promotion year the candidate must submit his/her promotion file to the PRC during February.
- G. At an early-March meeting, the PRC will meet to develop a reading and meeting schedule. Each candidate's file will be assigned to a PRC member who will serve as the case manager. The case manager is responsible for studying the file in depth and presenting it to the PRC at promotion meetings which will begin no earlier than mid-March. The principal of a candidate may not be a case manager.
- H. One candidate is reviewed for promotion at each PRC meeting beginning in mid-March. No more than one PRC meeting may be scheduled in a week unless approved by the Superintendent.
- I. Prior to each PRC meeting, each PRC member will be responsible for independently reviewing the file of the teacher being considered for promotion. PRC members may not discuss candidate files with each other or anyone else except during PRC meetings. No information from the PRC meetings, including the PRC's promotion decisions, may be released to anyone other than the Superintendent.
- J. Files are strictly confidential and must be kept in a secure location such as the principal's office. A checkout procedure may be used to maintain security. Under no circumstances may a file be removed from the building. Substitutes may be used to provide PRC file review time to staff members who serve on a PRC.
- K. The PRC uses the rubrics contained in this *Salary & Stipend Guide* to reach its conclusion. Levels 1 & 2 are below promotion standards. Promotion candidates must score in Level 3 or Level 4 in all rubric categories to be eligible for promotion.
- L. After the PRC reaches a conclusion on the promotion of a candidate, a brief written statement explaining the recommendation will be sent to the Superintendent. The PRC's case manager is responsible for writing the promotion recommendation which is reviewed by the entire PRC prior to being sent to the Superintendent.
- M. No later than May 10, the PRC must submit all promotion recommendations to the Superintendent.
- N. At the May meeting of the School Board, the Superintendent will present the PRC promotion recommendations to the Board in closed session. The Board will discuss and make decisions regarding the promotions.

O. Following the Board’s decision at the May meeting, the Superintendent will notify each candidate’s principal of the Board’s decision. The principal will deliver the Board’s decision and the PRC’s recommendation statement to the candidate in a private conference.

XI. Promotion Evidence

Each teacher is responsible for assembling his/her own promotion file for submission to the PRC within the established timeline. Every artifact submitted should be accompanied by a completed Artifact Cover Sheet. Teachers will likely include administrative evidence, as indicated below, in his/her promotion file. Typical evidence for a teacher’s promotion file could include such things as, but is not limited to, the following:

| |
|---|
| Typical Teacher Evidence for Promotion File |
| Annual Goals Sheets Collegial feedback report(s) from peer reviewer Reflections College course transcripts Workshops Student survey summaries Parent survey summaries Professional activities (presentations, articles, etc.) Photos/recordings of student activities (music, art) Documented achievements |
| Typical Administrative Evidence for Promotion File |
| Summative evaluations Annual brief administrative review Overall promotion recommendation of principal |

XII. Veteran Improvement Points

Promotion to the Veteran level allows the teacher the opportunity to earn an annual bonus (see stipend chart on Appendix I). Although there are no more promotions after a teacher has reached the Veteran level, teachers at this level are still in the evaluation cycle and are still responsible for annual goals. Veteran Improvement Points (VIPs) can only be earned after a teacher has been promoted to the Veteran level; no prior activities can be used for VIPs. The VIP chart contained in this *Salary & Stipend Guide* consists of a list of activities known to support improvement. Veterans who engage in the listed activities may earn VIPs to be applied to an annual bonus. VIPs are placed in the teacher’s bank and expire after 3 years. When a Veteran accumulates 30 VIPs, he/she is responsible for submitting documentation on the District’s form to the Superintendent for the following school year’s VIP stipend no later than June 15. The goal is for each Veteran to annually demonstrate continued learning and professional activity which contribute to improved teaching, and thereby earn a bonus for that year.

XIII. Rules for Veteran Improvement Points (VIPs)

- A. The number of VIPs needed for the annual stipend is 30 points.
- B. If a monetary stipend is available for an activity (e.g., a summer workshop), the teacher has the option of selecting either the monetary stipend or the VIPs for that activity.
- C. It is the responsibility of the teacher to obtain a verification signature on the VIP Activity Form for each activity within 15 days following the completion of the activity. Late forms will not be accepted.
- D. Teachers will retain their completed forms until such time as the teacher accumulates 30 VIPs and submits the completed forms for those VIPs to the Superintendent. The deadline for submission is June 15 before the following school year when the stipend will be applied to the teacher’s salary.
- E. The following activities qualify for VIPs as delineated below.

| | |
|---|-----------------|
| 3 graduate credit course (30 contact hours) | 30 pts. |
| 1 graduate credit course | 10 pts. |
| 1-day workshop (6 hours) | 6 pts. |
| 1 non-paid professional development hour | 1 pt. |
| RAP session (90 minutes) | 1.5 pts. |
| 16 RAP sessions | 24 pts. |
| RAP artifact | 3 pts. |
| 16 RAP sessions + 2 artifacts | 30 pts. |
| RAP presenter (8 sessions) | 24 pts. |
| Promotion Review Committee | 30 pts. |
| Peer Reviewer (3 observations minimum + feedback + report) | 10 pts. |
| PDP Team Reviewer | 5 pts. |
| Workshop/Inservice presenter (non-contracted time) | 2 pts./wkshp hr |
| Workshop/Inservice presenter (contracted time) | 1 pt./wkshp hr |
| Supervising student teacher (9 weeks) | 10 pts. |
| Article published in professional journal | 10 pts. |
| AP Exam reader | 30 pts. |
| Officer of professional organization | 5 pts. |
| Coaching clinic (3 hours) max of 15 hours/yr (non-contracted time) | 1 pt. |
| Special Professional Growth Activity* (non-contracted time) | Variable |

- F. *Special Professional Growth Activity provides an opportunity for professional educators to apply to the Superintendent for VIPs for an activity that is not outlined above. The Superintendent has discretionary authority to grant VIPs for such requests and will use a rigorous professional standard for making a decision.

Summary Timeline for RASD Salary Plan

| | |
|--------------------|--|
| By October 1 | Teachers who are eligible for promotion must inform the Superintendent in writing whether the teacher will apply for promotion. |
| By October 15 | Superintendent will announce the list of promotion candidates to the community and open a 30-day comment period. |
| By November 15 | Each building's PRC elections are held. |
| By January 15 | Each building's PRC has met for orientation and reviewed procedures. |
| By February 28 | Each promotion candidate has submitted his/her file to the building PRC. |
| By Early-March | Each PRC has met to develop a reading and meeting schedule with case managers assigned for each candidate. |
| By Mid-March | PRC candidate review meetings begin with no more than one meeting a week and no more than one candidate reviewed at a meeting. |
| By May 10 | All promotion recommendations are submitted to the Superintendent by each PRC |
| At May BOE meeting | Superintendent presents PRC promotion recommendations to the Board of Education in closed session for Board action. |
| By Early-June | Principals will hold a private conference with each of their promotion candidates to deliver the PRC recommendation and the Board's decision. |
| By June 15 | Veteran-level teachers must submit their VIPs to the Superintendent in order to receive the annual bonus stipend for the following school year. |
| By June 15 | Any teacher receiving a new advanced degree must submit evidence of receipt of that degree to the Superintendent in order to receive the annual advanced degree stipend for following school years. |
| By June 15 | Any teacher receiving new National Board Certification must submit evidence of receipt of that certification to the Superintendent in order to receive the annual NBPTS stipend in following school years. |

PRC Promotion Rubrics

| PROFESSIONAL GROWTH | | | |
|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 |
| Incomplete annual goal sheet(s). No evidence of professional growth activities. | Annual goal sheet(s) adequately completed. Little evidence of professional growth activities in a meaningful and purposeful way with insufficient narrative. | Completed annual goal plan related to principal endorsed improvement plan with some useful results related to increased teacher skill and/or student learning. Some evidence of professional growth activities in a meaningful and purposeful way with convincing narrative. | Completed annual goal plan related to principal endorsed improvement plan with measurable results of increased teacher skill and/or student learning. Ample evidence of professional growth activities in a meaningful and purposeful way with convincing narrative. |

Annual Goal Sheets: All teachers are expected to develop personalized annual goal(s) in consultation with their principal. Results should inform the teacher, principal, and Promotion Review Committee of the growth in the teacher’s skill and/or student learning based on the goal plan. Measurable results (qualitative or quantitative) will vary considerably based on the teacher’s goal and student level, so teachers should determine what fits best for their situations by discussing options in advance with their colleagues and principal.

Professional Growth: All teachers are expected to continue their professional growth throughout their career, using such opportunities as workshops, conferences, graduate courses, webinars, and self-designed professional growth activities. In addition to certification of completion of the courses/workshops, evidence of professional growth might also include such things as videos, articles, recordings, presentations, portfolios, and photos.

| FEEDBACK ACTIVITIES | | | |
|---|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 |
| Teacher provides minimal evidence of using student feedback and peer feedback for improvement of teacher practice. Annual principal feedback, summative evaluations, and promotion recommendations indicate minimal improvement in teaching practice. If teacher self-designed feedback is included, it demonstrates minimal improvement. | Teacher provides insufficient evidence of using student feedback and peer feedback for improvement of teacher practice. Annual principal feedback, summative evaluations, and promotion recommendations indicate insufficient improvement in teaching practice. If teacher self-designed feedback is included, it demonstrates insufficient improvement. | Teacher provides evidence of using student feedback and peer feedback for improvement of teacher practice. Annual principal feedback, summative evaluations, and promotion recommendations indicate significant improvement or sustained excellence in teaching practice. If teacher self-designed feedback is included, it demonstrates significant improvement or sustained excellence. | Teacher provides strong evidence of using student feedback and peer feedback for improvement of teacher practice. Annual principal feedback, summative evaluations, and promotion recommendations indicate outstanding improvement in teaching practice or sustained excellence. If teacher self-designed feedback is included, it demonstrates outstanding improvement or sustained excellence. |

Student Surveys: All teachers are expected to administer student surveys in accordance with District procedures. Evidence of ways in which the teacher used the student feedback for teacher improvement is of primary interest to the Promotion Review Committee. The Promotion Review Committee will not ask for raw student survey data to be provided, but will accept it if included by the teacher as evidence.

Peer Feedback: All teachers are expected to give and to receive peer feedback. Peer feedback would include assistance from colleagues, coaches, and non-supervisory staff. Evidence of participation in peer feedback would include how feedback provided to the teacher is used for teacher improvement as well as how the teacher has contributed to the improvement process of the instructional practice of colleagues.

Principal Annual Feedback: All teachers will receive an annual summary paragraph from their principals based on their annual goals results, student survey results, and their professional practice.

Principal Summative Evaluation: All teachers will receive a summative evaluation, usually on a 3-year basis, that encompasses their professional practice during the evaluation period. Usually, teachers submitting their files to the Promotion Review Committee will include two summative evaluations.

Principal Promotion Recommendation: All teachers who are submitting their files to the Promotion Review Committee will receive a recommendation to the committee from the teacher's principal.

Self-Designed Feedback: Teachers have the option of designing their own feedback processes in addition to the required feedback processes.

| REFLECTION | | | |
|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 |
| The narrative lacks sufficient coherence and evidence is lacking or not used. | The personal narrative does not provide a clear and persuasive case for promotion. The use of evidence is not convincing. | The personal narrative provides a clear and persuasive case for promotion that convincingly uses the evidence submitted. | The personal narrative provides a clear, persuasive, outstanding case for promotion that convincingly uses the evidence submitted. Extensive evidence is used to support improvement or sustained excellence in areas of teacher practice. |

Personal Narrative: All teachers must submit a personal narrative to the Promotion Review Committee. The narrative is a reflective summary of the teacher’s growth since his/her previous promotion and is an opportunity for the teacher to make his/her case for promotion based on meeting the District’s expectations for continuous improvement as a teaching professional. The narrative weaves together the data and evidence from the entire file into a comprehensive, but concise (5 page maximum), explanation of what the teacher did and how it made the teacher a better professional educator in a purposeful way and where that path leads.

**RIPON AREA SCHOOL DISTRICT
Promotion Artifact Cover Sheet**

Each artifact submitted by a teacher to the PRC must be accompanied by a completed Promotion Artifact Cover Sheet which is not to exceed a single page.

- 1. Candidate:**
- 2. Title of artifact:**
- 3. Date of artifact:**
- 4. Origin of artifact:**
- 5. Summary description of artifact:**
- 6. Identify the Effectiveness Standard(s) evidenced:**
- 7. Identify the Performance Indicator(s) of the Effectiveness Standard(s) cited:**
- 8. Artifact reflection:**

RIPON AREA SCHOOL DISTRICT
Promotion Artifact Cover Sheet Explanation

Each artifact must be accompanied by a single page cover sheet. Following is an explanation of what is required on the cover sheet:

1. **Candidate:** Indicate the name of promotion candidate submitting the artifact.
2. **Title of artifact:** Describe the piece of evidence in a few words (e.g., pre/post test analysis of double digit addition; video of WWI simulation closure activity; communication log with parent of an at-risk student).
3. **Date of artifact:** Indicate the date(s) when the artifact was used.
4. **Origin of artifact:** Explain where the artifact came from or how you developed it.
5. **Summary description of artifact:** Provide a brief summary of what the artifact is and how it was used in your work with students.
6. **Identify the Effectiveness Standard(s) evidenced:** List the Teacher or Educational Specialist Effectiveness Standard(s) for which the selected artifact demonstrates evidence of professional effectiveness.
7. **Identify the Performance Indicator(s) of the Effectiveness Standard(s) cited:** For each Teacher or Educational Specialist Standard indicated above, list the Performance Standard(s) for which the selected artifact demonstrates evidence of professional effectiveness.
8. **Artifact reflection:** Why did you include this artifact as evidence in support of your professional growth and ongoing improvement as a teacher/educational specialist? What did you learn from this learning activity for your future work with students?

RIPON AREA SCHOOL DISTRICT
Promotion Review Committee Recommendation

Promotion Candidate:

PRC Case Manager:

Other PRC Members:

Promotion Recommendation (“Yes” or “Not Yet”):

Brief Rationale/Evidence for Recommendation:

Case Manager Signature & Date:

Superintendent’s Signature of Receipt & Date:

Board of Education Decision:

Principal’s Signature & Date of Candidate Conference:

**APPENDIX I
2017-18 SALARY SCHEDULE**

| Step | Salary | Level |
|-------------|---------------|--------------|
| A1 | \$40,059.78 | Beginner |
| A2 | \$40,059.78 | |
| A3 | \$40,059.78 | |
| B1 | \$42,142.49 | |
| B2 | \$42,142.49 | |
| B3 | \$42,142.49 | |
| <hr/> | | |
| C1 | \$46,307.89 | Intermediate |
| C2 | \$46,307.89 | |
| C3 | \$46,307.89 | |
| D1 | \$48,390.59 | |
| D2 | \$48,390.59 | |
| D3 | \$48,390.59 | |
| <hr/> | | |
| E1 | \$52,556.01 | Associate |
| E2 | \$52,556.01 | |
| E3 | \$52,556.01 | |
| F1 | \$54,638.71 | |
| F2 | \$54,638.71 | |
| F3 | \$54,638.71 | |
| <hr/> | | |
| G1 | \$58,804.12 | Lead |
| G2 | \$58,804.12 | |
| G3 | \$58,804.12 | |
| H1 | \$60,886.82 | |
| H2 | \$60,886.82 | |
| H3 | \$60,886.82 | |
| <hr/> | | |
| P1 | \$65,052.23 | Veteran |
| P2 | \$65,052.23 | |
| P3 | \$65,052.23 | |

2017-18 ANNUAL STIPENDS

| | |
|---------------------|------------------------------------|
| Master's Degree | \$3,000 |
| Doctorate Degree | \$2,000 |
| 30 Veteran Points | \$1,000 |
| NBPTS Certification | State match (currently \$2,500) |

**APPENDIX II
EXTRACURRICULAR ACTIVITIES
2017-2018**

| | | Index = | \$ 40,060 |
|-----------------------------------|--|---------------|----------------|
| Category A | | % Rate | 2017-18 |
| | | 10.00% | |
| HS Head Football | | | \$ 4,006 |
| HS Head Boys Basketball | | | \$ 4,006 |
| HS Head Girls Basketball | | | \$ 4,006 |
| HS Head Wrestling | | | \$ 4,006 |
| Category B | | % Rate | 2017-18 |
| | | 7.00% | |
| HS Musical Director | | | \$ 2,804 |
| HS Head Volleyball | | | \$ 2,804 |
| HS Head Boys Soccer | | | \$ 2,804 |
| HS Head Girls Soccer | | | \$ 2,804 |
| HS Head Baseball | | | \$ 2,804 |
| HS Head Softball | | | \$ 2,804 |
| HS Head Co-ed Track | | | \$ 2,804 |
| HS Head Cross Country | | | \$ 2,804 |
| MS Athletics Director | | | \$ 2,804 |
| Category C | | % Rate | 2017-18 |
| | | 6.50% | |
| HS Assistant Football (6) | | \$ 2,604 | \$ 15,623 |
| HS Assistant Boys Basketball (2) | | \$ 2,604 | \$ 5,208 |
| HS Assistant Girls Basketball (2) | | \$ 2,604 | \$ 5,208 |
| HS Assistant Wrestling | | | \$ 2,604 |
| Category D | | % Rate | 2017-18 |
| | | 5.00% | |
| HS 3-Act Play Director | | | \$ 2,003 |
| HS Head Forensics | | | \$ 2,003 |
| HS Head Boys Tennis | | | \$ 2,003 |
| HS Head Girls Tennis | | | \$ 2,003 |
| HS Head Golf | | | \$ 2,003 |
| HS Assistant Volleyball (2) | | | \$ 4,006 |

| | | | | |
|----------------------------------|--|--|---------------|----------------|
| | | | 2,003 | |
| HS JV Baseball | | | | \$ 2,003 |
| HS JV Softball | | | | \$ 2,003 |
| HS 1-Act Play Festival Director | | | | \$ 2,003 |
| MS Musical Director | | | | \$ 2,003 |
| Head Competition Cheer | | | | \$ 2,003 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Category E | | | % Rate | 2017-18 |
| | | | 4.00% | |
| HS Assistant Musical Director | | | | \$ 1,602 |
| HS Assistant Forensics | | | | \$ 1,602 |
| HS Assistant Boys Soccer | | | | \$ 1,602 |
| HS Assistant Girls Soccer | | | | \$ 1,602 |
| HS Assistant Track (3) | | | \$ 1,602 | \$ 4,807 |
| HS Varsity Assistant Baseball | | | | \$ 1,602 |
| HS Varsity Assistant Softball | | | | \$ 1,602 |
| HS Ticket Director | | | | \$ 1,602 |
| HS Assistant Cross Country | | | | \$ 1,602 |
| | | | | |
| Category E | | | % Rate | 2017-18 |
| | | | 3.50% | |
| HS Assistant Musical Directors | | | | |
| Choral | | | | \$ 1,402 |
| Orchestra | | | | \$ 1,402 |
| Choreography | | | | \$ 1,402 |
| HS Assistant 3-Act Play Director | | | | \$ 1,402 |
| HS Drama Production Costumes (2) | | | \$ 1,402 | \$ 2,804 |
| HS Pep Band Director | | | | \$ 1,402 |
| HS Yearbook | | | | \$ 1,402 |
| HS Assistant Girls Tennis | | | | \$ 1,402 |
| HS Assistant Boys Tennis | | | | \$ 1,402 |
| MS Yearbook | | | | \$ 1,402 |
| MS Volleyball (4) | | | \$ 1,402 | \$ 5,608 |
| MS Boys Basketball (4) | | | \$ 1,402 | \$ 5,608 |
| MS Girls Basketball (4) | | | \$ 1,402 | \$ 5,608 |
| MS Wrestling (2) | | | \$ 1,402 | \$ 2,804 |

| | | | | |
|---|--|--|----------------------|-----------------------|
| MS Track (4) | | | \$ 1,402 | \$ 5,608 |
| MS Cross Country (2) | | | \$ 1,402 | \$ 2,804 |
| HS Head Football Cheer | | | | \$ 1,402 |
| | | | | |
| <u>Category G</u> | | | <u>% Rate</u> | <u>2017-18</u> |
| | | | 2.50% | |
| HS Show Choir/Vocal Jazz Director | | | | \$ 1,002 |
| HS Jazz Ensemble Director | | | | \$ 1,002 |
| HS High Mileage Vehicle Advisors (2) | | | \$ 1,002 | \$ 2,004 |
| HS Student Council Advisor | | | | \$ 1,002 |
| HS Math Team | | | | \$ 1,002 |
| HS Future Business Ldrs. Of Amer. Advisor | | | | \$ 1,002 |
| HS German Club Advisor | | | | \$ 1,002 |
| MS Assistant Musical Director (4) | | | \$ 1,002 | \$ 4,008 |
| MS Drama Production Costumes (2) | | | \$ 1,002 | \$ 2,004 |
| MS Forensics | | | | \$ 1,002 |
| MS Student Council Advisor | | | | \$ 1,002 |
| | | | | |
| <u>Category H</u> | | | <u>% Rate</u> | <u>2017-18</u> |
| | | | 2.00% | |
| HS Activo | | | | \$ 801 |
| HS Link Crew (3) | | | \$ 801 | \$ 2,404 |
| MS Assistant Forensics (3) | | | \$ 801 | \$ 2,404 |
| MS Spirit Team | | | | \$ 801 |
| MS WEB Advisors (2) | | | \$ 801 | \$ 2,404 |
| MPES/QES Student Council (2) | | | \$ 801 | \$ 2,404 |
| HS Assistant Competition Cheer | | | | \$ 801 |
| HS Assistant Football Cheer | | | | \$ 801 |
| | | | | |
| <u>Category I</u> | | | <u>% Rate</u> | <u>2017-18</u> |
| | | | 1.00% | |
| HS Academic Bowl | | | | \$ 401 |
| HS National Honor Society | | | | \$ 401 |
| HS Chess Club | | | | \$ 401 |
| MS Academic Bowl | | | | \$ 401 |

Seasonal Pay

Compensation for seasonal positions listed in Appendix II shall be made in a lump sum payment at the conclusion of the season upon receipt from the employee of a completed Appendix II Extracurricular Payment Request form. This form shall be submitted when all duties and responsibilities for the position have been completed.

Full Year Pay

Compensation for multiple-season positions listed in Appendix II and specified herein shall be made in twenty-four equal payments as part of the District's regular pay periods. These positions are HS Ticket Director, HS Pep Band Director, HS Yearbook Advisor, MS Yearbook Advisor, HS Show Choir/Vocal Jazz Director, HS Jazz Ensemble Director, HS Student Council Advisor, HS Math Team Advisor, HS Chess Club Advisor, HS Activo Advisor, HS Academic Bowl Advisor, HS National Honor Society Advisor, HS High Mileage Vehicle Advisor, HS Future Business Leaders of America Advisor, HS German Club Advisor, HS Link Crew Advisor, MS Spirit Team Advisor, MS WEB Advisor, and MPES/QES Student Council Advisor, Winter Pool Director, Summer Pool Director, Auditorium Manager, 4PS Coordinator, LVED Program Coordinator, Web Master, International Program Coordinator, Title One Coordinator.

Tournament Play

Coaches whose teams participate in postseason tournament play shall be paid on a daily basis equal to their prorated weekly rate. A coach participating in postseason tournament play shall be entitled to a maximum reimbursement of his/her five-day weekly rate in any seven-day period. Coaches shall not be entitled to reimbursement for any Sunday activity. Wages for tournament play shall begin immediately following the first regional tournament competition for all sports except for football. Wages for football tournament play shall begin immediately following the end of the regular season.

APPENDIX III
2017-2018

| | | | |
|---|---------------|----------------|----------------|
| | | Index = | 40,060 |
| A) RATES FOR PROFESSIONAL WORK BEYOND THE REGULAR CONTRACT | | | |
| | % Rate | Type | 2017-18 |
| Winter Pool Director | 6.24% | Annual | \$ 2,500 |
| Summer Pool Director | 3.75% | Annual | \$ 1,500 |
| Auditorium Manager | 14.69% | Annual | \$ 5,885 |
| 4PS Administrator | 7.00% | Annual | \$ 2,804 |
| 4PS Coordinator | 5.38% | Annual | \$ 2,154 |
| Advocap/Headstart Coordinator (per section) | 1.25% | Annual | \$ 500 |
| LVEC Program Coordinator | 11.51% | Annual | \$ 4,609 |
| Web Master | 4.99% | Annual | \$ 2,000 |
| International Program Coordinator | 7.49% | Annual | \$ 3,000 |
| Title One Coordinator | 4.99% | Annual | \$ 2,000 |
| Summer School Catalog Coordinator | 1.87% | Annual | \$ 750 |
| Summer School Director | 9.99% | Annual | \$ 4,000 |
| French Adventure Coordinator | 3.75% | Annual | \$ 1,500 |
| B) RATES FOR INSTRUCTION BEYOND THE REGULAR CONTRACT | | | |
| | % Rate | Type | 2017-18 |
| Summer School | 0.08% | Hourly | \$ 30 |
| French Hosting Class Instructor | 0.04% | Hourly | \$ 15 |
| C) RATES FOR PROFESSIONAL WORK BEYOND THE REGULAR CONTRACT | | | |
| | % Rate | Type | 2017-18 |
| New Teacher Mentor | 2.86% | Annual | \$ 1,146 |
| Technology Mentor | 2.86% | Annual | \$ 1,146 |
| Extra Teacher Mentor Day(s) | 0.46% | Daily | \$ 183 |
| Extra New Teacher Day(s) | 0.36% | Daily | \$ 143 |
| Curriculum Writing - *Amount to be divided proportionately amongst all curriculum writers of the course | | Course | \$ 1,500 |
| Curriculum Review (7 Hrs/Day) | 0.46% | Daily | \$ 183 |
| Workshop Attendance (7 Hrs/Day) | 0.36% | Daily | \$ 143 |
| Presentation of Full-Day Workshop | 0.72% | Daily | \$ 287 |
| Presentation of Conference Sectional | 0.18% | Sectional | \$ 72 |

| | | | |
|--|--------|----------|----------|
| Extended Contract – Bachelor (35 Hrs/Week) | 2.77% | Weekly | \$ 1,110 |
| Extended Contract – Masters (35 Hrs/Week) | 3.19% | Weekly | \$ 1,278 |
| Tutoring | 0.09% | Hourly | \$ 35 |
| IEP Compensation (after 5:00 PM) | 0.10% | Hourly | \$ 40 |
| Student Non-Athletic Supervision (Non-School Days) | 0.46% | Daily | \$ 183 |
| | | | |
| HS Event Chaperone | 0.10% | Hourly | \$ 41 |
| HS JV/Varsity Athletics – 1 game | 0.08% | Session | \$ 32 |
| 2 games | 0.12% | Session | \$ 46 |
| MS/Frosh/JV Athletics – 1 game | 0.06% | Session | \$ 22 |
| 2 games | 0.08% | Session | \$ 30 |
| MS Academic Bowl – 1 contest | 0.06% | Session | \$ 22 |
| 2 contests | 0.08% | Session | \$ 30 |
| Overnight Supervision (On School Days)/Non-School Days | 0.22% | Session | \$ 89 |
| Bus Chaperone – HS | 0.14% | Session | \$ 57 |
| MS | 0.10% | Session | \$ 39 |
| Internal Subbing | 0.03% | ½ Hour | \$ 13 |
| HS Weightroom Supervision | 0.04% | Session | \$ 15 |
| Summer Pool Supervisor | 0.05% | Hourly | \$ 18 |
| Game Manager | 0.13% | Session | \$ 50 |
| HS Media Center After School | 0.07% | Hourly | \$ 29 |
| Kindergarten/4PS/EC Screenings (Non-Contract Time) | 0.09% | Hourly | \$ 35 |
| Translation/Interpreting | 0.09% | Hourly | \$ 35 |
| MS Evening Concert/Play Supervision | 0.08% | Session | \$ 30 |
| HS Evening Concert/Play Supervision | 0.08% | Session | \$ 32 |
| ACT Prep Saturday Sessions (3.75 hr/day) – Bachelor | 0.41% | Daily | \$ 164 |
| Master | 0.48% | Daily | \$ 191 |
| Overload Pay (5% of BA Base per Semester) | 5.00% | Semester | \$ 2,003 |
| | 10.00% | Year | \$ 4,005 |

Summer School: The summer workday load shall be defined as 4.25 class hours of teaching per day in an approved course during approved Summer School hours. Teachers employed for a lesser period of time shall be compensated on a prorated basis.

Mentor: New teacher mentors shall be paid upon the submission of the mentor task completion checklist. Sometimes the best situation is for a single mentor to be assigned to work with multiple new teachers. When a teacher serves as a mentor to two new teachers, the rate of pay shall be 1.5 times the mentor pay rate.

Curriculum Writing: Teachers must receive prior written authorization from the Superintendent to engage in paid curriculum writing for a course. Payment shall be made after final approval of the written curriculum.

Curriculum Review: The “Curriculum Review” rate shall be used for teachers engaged in rewrite work as well as course revisions and new course curriculum projects applied for and accepted under the R&D program.

Workshop Attendance: Attendance at a workshop outside the regular school day must be pre-approved in writing for compensation by the Superintendent for district initiatives. Seven hours of attendance, exclusive of traveling time and lunch, is considered a full day. Teachers in attendance for a lesser period of time shall be compensated on a prorated basis.

Presentation at Workshop and Conference: Teachers must receive prior written authorization from the superintendent for paid presentations.