

420 Staff Compensation Policy

I Purpose

The purpose of this policy is to create consistency and clarity in CVA's staff compensation as well as keeping the school competitive with its peers while maintaining the school's fiscal health.

II Initial salary placement

Salaries for new teaching staff shall be based on the following:

- New teachers will be placed on the current steps and lanes salary schedule of Minneapolis Public Schools according to their levels of education and experience.
- The salary indicated by that placement shall be adjusted for the number of contract days in the MPS calendar compared to the number of CVA contract days.
- The new CVA teacher's full-time salary will be 90 percent of that adjusted salary. Part-time teacher salaries will be adjusted proportionally to the percentage of FTE of the position.
- Further adjustments in the positive direction may be made for new teachers in high-demand areas, those within two months of completing an advanced degree or other lane change, or other indication of exceptional education or experience. Adjustments in the negative direction may be made for non-licensed teachers or those hired under a variance, waiver or other special circumstances.

Salaries for new salaried employees other than teachers

- Salaries for new salaried employees other than teachers will be individually negotiated and will consider the training and experience of the hiree as well as the market rate for similar employees in similar schools.
- Positions in this category include the director, student services coordinator and technology coordinator.

Hourly rates for new hourly employees will be consistent with existing hourly employees, and may consider exceptional experience or training.

III Compensation Increase Pool

CVA strives to provide regular salary increases to offer competitive salary and benefits packages within its means. Annually, CVA will create a Compensation Increase Pool (CIP) based on available funds. The Compensation Increase Pool is made up of two components, one based on enrollment increases and the other based on state funding increases.

Component 1: Enrollment increases

- The baseline for the enrollment increase is the WADM on which that fiscal year's budget, fall revision, was based. The final WADM is the official WADM count generated by MDE in October of the following school year.
- 15 percent of the WADM-based general education revenue generated by the enrollment increase goes into the CIP.

Component 2: State funding increases

- In years when the legislature approves an increase in the state's general education funding for CVA, fifty percent of that increase shall go into the CIP.

CIP distribution:

CVA recognizes that every employee contributes to any enrollment increases or other successes the school experiences. All employees, therefore, share in the CIP. As a Q-Comp school, CVA must base at least 60 percent of any compensation increase for an individual teacher on that teacher's performance. No such statutory restrictions exist for non-teacher employees. However, CVA will follow the 60 percent guideline for all salaried employees.

CVA's teacher evaluation model ultimately evaluates teacher performance on a four-point rubric, identifying teacher performance as exemplary, effective, development needed and unsatisfactory. Similar evaluation models are under development for other CVA employee categories.

For full-time salaried employees:

- If rated exemplary: Employee receives a full share of the pool as a salary increase to take effect retroactively for the fiscal year.
- If rated effective: Employee receives 80 percent of a full share of the pool as a salary increase to take effect retroactively for the fiscal year.
- If rated development needed: Employee receives 40 percent of a full share of the pool as a salary increase to take effect retroactively for the fiscal year.
- If rated unsatisfactory: Employee receives no salary increase. Typically, employees rated unsatisfactory are not invited to return to CVA.

For full-time hourly employees:

- If rated exemplary: Employee receives a full share of the pool as a one-time bonus.
- If rated effective: Employee receives 80 percent of a full share of the pool as a one-time bonus.
- If rated development needed: Employee receives 40 percent of a full share of the pool as a one-time bonus.
- If rated unsatisfactory: Employee receives no salary increase or bonus. Typically, employees rated unsatisfactory are not invited to return to CVA.

Other considerations:

- Advanced degree achievement
 - Although CVA does not follow a strict steps & lanes approach, the school recognizes the value of continuing education for its employees. A teacher achieving an advanced degree while employed at CVA will receive a flat salary increase of up to \$2000, depending on that staff member's previous placement on the salary schedule. This increase requires that the degree be in a field related to the teacher's assignment and that the teacher had not previously received a compensation increase based on the degree.
- Hourly employees
 - Effective performance will result in a \$0.50/hour increase for the second year and a \$1.00/hour increase for the third year. Exemplary performance may result in accelerated increases based on the recommendation of the director and at the discretion of the school board.
- Calculating an FTE share of the CIP
 - One FTE share of the CIP is calculated by dividing the total CIP by the total staff FTE eligible to receive pay increases. Eligible staff include all those who returned to CVA or who were offered employment at CVA, even if they chose not to return. Staff members are not eligible for the increase in their first year of employment.
- Timing of the compensation increases
 - Because the amount of money in the CIP is dependent on the October 15 WADM for the previous school year, salary increases and one-time bonuses will be generated for the November 15 pay period. Salary increases are retroactive to the beginning of the contract year.

- Unused funds
 - Money allocated for the CIP but not earned remains in the general fund to be used as the school sees fit.

Nothing in this policy shall prevent the board from decreasing the salaries or rates of pay of one or more classifications of employees in order to maintain the financial health of the school.

122A.413 EDUCATIONAL IMPROVEMENT PLAN.

Subdivision 1. Qualifying plan.

A district or intermediate school district may develop an educational improvement plan for the purpose of qualifying for the alternative teacher professional pay system under section [122A.414](#). The plan must include measures for improving school district, intermediate school district, school site, teacher, and individual student performance.

Subd. 2. Plan components.

The educational improvement plan must be approved by the school board and have at least these elements:

- (1) assessment and evaluation tools to measure student performance and progress, including the academic literacy, oral academic language, and achievement of English learners, among other measures;
- (2) performance goals and benchmarks for improvement;
- (3) measures of student attendance and completion rates;
- (4) a rigorous research and practice-based professional development system, based on national and state standards of effective teaching practice applicable to all students including English learners with varied needs under section [124D.59, subdivisions 2](#) and 2a, and consistent with section [122A.60](#), that is aligned with educational improvement and designed to achieve ongoing and schoolwide progress and growth in teaching practice;
- (5) measures of student, family, and community involvement and satisfaction;
- (6) a data system about students and their academic progress that provides parents and the public with understandable information;
- (7) a teacher induction and mentoring program for probationary teachers that provides continuous learning and sustained teacher support; and
- (8) substantial participation by the exclusive representative of the teachers in developing the plan.

Subd. 3. School site accountability.

A district or intermediate school district that develops a plan under subdivisions 1 and 2 must ensure that each school site develops a board-approved educational improvement plan that is aligned with the district educational improvement plan under subdivision 2 and developed with the exclusive representative of the teachers. While a site plan must be consistent with the district educational improvement plan, it may establish performance goals and benchmarks that meet or exceed those of the district.

122A.414 Alternative teacher professional pay system. (Subd. 2)

- (a) To participate in this program, a school district, intermediate school district, school site, or charter school must have an educational improvement plan under section [122A.413](#) and an alternative teacher professional pay system agreement under paragraph (b). A charter school participant also must comply with subdivision 2a.
- (b) The alternative teacher professional pay system agreement must:

- (1) describe how teachers can achieve career advancement and additional compensation;
- (2) describe how the school district, intermediate school district, school site, or charter school will provide teachers with career advancement options that allow teachers to retain primary roles in student instruction and facilitate site-focused professional development that helps other teachers improve their skills;
- (3) reform the "steps and lanes" salary schedule, prevent any teacher's compensation paid before implementing the pay system from being reduced as a result of participating in this system, base at least 60 percent of any compensation increase on teacher performance using:
 - (i) schoolwide student achievement gains under section [120B.35](#) or locally selected standardized assessment outcomes, or both;
 - (ii) measures of student growth and literacy that may include value-added models or student learning goals, consistent with section [122A.40, subdivision 8, paragraph \(b\), clause \(9\)](#), or [122A.41, subdivision 5, paragraph \(b\), clause \(9\)](#), and other measures that include the academic literacy, oral academic language, and achievement of English learners under section [122A.40, subdivision 8, paragraph \(b\), clause \(10\)](#), or [122A.41, subdivision 5, paragraph \(b\), clause \(10\)](#); and
 - (iii) an objective evaluation program under section [122A.40, subdivision 8, paragraph \(b\), clause \(2\)](#), or [122A.41, subdivision 5, paragraph \(b\), clause \(2\)](#);
- (4) provide for participation in job-embedded learning opportunities such as professional learning communities to improve instructional skills and learning that are aligned with student needs under section [122A.413](#), consistent with the staff development plan under section [122A.60](#) and led during the school day by trained teacher leaders such as master or mentor teachers;
- (5) allow any teacher in a participating school district, intermediate school district, school site, or charter school that implements an alternative pay system to participate in that system without any quota or other limit; and
- (6) encourage collaboration rather than competition among teachers.