

NOTICE

**SCHOOL DISTRICT OF NEW GLARUS
BOARD OF EDUCATION
HANDBOOK & PERSONNEL COMMITTEE MEETING
MONDAY, FEBRUARY 22, 2016
HIGH SCHOOL CONFERENCE ROOM
6:15 PM**

AGENDA

- I. **CALL MEETING TO ORDER - MARY ANNE OEMICHEN**
- II. **SUPPORT STAFF PAID TIME OFF** 3
- III. **INCLEMENT WEATHER DAYS** 4
- IV. **JOB SHARE - MS/HS COUNSELOR** 5
- V. **JOB SHARE - GRADE 1 TEACHER**
- VI. **SCHOOL PSYCHOLOGIST - CONSIDER INCREASING FTE** 7
- VII. **INSTRUCTIONAL COACH** 8
- VIII. **TEACHER SALARIES** 13
- IX. **SUPPORT STAFF SALARIES** 15
- X. **SHORT AND LONG TERM DISABILITY**
- XI. **HEALTH AND DENTAL INSURANCE UPDATES**
- XII. **CLOSED SESSION: THE PERSONNEL AND POLICY COMMITTEE WILL ENTERTAIN A MOTION TO CONVENE IN CLOSED SESSION PURSUANT TO s. 19.85 (1) (c) and/or (f), WIS. STATS., AS APPROPRIATE, TO DISCUSS ADMINISTRATION SALARIES. THE COMMITTEE WILL PROPOSE RECOMMENDATIONS IN CLOSED SESSION. THEREAFTER, THE COMMITTEE WILL ENTERTAIN A MOTION TO RECONVENE INTO OPEN SESSION. THE COMMITTEE MAY TAKE FURTHER ACTION THAT IS NECESSARY AND APPROPRIATE. THE COMMITTEE WILL THEN ENTERTAIN A MOTION TO ADJOURN.**
- XIII. **ADJOURN**

POSTED :

NG HIGH SCHOOL
NG MIDDLE SCHOOL

PURSUANT TO APPLICABLE LAW, NOTICE IS HEREBY GIVEN THAT A QUORUM OR A MAJORITY OF THE NEW GLARUS SCHOOL DISTRICT BOARD MEMBERS MAY ATTEND THIS MEETING. INFORMATION PRESENTED AT THIS MEETING MAY HELP FORM THE RATIONALE BEHIND FUTURE ACTIONS THAT MAY BE TAKEN BY THE NEW GLARUS SCHOOL DISTRICT BOARD.

NG ELEMENTARY SCHOOL
NG POST OFFICE
BANK OF NEW GLARUS
UB&T BANK OF NEW GLARUS
ANCHOR BANK OF NEW GLARUS

PURSUANT TO APPLICABLE LAW, NOTICE IS HEREBY GIVEN THAT A QUORUM OR A MAJORITY OF THE NEW GLARUS SCHOOL DISTRICT BOARD MEMBERS MAY ATTEND THIS MEETING. INFORMATION PRESENTED AT THIS MEETING MAY HELP FORM THE RATIONALE BEHIND FUTURE ACTIONS THAT MAY BE TAKEN BY THE NEW GLARUS SCHOOL DISTRICT BOARD.

	Teachers	School Year	Year Round
Sick Leave	10	10	12 *
Personal Leave	3	3	3 *
Holidays	1	1	8 *
Sport Event Day	X	X	X
Comp Time		X	X
Vacation Accrual			X
Scheduled # Work Days	190	180	260
# Days off	14	14	23 *
% off to total days	7.4%	7.8%	8.8% *

9.06 Emergency School Closures

Teaching Staff:

In the event the District is closed or an individual building(s) is closed, full or partial day closures may be made up at the discretion of the District. The District shall, at a minimum make up all days/hours necessary to guarantee the receipt of state aids and/or necessary to meet the minimum annual school year requirements (days and hours) of the State of Wisconsin. Teachers shall not receive additional compensation in the event the District requires such day(s)/time to be made up with or without pupils.

Hourly Employees and Other Non-teaching Staff:

- A. All custodians are expected to report to work when school is closed due to inclement weather or situations beyond the control of the District, if at all possible. Secretarial Staff may be required to help with the school closing process. The employee's immediate supervisor will provide directives to the secretarial staff in such situations.
- B. All other employees shall not report to work on days when the school to which they are assigned is closed due to inclement weather or situations beyond the control of the District. Any employee not at work when school is closed for an emergency shall not be paid for that day. If the day is not rescheduled, the employee may elect one of the options listed below in Section 9.07. Employees shall be required to make days up in the event that the District schedules make-up days.
- C. If employees report to work and a decision to close schools is made after that time, those employees will be paid only for the actual hours worked on such day.
- D. The hourly employee (non-teaching staff) may select one of the following options if the District does not reschedule the day/time:
 - a. The employee may elect to not be compensated for the day/time school was closed.
 - b. The employee may elect to use compensatory time off, vacation, ~~or~~ personal leave time, or sick leave time if available.

The employee must enter their time off by the next school day after the school closing if they wish to elect to take one of the approved time-off choices available.



School District of New Glarus

P. O. Box 7
1701 Second Street
New Glarus, WI 53574

District: (608) 527-2410
Fax: (608) 527-5101
www.ngsd.k12.wi.us

January 22, 2016

Dr. Thayer, Jeff Eichelkraut, and the New Glarus School District Board of Education:

I am interested in Job Sharing in reference to Section 3 – Teacher Assignments, Vacancies and Transfers 3.05 in our employee handbook. I am requesting to reduce my FTE to 80% for the 2016-2017 school year so that I can have one day a week at home with my son. I have enjoyed working full-time for the school district for the past five and a half years but I know that I can continue my performance and commitment to our students with an extra day at home.

I am proposing to start working Mondays, Tuesdays, Thursdays and Fridays beginning in August of 2016. I know that the initial concern for this proposal is finding someone that is competent and dependable for a 20% position, however my long-term substitute, Laurie Plourde, is very interested so we already have one excellent candidate.

The school counselor duties will be fully covered in the following ways:

- Students will have access to a committed, proven, known counselor every day of the week.
- I will continue to provide all of the programming that I have currently been providing, including helping with college applications, sending high school transcripts, coordinating local scholarships and Senior Awards Night, high school scheduling, AP testing, Financial Aid Night, 8th grade transitioning to high school, PBIS Tier 2 Academic and Attendance Coaching, ACT Prep Course, Nursing Assistant Program, etc.
- The 20% FTE will be able to focus their efforts on the middle school to expand programming opportunities for 7th and 8th grade students. In addition, they can tackle a couple of the high school responsibilities as detailed in the attached proposal.
- I am committed to being as focused on what is best for the district and our students as I have been during my past five and a half years of employment.

I am happy to discuss this matter more fully and am willing to discuss possible alternatives to the arrangements I have outlined. I hope that my performance during my years of employment with the New Glarus School District reflects how much I care about the students, about my position, and about this district, and will serve as proof that I am committed to making sure that this arrangement works effectively for all involved.

I look forward to hearing back from you.

Sincerely,

Brittany Meoska
School Counselor

Proposal for 2016-2017 School Year

My Duties – 80% - Here Monday, Tuesday, Thursday, Friday

- College Applications
 - Transcripts
 - Local Scholarship Coordination
 - Senior Awards Night
 - Scheduling
 - Work with Eich to build schedule
 - Update Course Handbook
 - Communicate to families regarding scheduling and course handbook
 - Schedule incoming freshmen individually
 - Skyward Set-Up of Courses
 - Set-Up for students to actually schedule themselves
 - Coordination and organization for students to learn how to schedule themselves
 - 8th Grade Transitioning to High School – Go into 8th Grade Careers
 - PBIS Tier 2 Coordination
 - AP Planning – Complete course audit every year, complete yearly paperwork that ensures we can continue to offer AP courses
 - Coordinate Nursing Assistant Program
 - Coordinate ACT Prep Course
 - New Student Luncheon – HS
 - Keep all additional scholarship information updated on my website
 - Responsive Services at Middle and High School Level M/T/Tr/F
 - Etc.
-

Laurie's Duties – 20% - Here on Wednesdays

- Programming at Middle School Level
 - Mix-It-Up At Lunch – Middle School
 - Bullying Presentations – Middle School
 - New Student Luncheon – Middle School
 - 7th Grade Careers – New ACP Requirement
 - 8th Grade Careers – I would come in to talk about HS and transitioning, credits, requirements, scheduling, etc., but Laurie could do the actual career portion of the class
 - MS Personal/Social Individual Concerns
 - MS Academic Coach
- Programming at High School Level
 - PSAT Coordination and Proctoring
 - Assist with Junior Meetings on Wednesdays
 - Coordinate AP Testing
 - Survey students to see how many exams of each to order
 - Order exams
 - Schedule AP testing site
 - Proctor on Wednesdays (I would proctor the other days)
- Responsive services at both Middle and High School Levels on Wednesdays

PROPOSAL TO INCREASE SCHOOL PSYCHOLOGIST 10%

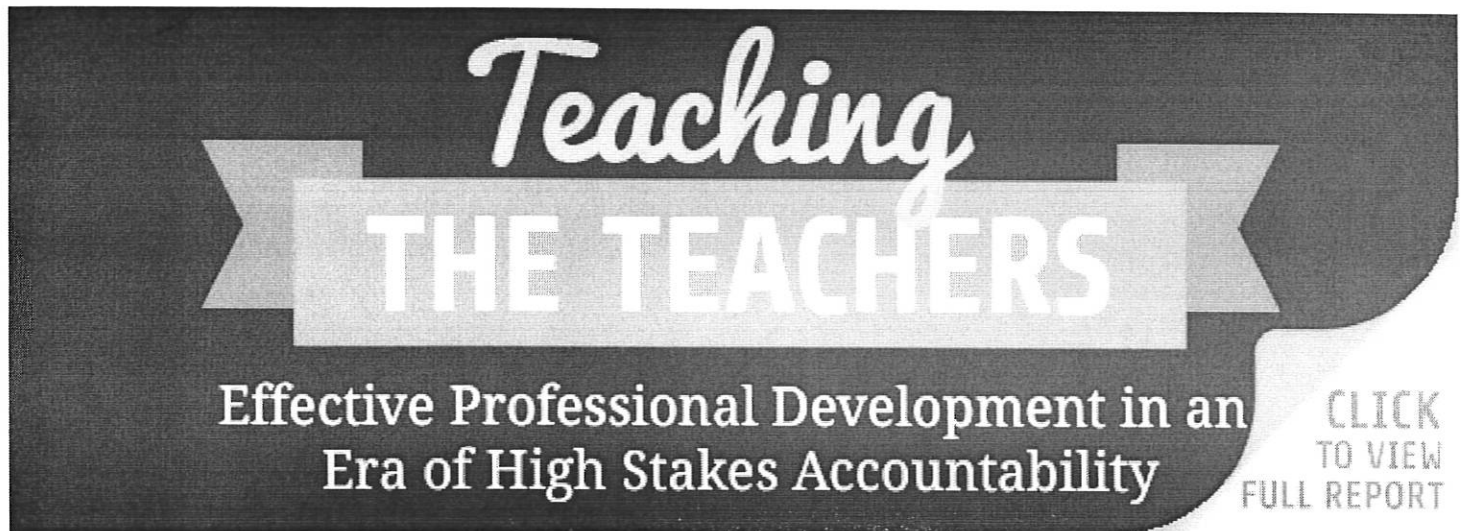
Current @ 70%

		Salary	WRS	LTD	SS	CIL	Total
Jane O'Brien	70%	44,100	2,911	-	3,374	-	50,384

Proposed @ 80%

		Salary	WRS	LTD	SS	CIL	Total
Jane O'Brien	80%	50,400	3,326	171	3,856	2,400	60,153

Teaching the Teachers: At a Glance



With 46 states and the District of Columbia climbing on board, the looming Common Core State Standards are shaping up to be one of the largest educational reforms in recent history. The academic benchmarks for math and English Language Arts represent a retreat from the traditional rote, fact-based style of instruction toward teaching that fosters critical thinking and problem solving among students. But research shows that teaching for critical thought isn't widespread in our classrooms (Nystrand and Gamoran, 1991; Nystrand et al., 1999; Kane and Stainger, 2012). Meeting the demands of the Common Core means teaching teachers new approaches to instruction; in other words, reform demands effective professional development.

Recent education reforms have urged teachers to foster collaboration, debate and reflection among students, in order to develop cognitive processes like those called for in the new standards. Ironically, districts rarely apply these same learning techniques to developing teachers. At the same time, teacher's performance is increasingly tied to their students. This is a disparity that must be corrected.

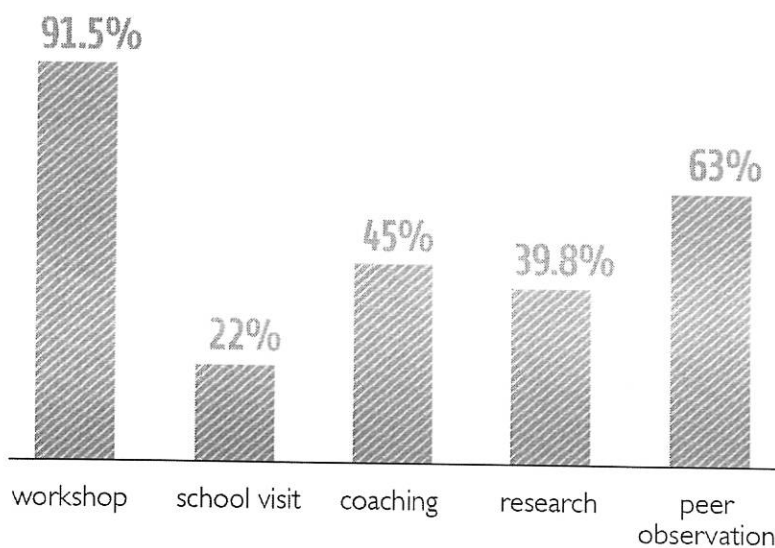
Professional development can no longer just be about exposing teachers to a concept in a one-time workshop, or giving teachers basic knowledge about a teaching methodology. Instead, professional development in an era of accountability requires a fundamental change in a teacher's practice that leads to increases in student learning in the classroom.

Effective Professional Development

In order to use professional development as a vehicle for improvement, districts need to know how teachers learn new skills. Districts have typically assumed teacher learning is straightforward, with teachers merely needing to be presented with information about effective teaching strategies. But research suggests teachers' learning process is more complex than that.

- **Most teachers only experience traditional, workshop-based professional development, even though research shows it is ineffective.** Over 90 percent of teachers participate in workshop-style training sessions during a school year (Darling-Hammond et al., 2009). This stands in stark contrast to teachers' minimal exposure to other forms of professional development (Darling-Hammond et al., 2009). Despite its prevalence, the workshop model's track record for changing teachers' practice and student achievement is abysmal. Short, one-shot workshops often don't change teacher practice and have no effect on student achievement (Yoon et al, 2007; Bush, 1984).

Types of Professional Development Provided to Teachers the Previous Year



SOURCE: Darling-Hammond et al., 2009

- The largest struggle for teachers is not learning new approaches to teaching but implementing them.** The reason traditional professional development is ineffective is that it doesn't support teachers during the stage of learning with the steepest learning curve: implementation. In the same way that riding a bike is more difficult than learning about riding a bike, employing a teaching strategy in the classroom is more difficult than learning the strategy itself. In several case studies, even experienced teachers struggled with a new instructional technique in the beginning (Ermeling, 2010; Joyce and Showers, 1982). In fact, studies have shown it takes, on average, 20 separate instances of practice, before a teacher has mastered a new skill, with that number increasing along with the complexity of the skill (Joyce and Showers, 2002).
- In order to truly change practices, professional development should occur over time and preferably be ongoing.** During the implementation stage, initial attempts to use a new teaching strategy are almost certain to be met with failure, and mastery comes only as a result of continuous practice despite awkward performance and frustration in the early stages. Without support during this phase, it is highly unlikely that teachers will persevere with the newly learned strategy. Research bears this out. When professional development merely describes a skill to teachers, only 10 percent can transfer it to their practice; however, when teachers are coached through the awkward phase of implementation, 95 percent can transfer the skill (Bush, 1984; Truesdale, 2003). Therefore, if districts want real changes in teaching practice, they have to provide ample and ongoing support during implementation. Studies show that effective professional development programs require anywhere from 50 to 80 hours of instruction, practice, and coaching before teachers arrive at mastery (French, 1997; Banilower, 2002; Yoon et al., 2007).
- Coaches/mentors are found to be highly effective in helping teachers implement a new skill.** In coaching, teachers work with a master educator before, during and after a lesson, getting feedback on their implementation of a newly learned teaching skill. Numerous studies have shown coaching to be successful at changing teacher practice and improving student learning (Showers, 1984; Slinger, 2004; Knight 2007; Batt, 2009; Stephens et al., 2007; Knight and Cornett, 2009). Before coaching, however, teachers need to get a solid foundation of knowledge about the teaching strategy. This presentation of knowledge should be active, not passive (Roy, 2005; Richardson, 1998). Further, modeling by the coaches has been shown to be very effective at helping teachers grasp a new teaching approach before they attempt implementation (Roy, 2005; Goldberg, 2002; Rice, 2001; Black, 1998; Licklider, 1997).
- Professional development is best delivered in the context of the teacher's subject area.** Regardless of whether teachers are working with coaches or in professional learning communities, teachers need to be working

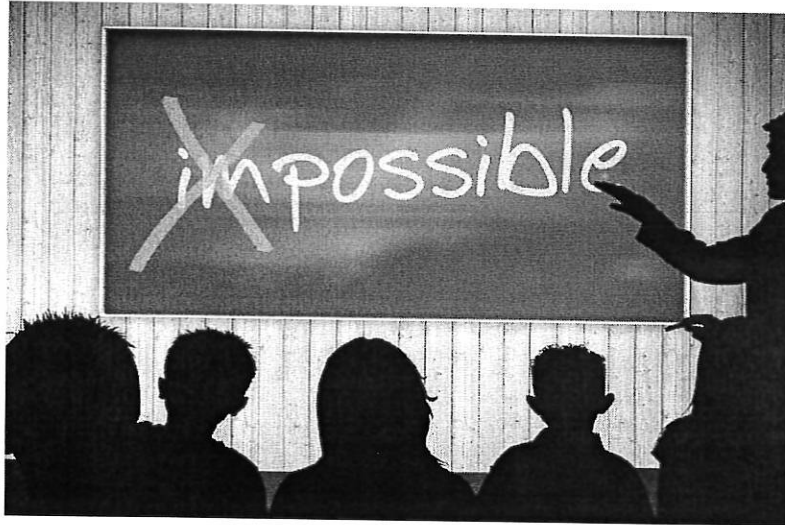
with the content they teach. Teachers don't find professional development on generic topics useful (Peery, 2002; Redding and Kamm, 1999; Dunn and Dunn, 1998). However, professional development that focuses on teachers analyzing the specific skill and concept they'll teach in their discipline is not only well-received by teachers, but has also been shown to improve both teacher practice and student learning (Bland de la Alas and Smith, 2007; Carpenter et al., 1989; Cohen and Hill, 2001; Lieberman and Wood, 2001; Merek and Methven, 1991; Saxe, Gearhart, and Nasir, 2001; Wenglinsky, 2000; McGill-Franzen et al., 1999; Darling-Hammond et al., 2009).

- **Research on effective critical thinking strategies is lacking, but teachers don't have to wait and can lead the way by establishing professional learning communities.** While there are several research-backed instructional strategies, the research base is still in its infancy. Therefore, schools need teachers to not just be implementers of effective teaching strategies, but also innovators of strategies that foster critical thinking. Many schools have done this through professional learning communities, communities of teachers in the same content area who create instructional innovations, support each other during the implementation stage, and reflect on the results. In essence, the community of teachers serves as coaches for each other. Research shows that effective professional learning communities can change teacher practice and increase student achievement (Dunne et al., 2000; Rosenholtz, 1989; Lous and Marks, 1998; Little, 1982; Wiley, 2002). In addition, several studies have found that student achievement is higher in schools with strong professional communities, where collective responsibility, collaboration and collegiality among teachers are fostered (Little, 1982; Newmann and Wehlage, 1995; Louis et al., 1996).

Education Week's blogs > Finding Common Ground

Why Do Teachers Need Instructional Coaches?

By Peter DeWitt on February 9, 2016 5:30 AM



When I was a long distance runner...40 pounds ago...I had four coaches over a span of 12 years who had an enormous impact on my success as a runner. Keep in mind that success is a relative term because I was not going to the Olympic trials or anything. Pat Sweeney and Bob Underwood coached me together while I was in high school, Ron Mulson was known as *coach* while I attended Hudson Valley Community College, and JR Gage was my coach while I attended the College of Saint Rose.

At different times in my athletic career, these coaches helped me lower my arms to be more efficient, lengthen my stride, increase my strength on hills, and helped me drop my times at every distance from the mile to 10 miles. Running, for better or worse, was a focal point in my life.

And then something happened.

I started running and training by myself after I finished college because I thought I could do it all by myself, and certainly couldn't afford a private coach. I found that, not only couldn't I do it on my own, I ended up hurting myself in the process to the point that I cannot run anymore.

What does this have to do with teaching? As teachers, we spend an enormous amount of time on our own in our classrooms. Actually, let me correct that. We spend a lot of time with our students, and we are often the only adults. Many of us prefer to work without adults around.

When we spend a lot of time as the only adults in the classroom we often engage in activities that we think are really successful. How couldn't they be? We created most of them! But, I often think that we may not be as successful as we think we are. Kind of like our first year as teachers.

Do you remember your first year?

Keeping Our Heads Above Water

Most teachers and leaders would agree that we all are lifelong learners, but that was easier to admit in our first year of teaching. As a first year teacher I had so much to learn. I had to learn how to talk with parents without seeming like I was a "*know it all*" young guy. At that time in my life all the parents were older than me, so I struggled with what I could tell them about child behavior. Sure, I had a masters degree in educational psychology, but I didn't have children of my own, nor did I have much experience with students. I was learning on the job.

Then there were times when I had to learn how to get along with colleagues, which included my administrators. In many schools there is a big difference in age between the youngest teachers and the oldest...most veteran, which is why the **multi-generational work of Jen Abrams** is so important. Abrams' work should be a required reading in all pre-service teaching programs.

And finally, and most importantly, my learning revolved around helping students in the classroom learn. Figuring out how to get the most struggling learners to find success is not easy. Every struggling learner is like a puzzle that we have to figure out, so we can then help them to help themselves. When I was a young teacher I didn't always do a good job of that. I wish I could go back and undo some of the things that I did.

Truth be told, it didn't matter what stage of my career I was in as a teacher or a school leader, I could have always done better. There are http://blogs.edweek.org/edweek/finding_common_ground/2016/02/why_do_teachers_need_instructional_coaches.html?print=1

always issues we do not see, which **Otto Scharmer refers to as blind spots**. Whether it's student learning, teacher instruction, or classroom management, we all can learn how to be better.

And when we do it with a partner, we can retain so much of what we learned, so we can use it again in the future.

Instructional Coaching

According to **Jim Knight**, someone I work with as an instructional coaching trainer, up to 90% of what teachers learn alongside coaches will be retained. This means, that unlike traditional professional development where Knight's research shows that teachers lose 90% of what they learn, coaching can provide an enormous impact.

Knight's work is highly respected, and is highly respectful of teachers. Instructional coaching, in Knight's research and philosophy, is about working in partnership with teachers where the learning is reciprocal on the part of the teacher and coach. After all, we can learn a lot from one another.

In order for coaching to work properly, the school has to have a climate conducive to learning, which means that there needs to be a balance between risk-taking and rule following. It also means that teachers need to be able to trust that the coaching-teaching relationship will be confidential, something Knight believes both parties should come to an agreement on before the coaching relationship even begins.

And lastly, coaches cannot be used by school leaders as compliance officers (**something I wrote about here**) to make sure that all teachers are keeping pace with their grade level peers, and when they're not, are told on by the coaches.

In the End

Perhaps it's due to the fact that I had great coaches who helped me increase my success as a runner that I have been so on board with instructional coaching. Or, maybe it's due to the fact that I never have, and never will, believe I know it all as a teacher or leader.

Working with an instructional coach doesn't mean that teachers are weak, it actually shows how strong they are because they believe they can always get better. Great instructional coaches that have an impact on teaching and learning in the classroom learn as much from the teacher they work with as the teacher learns from the coach.

Connect with Peter on Twitter.

Creative Commons photo courtesy of Geralt.

Categories: Classroom Environment Collaborative Leadership Educational Leadership Instructional Coaching

Tags: Hudson Valley Community College Instructional Coaching Jen Abrams Jim Knight The College of Saint Rose

New Glarus Teacher Salary Grid 2016-17 - Proposed

Level	Lane BA	MA
	<i>1,250</i>	<i>4,000</i>
1	36,750	40,750
2	38,000	42,000
3	39,250	43,250
4	40,500	44,500
5	41,750	45,750
6	43,000	47,000
7	44,250	48,250
8	45,500	49,500
9	46,750	50,750
10	48,000	52,000
11	49,250	53,250
12	50,500	54,500
13	51,750	55,750
14	53,000	57,000
15	54,250	58,250
16	55,500	59,500
17		60,750
18		62,000
19		63,250

Permanent Add On's:

- \$ 1,000 Per completion of approved Project Lead the Way Course
- \$ 1,000 Wisconsin DPI Reading Certification (316 / 317)
- \$ 5,000 National Board Certification

****Maximum increase in pay on the Teacher Salary Grid is \$2500**

New Glarus Teacher Salary Grid 2015-16 - Final

Level	Lane BA	MA
	<i>1,250</i>	<i>4,000</i>
1	36,500	40,500
2	37,750	41,750
3	39,000	43,000
4	40,250	44,250
5	41,500	45,500
6	42,750	46,750
7	44,000	48,000
8	45,250	49,250
9	46,500	50,500
10	47,750	51,750
11	49,000	53,000
12	50,250	54,250
13	51,500	55,500
14	52,750	56,750
15	54,000	58,000
16		59,250
17		60,500
18		61,750
19		63,000

Permanent Add On's:

- \$ 1,000 Per completion of approved Project Lead the Way Course
- \$ 1,000 Wisconsin DPI Reading Certification (316 / 317)
- \$ 5,000 National Board Certification

****Maximum increase in pay on the Teacher Salary Grid is \$2000 excluding those being increased to meet the Level 1 base pay.**

HOURLY POSITIONS WAGE CHART FOR 2016-17 PROPOSED

\$ 0.30

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Secretary 1 (head building)	\$ 15.35	\$ 15.65	\$ 15.95	\$ 16.25	\$ 16.55	\$ 16.85	\$ 17.15	\$ 17.45
Secretary 1 (head building) Grandfathered positions only	\$ 16.05	\$ 16.35	\$ 16.65	\$ 16.95	\$ 17.25	\$ 17.55	\$ 17.85	\$ 18.15
Secretary 2 (asst building, transp)	\$ 13.22	\$ 13.52	\$ 13.82	\$ 14.12	\$ 14.42	\$ 14.72	\$ 15.02	\$ 15.32
Teaching Asst / 4K Asst	\$ 12.24	\$ 12.54	\$ 12.84	\$ 13.14	\$ 13.44	\$ 13.74	\$ 14.04	\$ 14.34
Supervision Asst (recess, lunch)	\$ 10.25	\$ 10.55	\$ 10.85	\$ 11.15	\$ 11.45	\$ 11.75	\$ 12.05	\$ 12.35
Spec Ed Asst/Title 1 Asst	\$ 12.59	\$ 12.89	\$ 13.19	\$ 13.49	\$ 13.79	\$ 14.09	\$ 14.39	\$ 14.69
Cook	\$ 12.42	\$ 12.72	\$ 13.02	\$ 13.32	\$ 13.62	\$ 13.92	\$ 14.22	\$ 14.52
Custodial Asst	\$ 10.25	\$ 10.55	\$ 10.85	\$ 11.15	\$ 11.45	\$ 11.75	\$ 12.05	\$ 12.35
Custodial	\$ 13.58	\$ 13.88	\$ 14.18	\$ 14.48	\$ 14.78	\$ 15.08	\$ 15.38	\$ 15.68
Maintenance	\$ 16.18	\$ 16.48	\$ 16.78	\$ 17.08	\$ 17.38	\$ 17.68	\$ 17.98	\$ 18.28
Van Driver Hourly	\$ 14.30							
Bus Hourly	\$ 15.55							
Bus Route Driver (AM/PM) 1.5 hr	\$ 27.34	Route						
	\$ 18.22	Hourly						
Nurse	\$ 23.30	\$ 23.60	\$ 23.90	\$ 24.20	\$ 24.50	\$ 24.80	\$ 25.10	\$ 25.40
Administrative Asst Superintendent	\$ 16.27	\$ 16.57	\$ 16.87	\$ 17.17	\$ 17.47	\$ 17.77	\$ 18.07	\$ 18.37
Help Desk Coordinator	\$ 14.37	\$ 14.67	\$ 14.97	\$ 15.27	\$ 15.57	\$ 15.87	\$ 16.17	\$ 16.47
Data Info Specialist / Secr 2	\$ 15.35	\$ 15.65	\$ 15.95	\$ 16.25	\$ 16.55	\$ 16.85	\$ 17.15	\$ 17.45

HOURLY POSITIONS WAGE CHART FOR 2015-16

\$ 0.30

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Secretary 1 (head building)	\$ 15.10	\$ 15.40	\$ 15.70	\$ 16.00	\$ 16.30	\$ 16.60	\$ 16.90	\$ 17.20
Secretary 1 (head building) Grandfathered positions only	\$ 15.80	\$ 16.10	\$ 16.40	\$ 16.70	\$ 17.00	\$ 17.30	\$ 17.60	\$ 17.90
Secretary 2 (asst building, transp)	\$ 12.97	\$ 13.27	\$ 13.57	\$ 13.87	\$ 14.17	\$ 14.47	\$ 14.77	\$ 15.07
Teaching Asst / 4K Asst	\$ 11.99	\$ 12.29	\$ 12.59	\$ 12.89	\$ 13.19	\$ 13.49	\$ 13.79	\$ 14.09
Supervision Asst (recess, lunch)	\$ 10.00	\$ 10.30	\$ 10.60	\$ 10.90	\$ 11.20	\$ 11.50	\$ 11.80	\$ 12.10
Spec Ed Asst/Title 1 Asst	\$ 12.34	\$ 12.64	\$ 12.94	\$ 13.24	\$ 13.54	\$ 13.84	\$ 14.14	\$ 14.44
Cook	\$ 12.17	\$ 12.47	\$ 12.77	\$ 13.07	\$ 13.37	\$ 13.67	\$ 13.97	\$ 14.27
Custodial Asst	\$ 10.00	\$ 10.30	\$ 10.60	\$ 10.90	\$ 11.20	\$ 11.50	\$ 11.80	\$ 12.10
Custodial	\$ 13.33	\$ 13.63	\$ 13.93	\$ 14.23	\$ 14.53	\$ 14.83	\$ 15.13	\$ 15.43
Maintenance	\$ 15.93	\$ 16.23	\$ 16.53	\$ 16.83	\$ 17.13	\$ 17.43	\$ 17.73	\$ 18.03
Van Driver Hourly	\$ 13.75							
Bus Hourly	\$ 15.00							
Bus Route Driver (AM/PM) 1.5 hr	\$ 26.51	Route						
	\$ 17.67	Hourly						
Nurse	\$ 23.05	\$ 23.35	\$ 23.65	\$ 23.95	\$ 24.25	\$ 24.55	\$ 24.85	\$ 25.15
Administrative Asst Superintendent	\$ 16.02	\$ 16.32	\$ 16.62	\$ 16.92	\$ 17.22	\$ 17.52	\$ 17.82	\$ 18.12
Help Desk Coordinator	\$ 14.12	\$ 14.42	\$ 14.72	\$ 15.02	\$ 15.32	\$ 15.62	\$ 15.92	\$ 16.22
Data Info Specialist / Sec 2	\$ 15.10	\$ 15.40	\$ 15.70	\$ 16.00	\$ 16.30	\$ 16.60	\$ 16.90	\$ 17.20