

CLASSIFICATION AND COMPENSATION STUDY

HORRY COUNTY SCHOOLS, SC

April 12th, 2018

**FINAL
PUBLIC REPORT**

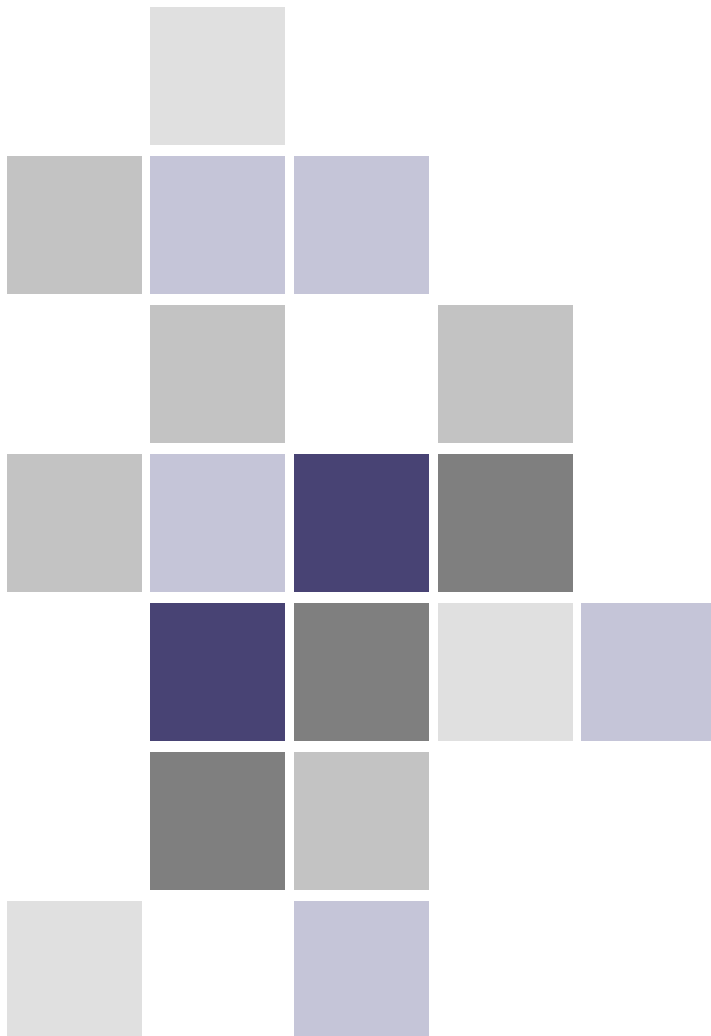


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CHAPTER I. INTRODUCTION

I.I BACKGROUND

Horry County Schools (Horry) contracted with MGT Consulting Group (MGT) in July 2017 to conduct a Compensation and Classification Study of the District's teaching and non-teaching positions, as well as supplemental pay and benefits.

The recommendations provided in this report will assist Horry in continuing to operate as efficiently as possible while establishing salary competitiveness benchmarks in the labor markets in which the District competes. Horry desires to compensate its employees fairly and at rates consistent with job content, scope, responsibility, its peers, and other appropriate compensable factors.

To accomplish the District's goals, MGT's study included:

- A review of the District's current salary schedules, organizational charts, and job descriptions.
- A review of the data gathered through MGT's Management Issues Paper (MIP) survey completed by supervisors to identify concerns regarding position levels and descriptions.
- A review of the data gathered through MGT's Job Content Questionnaire (JCQ) for selected positions to collect information on a classification's current educational requirements, Fair Labor Standards Act (FLSA)/Americans with Disabilities Act (ADA), internal and external relationships, and job responsibilities and duties.
- An evaluation of jobs based on the nature of work and the job task assignments for each position.
- A review and comparison of salary data from comparable entities (as approved by Horry).
- The development of an updated compensation system based upon relevant market comparisons.
- A summary of strategies to implement the competitive compensation structure.

We appreciate the cooperation of the District's leadership, employees, and supervisors who assisted in the development of job information for this study.

I.2 CURRENT STATE

Horry is a county-wide school system encompassing 52 schools in the attendance areas of Myrtle Beach, Carolina Forest, Conway, Socastee, North Myrtle Beach, Loris, Aynor, Green Sea Floyds, and St. James. During the 2017-18 school year, five new schools are also opening. The composition of the District includes the following schools shown in **Exhibit 1-1**:

EXHIBIT 1-1: NUMBER OF HORRY SCHOOLS BY TYPE

NUMBER OF SCHOOLS	
PRIMARY/ELEMENTARY	27
MIDDLE	11
HIGH	10
ACADEMICS	3
ALTERNATIVE SCHOOL (GRADES 6-12)	1
CHARTER	4

Source: Horry County School District's website, 2017.

Over 44,000 students and 5,500 employees comprise the third largest school district in the state. Horry is the largest employer in the county. The Horry classification structure includes approximately 461 job titles.

The overall financial performance of Horry County itself is strong and reflects continuously strong financial performance. The economy is generally tourism-based, which can be volatile. Like other tourism economies, infrastructure is historically largely focused on a visitor base. Economic diversification has become evident although tourism and related retail sectors are expected to continue to anchor the county's economy. These observations are made based upon published data in *Business Wire (2010)*, Fitch bond ratings.

According to a report from WMBF News (2014), there will likely continue to be an increased need for teachers in Horry County, which has seen significant student population growth. Recruiting math and science teachers remains a key challenge for most schools.

A key statewide issue was identified as not only hiring teachers, but giving them enough incentives to stay in the county. The report indicated that South Carolina public schools have about 4,000 teachers who leave the field each year and new teachers only replace half of that number. Incentives suggestions include increasing teacher pay and strengthening student loan programs to encourage more students to become teachers in the state.

The District currently uses multiple employee salary matrices composed of a step and grade compensation system. The step system is a tenured based merit system generally defined by the level of responsibilities performed within the job description, the authority exercised by the position, and the length of time the employee has performed the job. For purposes of pay schedule placement, Horry uses the following guidelines:

Teachers:

Grade 28 – Bachelor’s Degree
Grade 29 – Bachelor’s Degree + 18 hours
Grade 31 – Master’s Degree
Grade 32 – Master’s Degree + 30 hours
Grade 35 – Doctorate

Non-Teaching Professionals: All non-teaching professionals are placed on grades 24-27, grade 30, grades 33-34, and grades 36-40. The Board approved a \$300 per month supplement for any non-teaching professional that has obtained a doctorate degree.

Support Staff: All support staff are placed on grades 15-23.

Horry schedule placement guidelines provide that, to obtain the highest level of accuracy, each existing employee receives written notification around the time of their first check of the contract year stating their placement on the salary scale. Information concerning an individual’s placement on the scale is not handled over the phone.

Teachers. There is currently a 27-step structure for teaching staff, with rates within each step for degree attainment. The current teacher salary schedule is provided in **Exhibit 1-2**.

EXHIBIT 1-2: TEACHER SALARY SCHEDULE FOR 2017-18

Step	Bachelor		Bachelor +18		Masters		Masters +30		Doctorate	
	Grade 28		Grade 29		Grade 31		Grade 32		Grade 35	
	Daily	Annual	Daily	Annual	Daily	Annual	Daily	Annual	Daily	Annual
0	189.53	36,010.70	198.30	37,677.00	218.23	41,463.70	222.97	42,364.30	239.92	45,584.80
1	193.34	36,734.60	202.28	38,433.20	222.60	42,294.00	227.44	43,213.60	245.47	46,639.30
2	197.19	37,466.10	206.32	39,200.80	227.05	43,139.50	231.99	44,078.10	251.09	47,707.10
3	201.13	38,214.70	210.45	39,985.50	231.59	44,002.10	236.63	44,959.70	256.78	48,788.20
4	205.16	38,980.40	214.66	40,785.40	236.21	44,879.90	241.36	45,858.40	262.55	49,884.50
5	209.27	39,761.30	218.95	41,600.50	240.93	45,776.70	246.18	46,774.20	268.37	50,990.30
6	213.45	40,555.50	223.33	42,432.70	245.76	46,694.40	251.10	47,709.00	274.26	52,109.40
7	217.72	41,366.80	227.79	43,280.10	250.67	47,627.30	256.13	48,664.70	280.22	53,241.80
8	222.07	42,193.30	232.35	44,146.50	255.69	48,581.10	261.25	49,637.50	286.26	54,389.40
9	226.51	43,036.90	237.00	45,030.00	260.80	49,552.00	266.48	50,631.20	292.38	55,552.20
10	231.04	43,897.60	241.74	45,930.60	266.02	50,543.80	271.81	51,643.90	298.58	56,730.20
11	235.67	44,777.30	246.57	46,848.30	271.34	51,554.60	277.25	52,677.50	304.83	57,917.70
12	240.38	45,672.20	251.51	47,786.90	276.77	52,586.30	282.79	53,730.10	311.20	59,128.00
13	245.18	46,584.20	256.53	48,740.70	282.30	53,637.00	288.44	54,803.60	317.61	60,345.90
14	250.09	47,517.10	261.66	49,715.40	287.94	54,708.60	294.21	55,899.90	324.12	61,582.80
15	255.09	48,467.10	266.89	50,709.10	293.71	55,804.90	300.10	57,019.00	330.71	62,834.90
16	260.20	49,438.00	272.24	51,725.60	299.57	56,918.30	306.10	58,159.00	337.38	64,102.20
17	265.40	50,426.00	277.68	52,759.20	305.56	58,056.40	312.21	59,319.90	344.16	65,390.40
18	270.71	51,434.90	283.24	53,815.60	311.67	59,217.30	318.46	60,507.40	351.01	66,691.90
19	276.12	52,462.80	288.90	54,891.00	317.91	60,402.90	324.84	61,719.60	357.96	68,012.40
20	281.64	53,511.60	294.67	55,987.30	324.27	61,611.30	331.33	62,952.70	364.99	69,348.10
21	287.27	54,581.30	300.56	57,106.40	330.75	62,842.50	337.96	64,211.40	372.63	70,799.70
22	293.01	55,671.90	306.58	58,250.20	337.37	64,100.30	344.72	65,496.80	381.04	72,397.60
23	298.89	56,789.10	312.71	59,414.90	344.12	65,382.80	351.60	66,804.00	388.40	73,796.00
24	304.85	57,921.50	318.97	60,604.30	351.00	66,690.00	358.64	68,141.60	396.03	75,245.70
25	310.95	59,080.50	325.35	61,816.50	358.02	68,023.80	365.81	69,503.90	404.69	76,891.10
26	317.17	60,262.30	331.85	63,051.50	365.19	69,386.10	373.13	70,894.70	410.01	77,901.90
27	323.52	61,468.80	338.48	64,311.20	372.49	70,773.10	380.58	72,310.20	415.79	79,000.10

Source: Horry County School District Human Resources, 2017.

Non-Teaching Staff. There is currently a 27-step structure for non-teaching professional staff, with 12 grades within each step (Grades 24-40). The non-teaching professional salary schedule is provided in **Exhibit 1-3**.

EXHIBIT 1-3: NON-TEACHING PROFESSIONAL SALARY SCHEDULE FOR 2017-18 - DAILY RATES

Step	Grade 24	Grade 25	Grade 26	Grade 27	Grade 30	Grade 33	Grade 34	Grade 36	Grade 37	Grade 38	Grade 39	Grade 40
0	149.71	157.20	170.55	184.38	202.02	222.43	234.66	244.77	256.83	269.68	283.17	297.32
1	152.68	160.34	173.94	188.04	206.04	226.87	239.31	249.67	261.94	275.04	288.79	303.22
2	155.71	163.54	177.40	191.77	210.15	231.40	244.06	254.65	267.15	280.51	294.52	309.24
3	158.80	166.80	180.92	195.57	214.33	236.03	248.90	259.74	272.46	286.09	300.36	315.37
4	161.96	170.13	184.51	199.46	218.60	240.74	253.83	264.93	277.88	291.78	306.32	321.63
5	165.18	173.53	188.18	203.42	222.95	245.55	258.87	270.22	283.41	297.58	312.40	328.02
6	168.45	176.99	191.92	207.45	227.39	250.46	264.00	275.62	289.04	303.50	318.60	334.53
7	171.79	180.52	195.73	211.57	231.92	255.46	269.24	281.13	294.79	309.54	324.93	341.17
8	175.20	184.12	199.62	215.77	236.54	260.57	274.58	286.74	300.66	315.70	331.38	347.94
9	178.68	187.80	203.58	220.06	241.25	265.77	280.02	292.47	306.64	321.97	337.95	354.84
10	182.23	191.55	207.62	224.42	246.05	271.08	285.57	298.32	312.73	328.38	344.65	361.89
11	185.84	195.37	211.75	228.88	250.96	276.50	291.24	304.28	318.95	334.91	351.50	369.07
12	189.53	199.27	215.95	233.42	255.95	282.02	297.01	310.35	325.30	341.57	358.48	376.39
13	193.29	203.24	220.24	238.06	261.05	287.66	302.90	316.56	331.77	348.37	365.59	383.86
14	197.12	207.30	224.62	242.78	266.25	293.41	308.91	322.88	338.37	355.29	372.85	391.48
15	201.04	211.43	229.08	247.60	271.55	299.27	315.03	329.33	345.09	362.36	380.25	399.25
16	205.03	215.65	233.63	252.52	276.96	305.25	321.28	335.91	351.96	369.57	387.79	407.18
17	209.10	219.96	238.27	257.53	282.48	311.35	327.65	342.62	358.96	376.92	395.49	415.26
18	213.25	224.35	243.00	262.64	288.10	317.57	334.15	349.47	366.09	384.42	403.34	423.50
19	217.48	228.82	247.83	267.85	293.84	323.91	340.78	356.45	373.38	392.06	411.34	431.91
20	221.80	233.39	252.75	273.17	299.69	330.38	347.53	363.57	380.80	399.86	419.51	440.48
21	226.20	238.05	257.77	278.59	305.66	336.98	354.43	370.83	388.39	407.81	427.83	449.22
22	230.69	242.80	262.89	284.12	311.75	343.72	361.45	378.24	396.10	415.93	436.32	458.14
23	235.27	247.64	268.11	289.76	317.95	350.58	368.62	385.80	403.98	424.20	444.98	467.23
24	239.94	252.58	273.44	295.52	324.29	357.59	375.93	393.50	412.01	432.64	453.82	476.50
25	244.70	257.62	278.87	301.38	330.74	364.73	383.36	401.37	420.21	441.24	462.82	485.96
26	249.56	262.76	284.41	307.37	337.33	372.02	390.99	409.39	428.57	450.02	472.01	495.60
27	254.51	268.01	290.06	313.47	344.05	379.45	398.74	417.56	437.09	458.97	481.37	505.44

Source: Horry County School District Human Resources, 2017.

Classified/Support Staff. There is currently a 27-step structure for classified/support staff and 9 grades with each step (Grades 15-23). The Classified/Support salary schedule is provided in **Exhibit 1-4**.

EXHIBIT 1-4: Horry County Schools Classified I Support Salary Schedule for 2017-18 - Hourly Rates

Step	Grade 15	Grade 16	Grade 17	Grade 18	Grade 19	Grade 20	Grade 21	Grade 22	Grade 23
0	11.76	12.00	12.24	12.48	12.72	13.30	14.23	15.22	16.28
1	11.89	12.15	12.41	12.69	12.97	13.56	14.49	15.52	16.60
2	12.02	12.30	12.59	12.90	13.20	13.80	14.77	15.82	16.91
3	12.15	12.45	12.77	13.11	13.44	14.07	15.06	16.12	17.26
4	12.28	12.60	12.96	13.33	13.69	14.35	15.35	16.44	17.61
5	12.41	12.76	13.14	13.55	13.94	14.62	15.65	16.76	17.95
6	12.55	12.91	13.34	13.78	14.20	14.90	15.95	17.08	18.32
7	12.69	13.07	13.53	14.01	14.46	15.18	16.26	17.41	18.67
8	12.83	13.23	13.73	14.25	14.72	15.48	16.57	17.75	19.04
9	12.97	13.40	13.92	14.48	14.99	15.78	16.89	18.09	19.42
10	13.11	13.56	14.13	14.72	15.27	16.08	17.21	18.45	19.80
11	13.25	13.73	14.33	14.97	15.56	16.40	17.55	18.81	20.19
12	13.40	13.90	14.54	15.22	15.83	16.71	17.88	19.17	20.59
13	13.54	14.07	14.75	15.46	16.13	17.04	18.23	19.54	21.00
14	13.69	14.24	14.96	15.73	16.42	17.36	18.58	19.93	21.42
15	13.84	14.42	15.18	15.99	16.72	17.70	18.95	20.32	21.84
16	13.99	14.60	15.40	16.26	17.03	18.04	19.31	20.70	22.27
17	14.14	14.78	15.63	16.52	17.34	18.39	19.68	21.11	22.71
18	14.30	14.96	15.84	16.80	17.66	18.74	20.06	21.52	23.16
19	14.45	15.14	16.08	17.08	17.99	19.10	20.44	21.94	23.62
20	14.61	15.33	16.31	17.36	18.32	19.47	20.83	22.36	24.08
21	14.77	15.52	16.55	17.65	18.65	19.85	21.25	22.79	24.57
22	14.93	15.71	16.79	17.95	19.00	20.23	21.65	23.24	25.05
23	15.09	15.90	17.03	18.25	19.35	20.62	22.06	23.69	25.54
24	15.26	16.10	17.28	18.55	19.70	21.02	22.49	24.15	26.05
25	15.42	16.30	17.52	18.85	20.06	21.42	22.93	24.62	26.58
26	15.59	16.50	17.79	19.17	20.43	21.83	23.37	25.10	27.09
27	15.76	16.70	18.04	19.48	20.81	22.25	23.82	25.59	27.63

Source: Horry County School District Human Resources, 2017.

Academic and Athletic Supplements. In addition to these primary salary structures, Horry maintains a Substitute Pay Schedule, as well as a variety of Athletic and Academic supplements (**Exhibits 1-5 and 1-6**). Substitute pay was excluded from this study.

EXHIBIT 1-5: Horry County Schools Academic (Non-Athletic) Supplements for 2017-18

FINE ARTS			
	HIGH SCHOOL BAND DIRECTOR	3,890	PAID OVER 24 PAYROLLS
	HIGH SCHOOL BAND ASSISTANT	2,333	
	HIGH SCHOOL CHORAL DIRECTOR	1,292	
	HIGH SCHOOL ORCHESTRA DIRECTOR	645	
	MIDDLE SCHOOL ORCHESTRA DIRECTOR	645	
NATIONAL BOARD CERTIFICATION			
	STATE AMOUNT (DEPENDING ON CERT. DATE)	5,000 or 7,500	PAID OVER 24 PAYROLLS
	DISTRICT AMOUNT (IF ELIGIBLE)	4,000	
DOCTORAL SUPPLEMENT			
	NON-TEACHING PROFESSIONAL	300	PER MONTH WORKED
BOARD OF EDUCATION			
	BOARD CHAIR	19,159	PAID OVER 24 PAYROLLS
	BOARD MEMBER	15,966	
SUPPLEMENTS PAID ON THIS SCHEDULE WILL BE PRORATED FOR LATE HIRES, EARLY TERMINATIONS AND/OR UNPAID LEAVE OF ABSENCES.			

Source: Horry County School District Human Resources, 2017-2018.

EXHIBIT 1-6: Horry County Schools Athletic and JROTC Supplements for 2017-18

ATHLETICS - PAID EVENLY OVER THE SCHOOL YEAR	AMOUNT		AMOUNT
DIRECTOR	9,538	SOCCER	
TRAINER - 190 DAY TEACHER	8,959	Varsity Head Coach	3,324
ASSISTANT TRAINER	6,719	Varsity Assistant Coach	1,951
BASEBALL		Jr. Varsity Head Coach	1,806
Varsity Head Coach	3,324	SOFTBALL	
Varsity Assistant Coach	1,951	Varsity Head Coach	3,324
Jr. Varsity Head Coach	1,806	Varsity Assistant Coach	1,951
B-Team Head Coach	1,806	Jr. Varsity Head Coach	1,806
BASKETBALL		B-Team Head Coach	1,806
Varsity Head Coach	6,647	STRENGTH	
Varsity Assistant Coach	3,034	Varsity Head Coach	4,335
Jr. Varsity Head Coach	2,167	SWIMMING	
B-Team Coach	1,806	Varsity Head Coach	2,167
CHEERLEADING		TENNIS	
Varsity Coach	5,348	Varsity Head Coach	2,167
Jr. Varsity Coach	3,902	TRACK	
B-Team Coach	3,612	Varsity Head Coach	2,674
CROSS COUNTRY		Varsity Assistant Coach	1,951
Varsity Head Coach	2,167	VOLLEYBALL	
FOOTBALL		Varsity Head Coach	2,674
Varsity Head Coach	8,670	Varsity Assistant Coach	1,951
Varsity Assistant Coach	6,215	Jr. Varsity Head Coach	1,806
Jr. Varsity Head Coach	6,215	WRESTLING	
Jr. Varsity Assistant Coach	4,335	Varsity Head Coach	3,324
B-Team Head Coach	2,167	Varsity Assistant Coach	1,951
B-Team Assistant Coach	1,806	Jr. Varsity Head Coach	1,806
GOLF			
Varsity Head Coach	2,167		
LACROSSE			
Varsity Head Coach	3,324		
Varsity Assistant Coach	1,951		
COACHING SUPPLEMENTS ARE PAID BASED ON INDIVIDUAL COACHING AGREEMENTS AND SEASON.			
WITH PRIOR APPROVAL, COACHING SUPPLEMENTS MAY BE SPLIT INTO 2 POSITIONS; 50% EACH.			
JROTC			
	PROPERTY OFFICER	778	PAID OVER 24 PAYROLLS
	RIFLE TEAM/DRILL	2,279	

Source: Horry County School District Human Resources, 2017-2018.

I.3 OVERVIEW OF REMAINING CHAPTERS

This report contains four chapters, including this introduction. The remaining chapters include:

- **Chapter 2 – Project Approach and Methodology.** This chapter presents a summary of MGT’s methodology for collecting data from employees using the Job Content Questionnaire (JCQ) and Management Issues Paper (MIP) surveys, and for conducting a market analysis for all included classifications. A description of each component is provided along with references to appendices containing more detailed information.
- **Chapter 3 – Salary Results and Reports.** This chapter provides information on the market review results and the proposed compensation system.
- **Chapter 4 – Administration and Maintenance.** This chapter presents guidelines for administering and maintaining the system. A list of key definitions is included to guide Horry in making future pay plan management decisions.

Additional information related to this study may be found in the appendices of this report.

CHAPTER 2. APPROACH AND METHODOLOGY

2.1 PROJECT ACTIVITIES

MGT crafted a methodological approach to address Horry's specific issues, concerns, and objectives. Although generally-accepted procedures, methodologies, and formats were used to conduct the study and prepare deliverables, the content of all final products was specifically tailored to the unique circumstances and requirements of the District.

The approach used for this engagement consisted of the following project activities:

➤ **TASK 1: FINALIZE PROJECT WORK PLAN AND CONDUCT INITIAL PROJECT MEETINGS**

The objective of this task was to establish a mutually agreed upon project work plan, timeline, deliverables, and monitoring procedures to accomplish all project objectives.

➤ **TASK 2: GATHER AND EVALUATE CURRENT JOB, SALARY, AND CLASSIFICATION DATA AND COMPARE TO PEER ORGANIZATIONS**

The purpose of this task was to conduct interviews with department heads and key staff, as necessary, to obtain additional firsthand knowledge of job duties within the departments; to conduct orientation meetings with District employees to describe the purpose and focus of the project, answer questions, and to conduct salary surveys of peer organizations, analyze the results, and use results as appropriate in updating the District compensation system.

➤ **TASK 3: EVALUATE CURRENT CLASSIFICATION AND COMPENSATION PLAN**

The purpose of this task was to analyze job descriptions, policies, and the placement of classifications in the current system and to identify issues within the current salary structure; to review existing position compensation and classification plan documents, current organizational charts, and databases; to review and evaluate compensation philosophy and related policies that encourage recruitment and retention; and to conduct best practice research.

➤ **TASK 4: DEVELOP CLASSIFICATION AND COMPENSATION PLAN**

The purpose of this task was to provide the District with updated classification and compensation structures and to provide policies and procedures for the maintenance and administration of the system in a report, detailing study methodology, recommendations, and implementation strategies.

➤ **TASK 5: DEVELOP FINAL CLASSIFICATION AND COMPENSATION REPORT**

The purpose of this task was to provide the District with a final recommended classification and pay plan report, including an overview of the key issues, methodology, findings, and recommendations. The proposed pay structure will be designed to support future changes in compensation that the District may consider.

➤ **TASK 6: DEVELOP IMPLEMENTATION STRATEGIES**

The objective of this task was to provide the District with phase-in options for the proposed changes to its classification and pay structures; to provide policies and procedures for long-term system maintenance and administration; and to communicate the results of the compensation study to key stakeholders.

➤ **TASK 7: PROVIDE ONGOING ASSISTANCE**

The objective of this task is to provide consultation to the District and designated staff on the maintenance of the system for a period of 12 months at no cost following the completion of the study.

The remaining sections of this chapter provide an overview of MGT's key project activities.

2.2 PROJECT INITIATION

Upon agreement to proceed, MGT's Project Director held a kick-off conference call with the District's Project Manager and key staff on July 18th, 2017, to discuss the study's objectives, timeline, and the strengths and weaknesses of the current system. Discussions also focused on positions that were difficult to recruit or retain, and areas where the system's salary scales were compressed. The discussions resulted in a view of Horry's priorities for classification review, salary administration, and long-range planning. Onsite orientation presentations were conducted by MGT's Project Director on August 15th.

At the start of the study, MGT requested that the District provide a database of employee names, positions, class dates, current salaries, and other pertinent information for analysis. This information served as a directory of the positions to be analyzed. The District's Project Manager also provided MGT with copies of current salary schedules, organizational charts, and other related policies and data.

2.3 MARKET DATA SOURCES AND COLLECTION

One of the key components of a salary study is the market review. Relevant recruitment markets were identified in collaboration with the District's Project Manager and used to identify relevant market data sources for benchmarking classifications. The primary market data source utilized for this study included data collected from the following 14 comparable organizations as identified by Horry:

1. Aiken County School District
2. Beaufort County School District
3. Berkeley County School District
4. Charleston County School District
5. Dorchester 2 School District
6. Georgetown County School District
7. Greenville County School District
8. Lexington 1 School District
9. Richland 1 School District
10. Richland 2 School District
11. Coastal Carolina University
12. Horry-Georgetown Technical College
13. Horry County Government
14. City of Myrtle Beach

To collect market salary survey data from Horry's identified comparison organizations, MGT distributed a custom survey and conducted outreach to the organizations to gather salary, supplement, and benefits data for review and comparisons. To supplement these data, MGT also provided Horry market data from the Bureau of Labor Statistics' (BLS) Occupational Employment Statistics (OES) based on relevant recruitment markets.

The findings and recommendations included in this report are the result of this market review and an evaluation of the comparison group data collected. MGT reviewed the market data and benchmarks for relevance and appropriateness. It should be noted that, in any market comparison, there are no mirror images for an organization, and position matches involve judgement in making comparisons. Through a detailed compilation and comprehensive review of the determined competitive markets, one can establish a general guide to assess market conditions. See **Chapter 3** for more information about the market review and the related results.

2.4 POSITION DATA COLLECTION

MANAGEMENT ISSUES PAPER (MIP)

Supervisory employees were invited to participate in an online survey, called the Management Issues Paper (MIP) (see **Appendix A**), to collect information about specific concerns related to the District's current classification and compensation system. Survey respondents identified concerns or issues with specific job positions, including issues of recruitment, retention, salary grade/range, professional development and advancement, and classification title. The MIP survey was distributed via e-mail on September 14th, 2017, and the survey closed on September 28th. A total of 31 MIP submissions were received by MGT after excluding blank submissions. The results from the MIP survey were used in the job analyses and were provided to the District's Project Manager in a supplemental report.

JOB CONTENT QUESTIONNAIRE (JCQ)

MGT used a survey instrument called a Job Content Questionnaire (JCQ) (see **Appendix B**) to collect data on select Horry employee job classifications for deeper analysis. Positions for this data collection were identified in discussions with the Horry Project Director and from the results of the MIP survey. The data from the JCQ were used to determine the primary duties of each classification, the required education, experience, skills, and training for each position, and to compare jobs to the identified wage market. The JCQ standardized questions were tailored to reflect work examples common to those performed by District employees. The JCQ collected job data on various factors, including:

- Essential job duties
- Knowledge, skills, and abilities
- Function within the organization
- Education required
- Experience required
- Work performed
- Responsibility and leadership

- Decision-making
- Financial authority
- Physical and dexterity requirements
- Environmental hazards and working conditions
- Sensory requirements

On November 8th, 2017, the JCQ was distributed via e-mail to employees in the selected positions. Supervisors were asked to review the questionnaires completed by their employees for completeness and accuracy, and to make additional comments as necessary. The survey closed on November 28th following a requested deadline extension.

2.5 PLAN ASSESSMENT

After collecting the District's job data and relevant market data, MGT conducted an extensive review of all included classifications relative to the identified recruitment markets and selected the most appropriate market benchmark classification based upon data availability and validity. Horry job classifications were reviewed and benchmarked to comparable market classifications as data were available and provided by the peer organizations. The JCQ data, MIP survey data, and data collected during the market review were combined and evaluated to determine updates needed for updating the District's compensation system. Per extensive discussion with the District's leadership and a comprehensive review of employee data and market data, MGT updated the minimum and maximum salary rates to reflect the competitive market, adjusting for hierarchy and to reduce salary compression. See **Chapter 3** for more information about the market review and results.

CHAPTER 3. RESULTS AND REPORTS

3.1 BENEFITS REVIEW

This report section provides an overview of Horry's benefits program and the benefits comparative assessment from this study's competitive market analysis.

OVERVIEW OF HORRY COUNTY SCHOOLS BENEFITS

MGT reviewed the benefits information provided by Horry Human Resources department and website to compile a benefits summary of the benefits available to Horry employees.

Horry offers its full-time employees a variety of benefits, including:

- ♦ Deferred Compensation Plan
- ♦ Dental Insurance
- ♦ Disability Options
- ♦ Flexible Spending Accounts
- ♦ Health Insurance
- ♦ Holiday Leave/School Breaks
- ♦ Life and AD&D Insurance Options
- ♦ Supplemental Long-Term-Disability (SLTD)
- ♦ Annual, Personal, & Sick Leave
- ♦ Voluntary Benefits
- ♦ Retirement
- ♦ Sick Leave Bank
- ♦ Supplemental Retirement Accounts
- ♦ Vision Insurance

HEALTH BENEFITS

Horry offers health coverage to employees at a minimal cost to employees, depending on the plan selected. **Exhibits 3-1 through 3-3** show the contributions made by employees per month for each offered health plan.

EXHIBIT 3-1: 2017-2018 EMPLOYEE MEDICAL INSURANCE PREMIUMS PER MONTH

COVERAGE	SAVINGS PLAN	TRICARE SUPPLEMENT	STANDARD PLAN	TOBACCO USE PREMIUM
EMPLOYEE ONLY	\$9.70	\$62.50	\$97.68	\$40.00
EMPLOYEE + SPOUSE	\$77.40	\$121.50	\$253.36	\$60.00
EMPLOYEE + CHILDREN	\$20.48	\$121.50	\$143.86	\$60.00
EMPLOYEE + FAMILY	\$113.00	\$162.50	\$306.56	\$60.00

Source: Horry County Schools Human Resources, 2017.

EXHIBIT 3-2: 2017-2018 EMPLOYEE DENTAL CONTRIBUTION PER PAY PERIOD

COVERAGE	STATE DENTAL PLAN	DENTAL PLUS
EMPLOYEE ONLY	\$0.00	\$27.12
EMPLOYEE + SPOUSE	\$7.64	\$54.80
EMPLOYEE + CHILDREN	\$13.72	\$63.20
EMPLOYEE + FAMILY	\$21.34	\$82.10

Source: Horry County Schools Human Resources, 2017.

EXHIBIT 3-3: 2017-2018 EMPLOYEE VISION CONTRIBUTION PER PAY PERIOD

COVERAGE	EYEMED STATE VISION PLAN
EMPLOYEE ONLY	\$8.00
EMPLOYEE + SPOUSE	\$16.00
EMPLOYEE + CHILDREN	\$17.16
EMPLOYEE + FAMILY	\$25.16

Source: Horry County Schools Human Resources, 2017.

LEAVE BENEFITS**VACATION**

Vacation leave is offered to Horry employees scheduled to work 240 or more days in a fiscal year. Employees earn annual leave at the rate of one day per calendar month during their first 120 months of service. When an employee has 120 months of service, the employee earns annual leave at the rate of one and one-half days per calendar month. Annual leave can accrue up to 45 days plus one year's accrual (57 days if length of service is less than 120 months, 63 days if length of service is 120 or more months). Once the balance reaches 45 days plus one year's accrual, no time is earned until the balance falls below the maximum limit.

EXHIBIT 3-4: VACATION LEAVE ACCRUAL FOR HORRY COUNTY SCHOOLS' EMPLOYEES

MONTHS OF EMPLOYMENT AT HORRY	LEAVE EARNED PER YEAR
FIRST 120 MONTHS OF SERVICE	96 HOURS PER YEAR (12 DAYS)
120 MONTHS OF SERVICE AND MORE	144 HOURS PER YEAR (18 DAYS)

Source: Horry County Schools Human Resources, 2017.

SICK LEAVE

All full-time employees accrue sick leave according to an accrual schedule approved by the Superintendent. An employee may accumulate up to a maximum of 150 days of sick leave plus one year's advancement, which is accrued but not used, provided that the employee does not violate contract. All non-temporary employees are granted paid sick leave. Employees who are employed less than full-time are granted sick leave prorated based on a full-time-equivalent position.

RETIREMENT BENEFITS

Membership in the S.C. Retirement Systems (SCRS), or an optional retirement plan, is required for all Horry employees except for temporary employees, who may choose to join the SCRS. Retirement benefits are managed through the Public Employee Benefits Authority (PEBA). PEBA administers two types of primary retirement plans as well as a voluntary, supplemental retirement savings program.

DEFINED BENEFIT PLANS

The defined benefit plans PEBA administers provide a fixed monthly annuity based on a formula that includes years of service, earnable compensation and a benefit multiplier, not on the account balance at retirement. PEBA's defined benefit plans are:

- ◆ South Carolina Retirement System (SCRS)
- ◆ Police Officers Retirement System (PORS)
- ◆ General Assembly Retirement System (GARS)
- ◆ Judges and Solicitors Retirement System (JSRS)
- ◆ South Carolina National Guard Supplemental Retirement Plan (SCNG Plan)

DEFINED CONTRIBUTION PLAN

PEBA's defined contribution plan provides an account for an employee and employer in which to contribute. PEBA administers the following primary defined contribution plan:

- ◆ State Optional Retirement Program (State ORP)
- ◆ Voluntary, supplemental retirement savings program

Active employees who participate in a PEBA-administered retirement plan may take advantage of PEBA's voluntary, supplemental retirement savings program, or the South Carolina Deferred Compensation Program.

BENEFITS COMPARATIVE ANALYSES

The Horry benefits package was analyzed and compared to two municipalities included in this study. As noted by Horry at the beginning of the study, by South Carolina law, employees working for the state, a higher education institution, a public-school district or participating local subdivision receive the same health, insurance, and retirement benefit packages. Coverage is through the South Carolina Public Employee Benefit Authority (PEBA). Horry, along with the following school districts and higher education institutions receiving the same coverage through PEBA are: Beaufort, Berkley, Charleston, Dorchester 2, Georgetown, Greenville, Lexington 1, Richland 1, Richland 2, Coastal Carolina University, and Horry–Georgetown Technical College. Other benefits offered by Horry, such as annual leave, sick leave, holidays and school break schedules were compared to peer county schools, higher education institutions in addition to the two municipalities in the study.

One of the primary indicators of market competitiveness is the value of an organization's benefits package relative to total compensation. As part of MGT's data collection, HCS' comparable organizations were asked to provide the overall average value of their benefits package as a percentage of total compensation offered to its employees. **Exhibit 3-5** provides a summary of data for the organizations. On average, the benefits package value is 36.72 % compared to HCS' average 30.00-35.00% benefits value, overall ranging from 36.00% to 38.28%.

EXHIBIT 3-5: OVERALL AVERAGE BENEFIT VALUES AS A PERCENTAGE OF TOTAL COMPENSATION

ORGANIZATION:	BENEFITS PERCENTAGE OF TOTAL COMPENSATION
HORRY COUNTY SCHOOLS	30 – 35%
HORRY COUNTY GOVERNMENT	36.00%
MYRTLE BEACH, CITY OF	
➤ ADMINISTRATIVE EMPLOYEES	36.60%
➤ POLICE OFFICERS	38.28%
PEER AVERAGE:	36.72%

Sources: MGT Consulting Group, 2017 Human Resources Websites, and Horry County Public Schools Human Resources, 2017.

It is common practice among school districts and higher education institutions to provide vacation or annual leave, school break leave and holiday leave. Colleges and universities vary widely, but the majority closely follow the public schools' break schedule. **Exhibits 3-6A and 3-6B** summarize the number of holiday and school break days offered by Horry in comparison to its peers. An average of 23 holiday/school break leave days are offered by county public school districts and higher education institutions, and government agencies offered an average of 11 holiday leave days to its employees.

EXHIBIT 3-6A: HOLIDAY AND BREAK SCHEDULES: 2017-2018

ORGANIZATION:	AIKEN	BEAUFORT	BERKELEY	CHARLESTON	COASTAL CAROLINA UNIVERSITY	DORCHESTER 2	GEORGETOWN	GREENVILLE
INDEPENDENCE DAY	1	1	–	1	1	–	–	1
SOLAR ECLIPSE DAY	–	–	1	1	–	–	1	–
LABOR DAY	1	1	1	1	1	1	1	1
VETERAN’S DAY	–	1	–	–	–	–	1	–
THANKSGIVING/FALL BREAK	3	3	3	5	5	3	3	3
CHRISTMAS/WINTER BREAK	9	8	10	8	13	8	10	8
NEW YEAR’S DAY	1	1	1	1	1	1	1	1
MARTIN LUTHER KING JR. DAY	1	1	1	1	1	1	1	1
PRESIDENTS DAY	1	–	1	1	–	1	1	1
SPRING BREAK	5	5	5	5	5	5	5	5
GOOD FRIDAY	1	1	–	–	–	–	–	–
MEMORIAL DAY	1	1	1	1	1	1	1	1
TOTAL:	24	23	24	25	28	21	25	22

Sources: MGT Consulting Group, 2017-2018 Human Resources websites, and Horry County Public Schools Human Resources, 2017-2018.

Note: Schedules may change due to make up days. The Independence Day holiday is offered to 12-month school district employees, colleges, and government agencies.

EXHIBIT 3-6B: HOLIDAY AND BREAK SCHEDULES: 2017-2018

ORGANIZATION:	HORRY COUNTY GOVERNMENT	HORRY COUNTY SCHOOLS	HORRY- GEORGETOWN TECHNICAL COLLEGE	LEXINGTON	MYRTLE BEACH, CITY OF	RICHLAND-1	RICHLAND-2
INDEPENDENCE DAY	1	–	5	–	1	1	1
SOLAR ECLIPSE DAY	–	–	–	1	–	–	–
LABOR DAY	1	1	1	1	1	1	1
VETERAN'S DAY	1	–	–	–	1	–	–
THANKSGIVING/FALL BREAK	2	3	3	3	2	3	3
CHRISTMAS/WINTER BREAK	3	9	9	9	2	10	10
NEW YEAR'S DAY	1	1	1	1	1	1	1
MARTIN LUTHER KING JR. DAY	1	1	1	1	1	1	1
PRESIDENTS DAY	–	1	–	1	–	–	–
SPRING BREAK	–	5	5	5	–	5	5
GOOD FRIDAY	1	1	–	1	–	–	–
MEMORIAL DAY	1	1	1	1		1	1
TOTAL:	12	23	26	24	9	23	23

Sources: MGT Consulting Group, 2017-2018 Human Resources Websites, and Horry County Public Schools Human Resources, 2017-2018.

Note: Schedules may change due to make up days. The Independence Day holiday is offered to 12-month school district employees, colleges, and government agencies.

Exhibit 3-7 depicts the number of paid sick leave days offered by Horry’s peers. Horry offers leave according to the sick leave accrual schedule approved by the Superintendent. An employee may accumulate up to a maximum of 150 days (3.75) weeks of sick leave.

EXHIBIT 3-7A ANNUAL SICK LEAVE: 2017-2018

AIKEN		BEAUFORT		BERKLEY		DORCHESTER 2		GEORGETOWN	
MONTHS OF SERVICE	LEAVE DAYS PER YEAR	MONTHLY ACCRUAL	LEAVE DAYS PER YEAR	MONTHS OF SERVICE	LEAVE DAYS PER YEAR	MONTHS OF SERVICE	LEAVE DAYS PER YEAR	MONTHS OF SERVICE	LEAVE DAYS PER YEAR
9	12	1 DAY	12	9	12	12	12	9-10	12
10	13			10	13	11	11	>10 - 11	13
11	14			11	14	-	-	>11 - 12	15
12	15			12	15	10	10		
9	12			9	12	9	9		
						8	7		
						7	7		
						6	6		
						-	5		
						5	4		
						4	4		
		3	3						
		2	2						
		-	-						
1	1								

Sources: MGT Consulting Group, 2017 Human Resources websites.

EXHIBIT 3-7B ANNUAL SICK LEAVE: 2017-2018

Greenville		Lexington		Richland 1		Richland 2		Coastal Carolina University	
Months of Service	Leave Days per Year	Months of Service	Leave Days per Year	Months of Service	Leave Days per Year	Months of Service	Leave Days per Year	Months of Service	Leave Days per Year
>9, <10	15	9	12	9	12	9 - <10	12	Months of Service	Leave Days per Year
>10, <11	16	10	13-½	10	13	10 - <11	13	1-10	15.00
>11, <12	17	11	14-¾	11	14	11 - <12	14	11	16.25
12	18	12	16	12	15	12	15	12	17.50
								13	18.75
								14	20.00
								15	21.25
								16	22.50
								17	23.75
								18	25.00
								19	26.25
								19	26.25
								20	27.50
								21	28.75
Horry County Government			Myrtle Beach, City of		Horry-Georgetown Technical College				
Annual Service Hours		Leave Days per Year	Accrual Days per Month	Leave Days per Year	Years of Service	Leave Days per Year			
2,080		12.00	1	12	<10	15			
2,223		12.82			10	An employee with State service time of more than 10 years earns a bonus of 1 1/4 workdays of annual leave per year for each year of service over 10 years.			
2,756		15.90							
2,496		14.40							

Sources: MGT Consulting Group, 2017 Human Resources websites.

Most South Carolina Public Schools follow individual paid leave plans opposed to Personal Time Off, (PTO) plans which generally cover vacation/annual leave and sick days. **Exhibit 3-8** depicts the number of paid vacation/annual leave days offered by comparable organizations included in the survey. Horry offers its employees 12 days of annual leave for the first 10 years of service, and 18 days for years of service over 10 years.

EXHIBIT 3-8A: ANNUAL/VACATION LEAVE: 2017-2018

AIKEN		BEAUFORT		BERKLEY		CHARLESTON		DORCHESTER 2		GEORGETOWN		GREENVILLE	
WORK HOURS/YR.	LEAVE DAYS PER YEAR	YEARS OF SERVICE	LEAVE DAYS PER YEAR	MONTHS OF SERVICE	LEAVE DAYS PER YEAR	YEARS OF SERVICE	LEAVE DAYS PER YEAR	ACCRUAL PER MONTHS	LEAVE DAYS PER YEAR	WORK HOURS/YR.	LEAVE DAYS PER YEAR	YEARS OF SERVICE	LEAVE DAYS PER YEAR
PROFESSIONAL AND SUPPORT STAFF 12-MONTH EMPLOYEES	10	< 5	14	1 YEAR	2 WEEKS	1	10	1 ¼ DAYS	15	240 & 232 DAY EMPLOYEES	12	0 – 10	10
		< 5 - <10	17	10 YEARS	3 WEEKS	3	15					11 – 20	15
		10 - <15	20			15	20					21 & ABOVE	20
		15 - <20	23			Only employees with 15 years prior to 6/30/14 receive 4 weeks annual leave							
		20 - >20	26										

Sources: MGT Consulting Group, 2017 Human Resources websites.

EXHIBIT 3-8B: ANNUAL/VACATION LEAVE: 2017-2018

LEXINGTON		RICHLAND 1		RICHLAND 2		COASTAL CAROLINA UNIVERSITY		HORRY-GEORGETOWN TECHNICAL COLLEGE		MYRTLE BEACH, CITY OF	
MONTHS OF SERVICE	LEAVE DAYS PER YEAR	YEARS OF SERVICE	LEAVE DAYS PER YEAR	WORK HOURS/YR.	LEAVE DAYS PER YEAR	ACCRUAL PER MONTH	LEAVE DAYS PER YEAR	ACCRUAL PER MONTH	LEAVE DAYS PER YEAR	ACCRUAL PER MONTH	LEAVE DAYS PER YEAR
9	12	1	10	245-day or 262-day employees	2 WEEKS (10 DAYS) PER SUMMER, + MAXIMUM 10 DAYS FISCAL/YEAR	1 ¼	15	1.25	15	1	12
10	13-⅓	20	20								
11	14-⅔	20 years of continuous service may accrue 30 days annually									
12	16										
HORRY COUNTY GOVERNMENT											
WORK HOURS/YR.		YRS. OF SERVICE		DAYS PER YR.		YRS. OF SERVICE		DAYS PER YR.		YRS. OF SERVICE	
2,080		0 < 10		10		10 < 15		15		15 < 25	
2,223		0 < 10		10.68		10 < 15		16.03		15 < 25	
2,496		0 < 10		12		10 < 15		18		15 < 25	
2,756		0 < 10		13.25		10 < 15		19.87		15 < 25	

Sources: MGT Consulting Group, 2017 Human Resources websites.

Most employees pay less for Employee Only health insurance premiums. These amounts are generally split by the employer and employee. On average, employers pay 83 percent of the premium annually to cover a single employee. Horry pays an average of \$56.62, ranging from \$9.70 to \$97.68, depending on the health plan. Employees in local governments pay an average of \$16.47. The average amounts paid by employees for Employee Only benefits are shown in **Exhibit 3-9**.

EXHIBIT 3-9: AVERAGE MONTHLY AMOUNT PAID BY EMPLOYEE FOR EMPLOYEE ONLY BENEFITS

ORGANIZATION	AVERAGE MONTHLY DOLLAR AMOUNT PAID BY EMPLOYEE
Horry County Schools	
➤ PEBA Standard Plan	\$97.68
➤ PEBA Savings Plan	\$9.70
➤ TRICARE Supplement	\$62.50
Horry County Government	
➤ State Health Plan (Standard)	\$0.00
➤ State Health Plan (Savings)	\$0.00
➤ CIGNA (HMO)	\$36.30
➤ Blue-Choice (HMO)	\$29.60
Myrtle Beach, City of	
➤ BCBS	\$0.00
PEER AVERAGE	\$16.47

Sources: MGT Consulting Group, 2017 Human Resources websites, and Horry County Public Schools Human Resources, 2017.

Exhibit 3-10 displays annual deductible amounts paid by employees for Single Annual Deductibles health insurance.

**EXHIBIT 3-10: ANNUAL DEDUCTIBLE AMOUNT PAID BY EMPLOYEE FOR EMPLOYEE ONLY (SINGLE)
HEALTHCARE INSURANCE PREMIUM**

ORGANIZATION	IN NETWORK	ORGANIZATION	OUT OF NETWORK
HORRY COUNTY GOVERNMENT		HORRY COUNTY GOVERNMENT	
➤ STATE HEALTH PLAN (STANDARD)	\$350	➤ STATE HEALTH PLAN (STANDARD)	–
➤ STATE HEALTH PLAN (SAVINGS)	\$3,000	➤ STATE HEALTH PLAN (SAVINGS)	–
➤ CIGNA (HMO)	\$0.00	➤ CIGNA (HMO)	–
➤ BLUE-CHOICE (HMO)	\$250	➤ BLUE-CHOICE (HMO)	–
HORRY COUNTY SCHOOLS		HORRY COUNTY SCHOOLS	
➤ PEBA STANDARD PLAN	\$445	➤ PEBA STANDARD PLAN	–
➤ PEBA SAVINGS PLAN	\$3,600	➤ PEBA SAVINGS PLAN	–
MYRTLE BEACH, CITY OF		MYRTLE BEACH, CITY OF	
➤ BCBS	\$1,000	➤ BCBS	\$1,500
PEER AVERAGE	\$1,100	PEER AVERAGE	\$1,500

Sources: MGT Consulting Group, 2017 Human Resources websites, and Horry County Public Schools Human Resources, 2017.

Employees who cover dependents in addition to themselves generally pay a higher portion of the cost of insurance premiums as shown in **Exhibits 3-11** through **3-13**. The cost to employees who cover themselves and one or more dependents is lower in Horry than other peer organizations. The average cost paid by peer organizations to cover insurance premiums for a spouse is \$185.53, which is 23%, or \$34.78 higher than Horry's cost of \$150.75. The average cost paid by peer organizations for health insurance covering children is \$99.95, compared to Horry at \$95.28, or a 5% difference. The average cost paid by Horry peer organizations for health insurance for full-family is \$260.12, which is 34%, or \$66.10 higher than Horry at \$194.02.

EXHIBIT 3-11 AVERAGE MONTHLY AMOUNT PAID BY EMPLOYEE FOR EMPLOYEE + SPOUSE

ORGANIZATION	EMPLOYEE + SPOUSE AVERAGE MONTHLY DOLLAR AMOUNT PAID BY EMPLOYEE
Horry County Schools	
➤ PEBA Standard Plan	\$253.36
➤ PEBA Savings Plan	\$77.40
➤ TRICARE Supplement	\$121.50
Horry County Government	
➤ State Health Plan (Standard)	\$144.04
➤ State Health Plan (Savings)	\$144.04
➤ Cigna (HMO)	\$290.94
➤ Blue-Choice (HMO)	\$280.50
Myrtle Beach, City of	
➤ BCBS	\$156.19
PEER AVERAGE	\$185.53

Sources: MGT Consulting Group, 2017 Human Resources websites, and Horry County Public Schools Human Resources, 2017

EXHIBIT 3-12: AVERAGE MONTHLY AMOUNT PAID BY EMPLOYEE FOR EMPLOYEE + CHILDREN

ORGANIZATION	EMPLOYEE + CHILDREN AVERAGE MONTHLY DOLLAR AMOUNT PAID BY EMPLOYEE
Horry County Schools	
➤ PEBA Standard Plan	\$143.86
➤ PEBA Savings Plan	\$20.48
➤ TRICARE Supplement	\$121.50
Horry County Government	
➤ State Health Plan (Standard)	\$ 49.00
➤ State Health Plan (Savings)	\$ 49.00
➤ Cigna (HMO)	\$188.66
➤ Blue-Choice (HMO)	\$182.14
Myrtle Beach, City of	
➤ BCBS	\$ 82.70
PEER AVERAGE	\$99.95

Sources: MGT Consulting Group, 2017 Human Resources websites, and Horry County Public Schools Human Resources, 2017.

EXHIBIT 3 -13: AVERAGE MONTHLY AMOUNT PAID BY EMPLOYEE FOR EMPLOYEE + FAMILY

ORGANIZATION	EMPLOYEE + FAMILY AVERAGE MONTHLY DOLLAR AMOUNT PAID BY EMPLOYEE
Horry County Schools	
➤ PEBA Standard Plan	\$306.56
➤ PEBA Savings Plan	\$113.00
➤ TRICARE Supplement	\$162.50
Horry County Government	
➤ State Health Plan (Standard)	\$201.12
➤ State Health Plan (Savings)	\$201.12
➤ Cigna (HMO)	\$477.34
➤ Blue-Choice (HMO)	\$466.48
Myrtle Beach, City of	
➤ BCBS	\$183.74
PEER AVERAGE	\$260.12

Sources: MGT Consulting Group, 2017 Human Resources websites, and Horry County Public Schools Human Resources, 2017.

If employees participate in a family health insurance policy, the family deductible will have a big impact on how much they spend on health care during the year. **Exhibit 3-14** displays the average annual deductible amount paid for family health insurance premiums. Although the premium costs are lower in Horry for family coverage, family deductibles are higher. Comparable organizations pay an average of \$3,022 for annual family deductibles, and Horry pays an average of \$4,045.

EXHIBIT 3-14: ANNUAL DEDUCTIBLE AMOUNT PAID BY EMPLOYEE FOR FAMILY HEALTHCARE INSURANCE PREMIUM

ORGANIZATION	IN NETWORK		ORGANIZATION	OUT OF NETWORK
HORRY COUNTY SCHOOLS			HORRY COUNTY SCHOOLS	
➤ PEBA STANDARD PLAN	\$890		➤ PEBA STANDARD PLAN	–
➤ PEBA SAVINGS PLAN	\$7,200		➤ PEBA SAVINGS PLAN	–
HORRY COUNTY GOVERNMENT			HORRY COUNTY GOVERNMENT	
➤ STATE HEALTH PLAN (STANDARD)	\$700			–
➤ STATE HEALTH PLAN (SAVINGS)	\$6,000			–
➤ CIGNA (HMO)	\$0.00			–
➤ BLUE-CHOICE (HMO)	\$500			–
MYRTLE BEACH, CITY OF			MYRTLE BEACH, CITY OF	
➤ BCBS	\$2,000			\$3,000
PEER AVERAGE	\$3,022		PEER AVERAGE	\$3,000

Sources: MGT Consulting Group, 2017 Human Resources websites, and Horry County Public Schools Human Resources, 2017.

Exhibit 3-15 displays the retirement plans offered by Horry as it relates to their comparison organizations. All organizations offered a defined plan and a deferred contribution plan (e.g., 457 plan, 401(k) plan). In addition, Horry offer its employees a disability retirement plan.

EXHIBIT 3-15: RETIREMENT PLANS OFFERED BY RESPONDENT ORGANIZATIONS

ORGANIZATION	DEFINED BENEFIT PLANS	DEFINED CONTRIBUTION PLAN	DISABILITY RETIREMENT
HORRY COUNTY GOVERNMENT	X	X	
HORRY COUNTY SCHOOLS	X	X	X
MYRTLE BEACH, CITY OF	X	X	

Sources: MGT Consulting Group, 2017 Human Resources websites, and Horry County Public Schools Human Resources, 2017.

Exhibit 3-16 displays retirement contribution levels offered by peer organizations. Most organizations offered some form of retirement plan. An average contribution to retirement benefits paid by the employer was 8.78% and employee contributions was 9.20%.

EXHIBIT 3-16: RETIREMENT PERCENTAGE CONTRIBUTION BY EMPLOYEES AND EMPLOYERS OFFERED BY COMPARABLE ORGANIZATIONS

ORGANIZATION	SOUTH CAROLINA RETIREMENT SYSTEM PLANS	RETIREMENT % CONTRIBUTION BY EMPLOYEE	RETIREMENT % CONTRIBUTION BY EMPLOYER
HORRY COUNTY GOVERNMENT	SC RETIREMENT SYSTEM (SCRS)	9.00%	–
	Police Officers Retirement System (PORS)	9.75%	–
HORRY COUNTY SCHOOLS	General Assembly Retirement System (GARS)	11.00%	–
	Judges and Solicitors Retirement System (JSRS)	10.00%	–
	South Carolina National Guard Supplemental Retirement Plan (SCNG)	0.00%	–
	State Optional Retirement Plan (ORP)	9.00%	5.00%
MYRTLE BEACH, CITY OF			
	Regular Employees	9.16%	12.06%
	Police	9.74%	14.74%
PEER AVERAGE		8.78%	9.20%

Sources: MGT Consulting Group, 2017 Human Resources websites, and Horry County Public Schools Human Resources, 2017.

Horry provides eligible employees basic life insurance at no cost to the employee. Additional options provided are optional life insurance and dependent life insurance. The life insurance policies offered for comparable organizations is provided in **Exhibit 3-17**.

EXHIBIT 3-17: LIFE INSURANCE COVERAGE OFFERED BY COMPARABLE ORGANIZATIONS

ORGANIZATION:	BASIC LIFE \$3,000	OPTIONAL LIFE	DEPENDENT LIFE	ACTIVE INCIDENTAL DEATH	SC RETIREMENT SYSTEMS DEATH BENEFIT	RELIANCE STANDARD LIFE INSURANCE
AIKEN	X	X	X			
BEAUFORT	X	X	X			
BERKELEY	X	X	X			
CHARLESTON	X	X	X		X	
COASTAL CAROLINA UNIVERSITY	X	X	X	X		
DORCHESTER 2	X	X	X			X
GEORGETOWN	X	X	X			
GREENVILLE	X	X	X			
HORRY COUNTY GOVERNMENT	X	X				
HORRY COUNTY SCHOOLS	X	X	X			
HORRY-GEORGETOWN TECHNICAL COLLEGE	X	X	X			
LEXINGTON	X	X	X			
MYRTLE BEACH, CITY OF	X		X			
RICHLAND-1	X	X	X			
RICHLAND-2	X	X	X			

Sources: MGT Consulting Group, 2017 Human Resources websites, and Horry County Public Schools Human Resources, 2017.

INSURANCE BENEFIT PLANS

PEBA manages insurance programs for South Carolina's public workforce, which includes Horry. Basic life insurance coverage is automatic for members enrolled in a health plan. This coverage is available at no cost to the member. Also available is Optional Life, Dependent Life-Spouse and Dependent Life-Child coverage. Basic long-term disability coverage is automatic for eligible State Health Plan members at no cost to the member. Supplemental long-term disability coverage is also available. Optional Life premiums are determined by the employee's age on the preceding December 31st and the amount of insurance selected. Premiums for Dependent Life-Spouse coverage are the same as the Optional Life premiums, which are based on the employee's age. Premiums are the same for retirees, regardless of age or effective date. The monthly premium for Dependent Life-Child coverage is \$1.10, regardless of the number of children covered.

Charleston also offers employees the South Carolina Retirement Systems Death Benefit Policy. An employee who is a member of SCRS or ORP State Plan with at least one year of service will be covered by a death benefit equal to one year of budgeted salary. Coastal Carolina University offers an Active Incidental Death Benefit Policy. For participants of the South Carolina Retirement System, a benefit equal to the member's annual budgeted base salary is paid to the beneficiary at the death of the employee. The employee must have one full year of employment at the time of death. The beneficiary is entitled to a refund of the member's contributions plus 4% interest. In Dorchester School District, employees have access to Reliance Standard Life Insurance. All full-time active employees are automatically eligible for life insurance coverage in the amount of \$10,000. This additional benefit is provided exclusively to employees of Dorchester School District 2.

WELLNESS PROGRAMS

Horry receives Wellness coverage through PEBA. Health coaching helps those who have behavioral or chronic medical conditions. Coaching is available to Standard Plan and Savings Plan subscribers and their covered adult family members.

- **Behavioral health:** A health coach will work one-on-one and offer employees support. The coach will encourage employees to follow assigned treatment plans, help set goals and teach how to handle symptoms.
- **Chronic conditions:** Since managing a chronic condition can be difficult, a health coach can help the employee better understand their condition and how to manage it. The health coach will also work with physicians to develop a plan to take charge of a specific illness.
- **Healthy lifestyles:** A health coach will help create a personalized action plan for meeting the employee's goals.

Horry County Government Safety and Wellness Program offers incentives for healthy lifestyle changes. To be eligible for the incentive drawing and 4 hours of PTO, members will have to set a minimum Goal Point Total of 375, and must meet the employee's quarterly goals, whether it is 375 or 800 to qualify for the incentives. Goal setting and record keeping are useful and necessary in changing and maintaining new behaviors. In additions, Horry County Government created an employee wellness center. The center will be available for all 2,200 county workers, but not family members. It will operate like a clinic, taking appointments and it will see employees for

basic acute care, sick visits, physicals, lab work, write prescriptions and make referrals to other physicians. The wellness coach will also be tasked with gathering information on the overall health of all participating employees with a health risk assessment.

The City of Myrtle Beach provides a health and wellness center for its covered employees and dependents. The center provides free medical services and many prescriptions. The center does not see children under the age three. Appointments for medical care and prescriptions are required and may be scheduled online or by telephone. Covered employees, spouses and dependents must be registered to receive services.

BENEFITS OBSERVATIONS

OBSERVATION 1

- ♦ It is common practice in the school districts and higher education institutions sector to provide holiday and school break leave. Horry is comparable to its peer organizations' overall average of 23 leave days.

OBSERVATION 2

- ♦ As depicted in **Exhibit 3-5** Horry County Schools average value of benefits as a percentage of total compensation is 30-35 percent. This is slightly lower than the average of 36.72 percent for municipal employees included in the study.

OBSERVATION 3

- ♦ The largest percentage of Horry's benefit costs are allocated for health, dental, and vision insurance benefits. It is noted that, relative to health care coverage, the cost to Horry employees who cover themselves and one or more dependents is lower than other comparison organizations. (**Exhibit 3-11** through **Exhibit 3-13**).

OBSERVATION 4

- ♦ As depicted in **Exhibit 3-15**, retirement plans offered by comparison organizations most often include defined contribution, or defined pension plans. In addition to both defined benefit and defined contribution retirement plans, Horry offers its employees a disability retirement plan.

OBSERVATION 5

- ♦ All organizations provide health and dental coverage. In addition, Horry provides Long-Term Disability coverage, and options for Supplemental Long-Term Disability (SLTD) Insurance for its employees while on paid or unpaid leave. The SLTD insurance will end 30 days from the last day the employee worked. There is no option to continue SLTD.

OBSERVATION 6

- ♦ As depicted in **Exhibit 3-17**, Horry provides basic life, optional life, and dependent life insurance for their employees. Life insurance policies are managed through the Public Employee Benefits Authority (PEBA), providing \$3,000 in coverage. A matching amount of Accidental Death and Dismemberment insurance is also included.

3.2 SALARY AND SUPPLEMENTS REVIEWS

Teacher Salary Review

The teacher market pay review included salary data collected from the 10 identified peer school districts:

- Aiken County School District
- Beaufort County School District
- Berkeley County School District
- Charleston County School District
- Dorchester 2 School District
- Georgetown County School District
- Greenville County School District
- Lexington 1 School District
- Richland 1 School District
- Richland 2 School District

MGT evaluated the peer districts' teacher salary schedules, specifically the schedules' minimum, midpoint, and maximum salaries of their ranges, including the number of steps. The teacher schedules were evaluated by degree level: Bachelors, Bachelors +18hrs, Master, Masters +30hrs, and Doctorate. MGT calculated an overall peer average to compare to Horry's teacher pay schedule, as well as the dollar and percentage differences (see **Appendix C**). Final comparisons were made using the minimum and maximum salaries of Horry's and the peer organizations' teacher pay scales given the pay scales varied in terms of the number of steps included for employee advancement (Horry's 27-step system compared to an average 31-step system across the peer organizations, ranging from 24 to 44 steps). Overall, the market data showed that Horry's teacher salary ranges are market competitive except for the minimum salaries set for the Masters +30hrs and Doctorate degree levels, which are below the market peer average by -1.5% and -1.6%, respectively. From these results, MGT adjusted Horry's current teacher schedule by increasing the minimum salary values for Masters + 30hrs and Doctorate degree levels to the peer districts' average minimum salary for these degree levels (see **Appendix D**).

Supplemental Pay Review

Athletic and non-athletic market data were collected from the same peer school districts noted in the teacher market review. MGT evaluated the peer districts' supplement athletic (by sport and position) and non-athletic (by activity and position) salary schedules and calculated an overall peer average to compare to Horry's current supplement schedules, as well as the dollar and percentage differences (see **Appendix E** and **Appendix F**).

The market data highlighted key positions in the athletic and non-athletic areas in which supplement amounts fell below the peer school district average. At Horry's request, MGT provided updated draft supplement schedules for athletic and non-athletic positions, and adjusted supplement amounts to the overall peer average where applicable (see **Appendix G** and **Appendix H**).

Non-Teaching Staff Salary Review

Market data for comparisons to Horry's non-teaching staff positions were collected from the 14 peer organizations described in **Section 2.4** of this report. MGT evaluated Horry's non-teaching staff positions to

comparable peer positions, as available, relative to the minimum, midpoint, maximum, and average salaries. All comparison data from the peer organizations were standardized to Horry position workdays to ensure valid market comparisons. After discussion with Horry's Project Director, the peer average minimum and maximum salaries were selected for updating Horry's current minimum and maximum salaries by rate type (daily or hourly). See **Appendix I** for a summary of the non-teaching salary comparisons as well as detailed data for each peer organization by position.

Utilizing the market data, MGT assessed the market competitiveness of Horry's non-teaching staff minimum and maximum salaries, with a focus on the minimum salary rates to address market adjustments and known recruitment issues as reported by Horry. The minimum and maximum salaries for each grade were adjusted by either a direct market adjustment in consideration of the validity of the market data (peer response) or calibrated between updated grades. Select positions were further adjusted in terms of grade assignment in consideration of the market data, to maintain hierarchies, or address recruitment concerns. See **Appendix J** for the proposed non-teaching staff schedule and **Appendix K** for a listing of non-teaching staff positions by grade.

3.3 ADJUSTMENT COST ESTIMATES AND IMPLEMENTATION

Exhibit 3-18 summarizes the total estimated fiscal impact of the updated pay plans for teachers and non-teaching staff positions. The estimated cost of the updated plan recommendations at 100% of the market is \$990,471.51. See **Appendix L** for estimated adjustment costs by employee for teaching positions and **Appendix M** for estimated adjustment costs by employee for non-teaching staff positions.

EXHIBIT 3-18: ESTIMATED ADJUSTMENT COSTS FOR PROPOSED REVISED PAY PLANS

POSITION TYPE	TOTAL BASE PAYROLL OF CURRENT SALARIES	TOTAL ESTIMATED ADJUSTMENT COSTS	TOTAL BASE PAYROLL OF PROPOSED SALARIES
Teachers	\$ 157,490,260.12	\$ 654.59	\$ 157,490,914.71
Non-Teaching Staff at 100% of Market	\$ 89,252,981.64	\$ 989,816.92	\$ 90,242,798.56
Non-Teaching Staff at 90% of Market	\$ 89,252,981.64	\$ 890,835.23	\$ 90,143,816.87
Non-Teaching Staff at 75% of Market	\$ 89,252,981.64	\$ 742,362.69	\$ 89,995,344.33
100% of Market Totals:	\$ 246,743,241.76	\$ 990,471.51	\$ 247,733,713.27
90% of Market Totals:	\$ 246,743,241.76	\$ 891,489.82	\$ 247,634,731.58
75% of Market Totals:	\$ 246,743,241.76	\$ 743,017.28	\$ 247,486,259.04

Sources: MGT Consulting Group, 2018.

It should be noted that the adjustment figures and implementation costs presented in this report do not take into consideration any additional merit pay, supplements, or other increases or adjustments made by the District per individual employee, and such adjustments should be applied to the proposed base salaries post-study. The proposed updated salaries are based only on the market salary adjustments for classifications and related pay grades. Adjustment costs for teacher positions are for adjustments to the proposed minimum salary only and do not account for longevity. Non-teaching staff adjustments costs include the cost to bring those employees to their proposed minimum salary if currently below, and includes the cost to adjust employees along their pay range to the appropriate base salary based on a 5-year service policy. Employees with five or more years of service were assigned to salaries reflecting the midpoint of their assigned pay range. It is anticipated that employees with fewer than five years of service will be at the midpoint point when they have served five years in their position. Those employees with fewer than five years of service were calibrated

appropriately by service year in adjustment increments between the grade minimum and midpoint based on the number of years served. The 5-year experience mark was established in recognition that newly hired employees without experience would be considered fully-trained in their positions upon attaining the five-year service mark. This is considered a market standard.

MGT encourages the expeditious implementation of the salary structures and adjustment recommendations proposed in this report as the salary structures and salary assignments are based on the most current competitive market data available. All adjustments should be completed based upon a timed implementation schedule as budget allows. **Appendix N** provides 2-year and 3-year implementation plans for estimated costs. It is common to adopt a compensation philosophy for a discounted schedule temporarily until funds are available to implement the proposed adjustments to 100% of the market rate. The implementation plans provided in **Appendix N** details the cost adjustments for implementing the plans at 100%, 90%, and 75% of the market for consideration by Horry in determining an appropriate implementation policy and timeline.

4.0: COMPENSATION ADMINISTRATION AND MAINTENANCE

4.1 BEST PRACTICES OVERVIEW

Compensation systems that are well-maintained should address two primary issues on an annual basis: 1. the cost of adjusting individual employee salaries; and, 2. the cost of keeping the system market competitive. These costs should be driven and guided by market changes, and adjustments to the system should be applied consistently and throughout the compensation system, which would adjust all salary ranges.

MGT recommends that salary and compensation strategies of all organizations include provisions for both internal equity and external competitiveness. Internal equity, or the comparison of positions within an organization to ensure fair pay, is essential for both the maintenance of a sense of fairness and the morale of current employees. External competitiveness, or when the pay that workers in one organization receive is like that of other workers doing a similar job in other organizations, through annual salary and compensation improvements is essential for the organization to be able to retain current staff and recruit the most qualified new hires available. Both current employees and potential new hire recruits should be made aware of the salary, insurance benefits, paid leave provisions, and other benefits offered by the District that constitute each employee's total compensation package. In addition, a systematic process for initial placement and advancement according to established salary and compensation policies and procedures should be implemented and consistently maintained.

Organizations with 24/7 annual operations often struggle in recruiting and staffing employees to work in positions scheduled beyond the usual day shifts. To increase recruitment efforts, many employers offer shift differential pay premiums to compensate employees for working shifts other than regular weekday hours. A Shift Differential Policy provides extra compensation to non-exempt employees scheduled on rotating or an on-call basis to work during the evening or the night shift. Factors to consider in designing the policy should include employees with advanced levels of responsibility, employees covered through unions, and the duration of shifts. Generally, managers would receive higher shift differential premiums, and employees covered through unions may have set differential pay premiums included in the contract.

Outsourcing non-instructional services, such as bus drivers, food services positions, and substitute teachers, is a growing, competitive trend in K-12 school districts. Policies and procedures should be designed to manage the risks associated with outsourcing agreements. Procedures should be established to ensure that outsource providers employ the same standard of care in performing services as would District employees. Outsourced staff are subjected to required or recommended background checks and adhere to all components of state laws, regulations, and statutes. Outsourcing activities should not diminish obligations of those in management who have the ultimate responsibility for the outsourced service. Management must consider compliance, contractual and legal requirements when qualifying, evaluating, and selecting an outsourcer. Also, the service provider(s) must adhere to all applicable state laws and regulations related to service delivery, data privacy, and public notification/disclosure.

A vital component to any compensation system is the recruitment program and the salaries offered to attract new talent, and these salaries should be determined consistently and in accordance to pre-set policies and

procedures. MGT has found that recruitment programs are most effective if hiring salary ranges or steps are established instead of hiring rates, especially for managerial positions. The ranges or steps of a salary schedule should be adjusted to market annually based on need, whether such need is dictated by the marketplace or the desire of the organization, or both, to remain competitive. Policies should be set to maintain internal equity in the system and to address individual equity concerns.

Another growing, competitive trend is that of establishing a formal career ladder. A career ladder describes the progression from entry level positions to higher levels of pay, skill, responsibility, and authority through a formal program or tool used to recognize and retain employees. Career development paths furnishes employees with an ongoing system to enhance their skills and knowledge that can lead to mastery of their current jobs, promotions, and transfers to new or different positions. Career paths and ladders are effective strategic tools for achieving positive organizational objectives. Implementing career paths generally improves morale, career satisfaction, motivation, longevity, and productivity. A tool that managers and Human Resources professionals often use during career planning discussions with employees is career mapping. Career maps help employees think strategically about their career paths and how to meet their career goals within the organization. There are three basic steps in career mapping.

1. Self-assessment. Managers, with the employee, determine their knowledge, skills, and abilities, as well as past experiences, accomplishments, and interests;
2. Create an individualized career map identifying other positions within the organization that meet the employee's interests. The position should capitalize on the employee's past experiences and interests, while requiring the employee to develop a certain degree of new knowledge, skills and abilities; and
3. Explore other job opportunities within the organization as they become available.

Managers and Human Resources professionals are responsible for incorporating the organization's definition of success through employee feedback, evaluations, and development plans.

This report section identifies common and accepted standard practices in the administration and maintenance of compensation plans, and are intended to be used as a guide by the District for the its own compensation system.

4.2 PLAN IMPLEMENTATION AND MAINTENANCE

MGT recognizes that the financial disposition, current salary levels, and other variables unique to the District must be considered when implementing the revised compensation plans. Only after all related factors are considered can a feasible implementation program be designed. After receiving and reviewing all reports and recommendations related to this study, District administrators must consider the current budget status, financial obligations, and capabilities of the District for implementing compensation levels.

Any pay schedule must provide for employee advancement. Regardless of an organization's philosophy concerning advancement opportunities afforded to employees, it is essential that movements in the economy — and, more specific, the labor market in which the organization competes — are addressed at the system level. Accordingly, salary administration procedures should take their priority based on funding levels and

philosophies of pay. Although MGT cannot dictate a philosophy, we recommend that a balance be achieved in addressing compensation at the individual employee and compensation system levels.

CURRENT EMPLOYEE INITIAL ASSIGNMENT

When current employees are initially assigned to their new salary placement to the new or revised salary schedules, they should be assigned to a salary step dollar amount on the new schedule that is equal to or greater than their current salary that does not exceed the maximum of the pay grade. For example, for an employee whose current salary level is below the minimum level in the new assigned pay grade, the recommended salary level would be the minimum of the pay grade.

If an employee's present salary level exceeds the maximum of the new assigned pay grade, the current salary should be capped or frozen at the current level. The employee would be ineligible for any merit or cost of living increases until the range is adjusted to allow movement. If an employee's current salary is within the proposed pay grade, the salary should be assigned a salary amount in the appropriate pay grade step that is closest to but not less than the employee's current salary. This is the recommended procedure for initial assignment of current employees to new or revised salary schedules.

- **Current Employee Promotion or Reclassification** – to a position listed on a higher pay grade with the same number of annual workdays:
 1. Identify the dollar amount in the current step and advance two steps, or compute an equivalent amount if the current salary is at the top step.
 2. Locate a dollar amount in the new salary grade, without regard for step number, that is equal to or greater.
 3. Assign this salary step to the new position, and should not to exceed the top step. Example: Central Office Director reclassified as an Assistant Superintendent.
- **Current Employee Promotion or Reclassification** – to a position listed with a greater number of annual workdays:
 1. Identify the dollar amount in the current step schedule and advance two steps, or compute an equivalent amount if the current salary is at the top step.
 2. Use this new dollar amount and compute a revised daily rate according to the current number of assigned workdays.
 3. Use this new daily rate of pay and compute the salary amount according to the number of workdays assigned to the new position.
 4. Locate a dollar amount, without regard for step number, that is equal to or greater.
 5. The new salary is the corresponding step and should not to exceed the top step. Example: Teacher reclassified as a Principal.

NEW HIRES

New hire employees should be compensated according to the pay grade for the position in which they are employed. New hire employees with no experience in the position or a related position should be assigned to the entry level step or minimum salary on the corresponding salary schedule. However, in some circumstances, such as a difficult to recruit position or a candidate valued highly with a higher offer from another organization, it may be appropriate to assign a new hire above the entry level minimum salary. Exceptions to the initial salary assignment rule may be made if the individual's years of experience exceed the minimum required, if the individual's qualifications, degree-level, and/or certifications exceed the minimum required, for staff that engage in afterschool programs, and/or if the District is having trouble recruiting qualified candidates, or other reasons identified by the District.

- **New and Rehired Employees** – to a position for which they meet all minimum qualifications:
 1. If the employee has no previous full-time work experience, assign to the entry level salary step.
 2. If the employee has previous full-time work experience with an educational organization in a similar or comparable position, assign to a salary step recognizing year for year experience the same as if they had worked the same job(s) the same amount of time within the District.
 3. If the employee has previous full-time work experience not with an educational organization, assign to a salary according to one of the options listed above and as applicable to District rules and procedures for recognition of previous work experience for salary placement.
 4. Positions that require 8-10 years of progressively increasing responsibility should be paid accordingly up to, but not to exceed, the top salary within the pay grade assigned to the position.

MINIMUM RATE

The salary schedule allocated to a classification should consider the necessary experience and qualifications required for the position. Salary assignment should be determined according to established rules for both initial placement of new hires and for the annual review and/or advancement of current employees. A recommendation to deviate from established rules and procedures should be documented by the supervisor and reviewed and approved by the Chief Human Resource Officer or Assistant Superintendent of Personnel Services. If an applicant's experience and other qualifications exceed the set minimum requirements the position's classification, the guidelines used to determine placement for new hires should be followed.

All current employees and new hires must meet the minimum qualifications listed for their classification. If the District is unable to recruit or identify suitable qualified candidates for a position, or if an applicant's or current employee's education, training, and experience are not directly related to the position or do not meet the position's minimum qualifications, an "acting, temporary, or interim" assignment of the best qualified candidate available may be utilized. The department head must submit written justification to the Chief Human Resource Officer or Assistant Superintendent of Personnel Services for making this recommendation, and the salary

assignment should be the same as that of a fully qualified candidate. If the District determines that a “trainee” position is appropriate for the position at a lower pay level, a corresponding job description should be developed for assignment to that position level.

ADVANCEMENT

Advancement within each salary schedule is commonly based upon merit, which is determined by annual performance evaluations. If an employee achieves a “satisfactory” or higher rating, the employee should be considered for a salary increase based upon approved standards set by the District, such as advancing one step within the employee’s current pay grade. Advancement should be considered on an annual basis in alignment with an employee’s performance evaluation and follow established policies and procedures. Increases should be awarded if funds are available and approved by the Board.

PROMOTION

A promotion is defined as an assignment to a higher-level position with increased responsibilities and job duties for which the candidate is qualified. All job vacancies should be posted according to approved policies and procedures, and the most qualified candidates should be selected. Promotions may be inter- or intra-departmental and can be recommended by the supervisor, department head, or Office of Human Resources. In cases where the supervisor or department head deems it necessary and in the interest of the District, an employee may be assigned to an “acting” status according to established rules and procedures.

A promoted employee should receive a salary increase to at least the minimum step or salary of the assigned pay grade of the promoted position. If the employee’s present salary exceeds the established minimum of the promoted position pay grade, the employee’s salary should be increased by a minimum of 10 percent, but should not exceed the maximum of the promoted position pay grade.

SUPPLEMENTAL PAY & PAY FOR PERFORMANCE

Supplemental pay is usually given to employees who hold certifications for their position or when employees are assigned duties that demand a considerable number of hours outside their normal duties (i.e., an average 50% increase to workload). Different from cases of temporary work assignments in which an employee may act in interim for another position during an employee’s absence or until a vacancy is filled, the additional duties compensated by supplemental pay do not fall under another classification, but are duties that either significantly increase the employee’s workload (i.e., by 50% on average) and/or are seasonal. Such cases may include duties regarding summer athletic training or sports camps, afterschool extracurricular activities, or curriculum preparation and revision tasks. Typically, supplemental pay schedule(s) adopt one of the following methods:

- 1) Flat rate for the specific assigned task(s); or
- 2) Percentage of the employee’s base or actual salary.

Supplemental pay rates vary across school districts, and are typically tailored to a district's specific needs, current budget, and financial flexibility. The method of supplemental pay chosen by the District should take into consideration the number of eligible employees for supplemental pay and available funding for the supplemental pay program. Supplemental pay is generally issued for the duration of the additional assignment or for the life of the certificate held by certified employees. Any supplemental pay policy and/or schedule should be reviewed and approved by the Board on an annual basis.

A flat rate method for determining supplemental pay is often deemed preferable to using the percentage of an employee's base or actual salary to calculate supplemental pay as it allows for more labor cost control and easier budget planning and projecting. In addition to budget considerations, school districts also design their supplemental pay policy based on the market competitiveness of the classification(s) in question (e.g., higher supplements are often provided to eligible athletics classifications). School districts also tend to design their flat rate supplemental pay systems into steps to provide supplemental pay based on an employee's years of service.

Pay-for-performance is still a fairly new concept in K-12 education. The goal of a pay-for-performance program is to improve the quality of teaching to promote increased student achievement and reduced performance gaps due to issues of race, ethnicity, and socioeconomic status. A pay-for-performance shifts the system of pay from a typical salary schedule to a system that offers financial rewards to student achievement on standardized tests and other metrics, such as graduation rates.

Pilot programs are currently underway, but there is still significant debate on these programs in the K-12 environment. Advocates argue that the system motivates K-12 educators, encourages the most successful educators to stay in the profession, and attracts better, more qualified candidates. Critics state that pay-for-performance programs lead to negative effects on morale, collegiality, and student learning, as educators "teach to the test." Compared with other reforms, evidence and research about the effectiveness of pay-for-performance is limited. Like other methods of increased pay, pay-for-performance should consider the effectiveness of the chosen metrics for pay, as well as the District's time and budget concerns.

VOLUNTARY REASSIGNMENT

Voluntary reassignment involves moving an employee to a position at the same classification level in either the same or another department. Employees voluntarily reassigned to a position in the same classification or to a different position in the same pay grade should have their salaries maintained at the current level with no increase or decrease. An employee's new salary should be based on the salary placement for new hires and not exceed the top step. An example of a voluntary reassignment is when a District requests a teacher a move to a Teacher's Assistant position.

Employees who request or accept voluntary reassignment to another position in a lower pay classification or pay grade should have their pay adjusted accordingly. The new pay grade should be at a step and dollar amount that is no less than their current salary, but should not exceed the top salary in that pay grade.

If the employee is assigned to a comparable or position previously worked in the District with no break in service, the employee should be assigned to the corresponding salary step and dollar amount the employee would have been assigned if the employee had not left the position or its equivalent. If the employee is assigned

to a position not previously worked in the District, apply salary step placement rules according to applicable new hire requirements. If the employee's current salary is above the maximum salary of the new position's pay grade, the employee's salary should be reduced or capped at the maximum salary of the new grade.

An employee may submit a written request for consideration for a voluntary reassignment to another department or position in the District for which they are qualified if a position is vacant. Final approval should be obtained from the department head and the Office of Human Resources, according to established rules and procedures.

- **Current Employee Voluntary Reassignment or Reclassification** – to a position in a lower salary pay grade:
 1. If assigned to a comparable or position previously worked in the District, with no break in service, select the corresponding salary step and dollar amount they would have been assigned if they had never left the position or its equivalent.
 2. If assigned to a position not previously worked in the District, apply salary step placement rules according to applicable new hire requirements.
 3. New salary is based on salary placement for new hires not to exceed the top step; for example, a teacher requested move to teacher assistant position.

INVOLUNTARY REASSIGNMENT

An involuntary reassignment is defined as the reassignment of a current employee to a position in a different job for which they are determined to be qualified. There are a variety of reasons for involuntary reassignments that include, but are not limited to, the best interest of the employee, the best interest of the organization, or other defensible actions based on the judgment of its leaders. If the involuntary reassignment is to a position classified at a lower pay grade, the employee's salary should be maintained at the same salary level in the new pay grade. If the employee's current salary is above the maximum salary level in the new pay grade, the salary could be capped or frozen at the maximum level.

Involuntary reassignments made according to the best interest of the organization are normally initiated by the employer and may be made on a temporary basis to address a particular problem or personnel shortage. Involuntary reassignments should not be confused with the routine assumption of higher level duties that occur in the absence of a supervisor for vacation or short-term illness. Employees assigned to a position in a lower classification pay grade through this type of action should not have their current salary reduced and should be considered for "temporary" additional compensation if they are performing higher level job duties normally performed in a higher job classification.

- **Current Employee Involuntary Reassignment or Reclassification** – to a position in a lower salary pay grade:
 1. Determine the current step salary dollar amount.

2. Compute and factor in the daily rate of pay.
3. Identify the corresponding dollar amount on the lower level schedule step that is equal to or greater.
4. The new salary is the corresponding salary step, and should not exceed the top step. For example, a Principal reassigned to a Teacher position.

Employees who are temporarily involuntarily reassigned to a higher classification level for the benefit of the department should be granted a 10 percent increase or be assigned to the minimum level in the new grade, whichever is greater during this assignment. If routine pay adjustments are made to current employee salaries, these regular increases should be granted during the period of reassignment. If at any point the employee's salary exceeds the maximum salary level in the new pay grade and the employee's work performance is satisfactory, the employee's salary is usually frozen at the assigned pay grade's highest step. In cases where an employee is reassigned to a previous classification or another assignment at a lower level than their current assigned pay grade classification, the employee's current salary should be maintained.

REDUCTIONS IN FORCE

Employees reassigned to a different position due to a reduction-in-force initiated by the District should be assigned at the same salary level in the new classification pay grade. Should the current salary of the employee exceed the maximum salary of the assigned pay grade, the employee's salary should be maintained at the current level and capped or frozen until the maximum of the new pay grade exceeds the current salary. When a salary or step dollar amount in the new pay grade exceeds the capped or frozen salary amount, the employee should be eligible for the increased amount according to established procedures and satisfactory performance. If an employee's combined duties are comparable, their salary amount should be increased by at least two or more steps or increments (or up to at least 10 percent of) the suggested policy for promotions in **Section 4.7**. Reductions in force should always be considered only after a review by the District or outsourced attorney staff.

RECLASSIFICATION

Organizations treat reclassifications in several ways. The most common is the reclassification of an entire class of workers. Reclassification can take place when the work performed changes substantially over time. Often, these changes take place when new technology is introduced or the mission of an organizational unit is modified in response to changing legislation or changing service demands. Another type of reclassification occurs when jobs change through design or evolution.

Reclassifications are generally initiated through the Office of Human Resources, but may also be initiated at the request of an individual or their supervisor. If an individual or supervisor initiates a request for reclassification, it is usually accompanied by written supporting documentation. Reclassification should also consider other positions within the overall classification system and not be determined independently of these positions and without consideration to the department and overall organizational hierarchy.

When a reclassification request is received or initiated by the Office of Human Resources, a Job Content Questionnaire (JCQ), or survey document to understand an employees' job duties and requirements, should be completed by all incumbents holding the same job title. An audit should be conducted with the individual being considered for reclassification, or with a representative number of people if the reclassification request is for a group of people with the same job title. Key questions concerning the job should be answered to assist in determining the proper level within the overall pay and classification system. The audit results should then be compared to the current position description for the various classification levels and weighted to determine the correct classification assignment. If it is determined that a reclassification is justified, the Office of Human Resources and/or Chief Human Resource Officer or Assistant Superintendent of Personnel Services should recommend approval and the Superintendent should authorize the change.

ADMINISTRATION OF THE PLAN

Compensation plans should be adjusted annually to maintain the currency and market competitiveness of the system based on the Consumer Price Index (i.e., the index of the variation in prices paid by typical consumers for retail goods and other items), adjusting for local market conditions. The guidelines outlined in this chapter may be utilized for non-teacher salary schedules. Only new salary amounts listed in the approved schedule may be selected for these assignments. Apply these guidelines according to base pay salary schedules, not including additional salaries paid for supplements or additional assignments. In all cases in which a computed salary is greater than the top pay within the new pay grade, the salary may be "frozen" at the top amount until subsequent adjustments are made to the salary schedule that would allow increases and reduce salary compression. Maximum salary amounts may be increased or adjustments to grade assignments may be necessary to address compression issues. Any adjustments made should be based on the District's budget flexibility and compensation philosophy and related policies for addressing long-term employees that have reached the top of their pay grade.

Positions determined by the Chief Human Resources Officer or Superintendent to be a high priority for the District may be assigned salaries on a case-by-case basis up to the top of the appropriate salary schedule with justification documentation provided in the event of equal pay challenges.

APPENDIX A:

MANAGEMENT ISSUES PAPER (MIP)

MANAGEMENT ISSUES PAPER

This tool is designed to collect information about specific concerns that you may have related to your organization's current compensation and classification system. The information that you submit will be used to assist MGT Consulting Group, in the overall position evaluation and to make recommendations for updating and improving the current system.

Your Name: _____ Your Classification Title: _____

Department Name: _____

Management Issue Detail:

I. OFFICIAL CLASSIFICATION TITLE (JOB TITLE) RELATED TO ISSUE: _____

II. EMPLOYEES IN CLASS RELATED TO THE ISSUE:

(Please list names of class incumbents. The back of this paper may be used for additional space if necessary):

III. DESCRIPTION/RESOLUTION OF ISSUE:

CHECK ALL THAT APPLY	NATURE OF ISSUE	RECOMMENDED RESOLUTION
	Recruitment/Retention of qualified employees	
	Current Pay Grade/Salary Range should be revised/updated	Recommended New Pay Grade or Salary Range:
	Classification Title should be revised/updated	Recommended New Title:
	Career Path/Advancement for this Classification	Recommended New Series or Advancement level::
	Other (please briefly describe)	

IV. BACKGROUND OF ISSUE:

Please briefly describe the nature of the issue(s) checked in Part III:

Are other related classifications comparable to this classification in terms of required skill, effort, responsibility or working conditions? Please list titles and pay grades:

APPENDIX B:

JOB CONTENT QUESTIONNAIRE (JCQ)

JOB CONTENT QUESTIONNAIRE©



3800 ESPLANADE WAY, SUITE 210 • TALLAHASSEE, FLORIDA 32311 • PHONE (850) 386-3191 • FAX (850) 385-4501

INTRODUCTION

The following survey is designed to collect information about your role in the organization and the job that you perform.

Survey results may be used to:

- Make pay adjustments to align individuals performing similar jobs within the organization or in similar organizations.
- Determine how your position compares to the market for pay.
- Determine if positions are accurately classified and if job titles accurately reflect position and duties.
- Ensure accurate and up-to-date job descriptions.
- Assist with staffing plan and salary schedule analyses.
- Identify positions requiring additional job analysis.

This survey will NOT:

- Determine how well you perform your job. This is not a performance evaluation.
- Decide whether there are individuals who should be released or demoted.
- Reduce individual salaries or guarantee increases.

This survey includes four main sections:

I. Basic Job-Related Information

Section 1.0 – Employment Status

II. Job Description, Duties, Responsibilities, and Requirements

Section 2.0 – Job Description

Section 3.0 – Job Duties

Section 4.0 – Knowledge, Skills, and Abilities

Section 5.0 – Function within the Organization

Section 6.0 – Educational Preparation

Section 7.0 – Experience Required

III. Work Performed, Responsibility and Leadership, Communication, and Decision-Making

Section 8.0 – Work Performed

Section 9.0 – Responsibility and Leadership

Section 10.0 – Communication

Section 11.0 – Decision-Making

IV. Financial Authority, Tools and Equipment, and Physical Job Factors

Section 12.0 – Financial Authority

Section 13.0 – Tools and Equipment Usage

Section 14.0 – Working Conditions and Physical Requirements

I. BASIC JOB-RELATED INFORMATION

Name _____

E-mail _____ Phone _____

Supervisor's Name _____

Supervisor's E-mail _____

SECTION 1.0 - EMPLOYMENT STATUS

Official Job Title: _____

Working Title:* _____

*Unofficial title if different from official title.

Status (choose one): ☐ Full-time ☐ Part-time

II. JOB DESCRIPTION, DUTIES, RESPONSIBILITIES, AND REQUIREMENTS

SECTION 2.0 - JOB DESCRIPTION

1. Please provide a brief general description of the **purpose** and **responsibilities** of your position (3-4 sentences).
Please do not list specific duties here. You will list your specific duties in Section 3.0.

2. Indicate the number of Full-time and Part-time individuals you supervise:
 (Supervision is the management or supervision of employees who report directly to you.)

Full-time _____ Part-time _____

SECTION 3.0 - JOB DUTIES

- 1. Please list the major job duties of your position, and indicate the percentage of time that you spend annually on each major job duty.**

(The % of Time column should total 100 percent.)

ESSENTIAL DUTIES	% OF TIME
Example 1 - Prepares briefing documents on cash availability.	20
Example 2 - Addresses citizen concerns on permit applications.	55
Example 3 - Develops complex software solutions for internal users.	25

[illegible]

PERCENT OF TIME SHOULD TOTAL 100%

- 2. Please describe any additional related job duties:**

SECTION 4.0 - KNOWLEDGE, SKILLS, AND ABILITIES

1. Please describe the Knowledge, Skills, and Abilities necessary to perform the functions of your job. Knowledge, Skills, and Abilities are additional qualifications and attributes that are necessary to successfully perform the functions of a specific job.

Examples of such statements include:

- Knowledge of maintenance equipment and procedures
- Knowledge of operations, services, and policies.
- Knowledge of general office procedures and protocols.
- Knowledge of financial rules, regulations, laws, and procedures.
- Skill in cutting a board to a required measurement.
- Skill in typing 40 words-per-minute.
- Ability to communicate effectively orally and in writing.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SECTION 5.0 - FUNCTION WITHIN THE ORGANIZATION

1. Please indicate the following organizational level that most closely matches your position within the organization and skip to the section indicated in parentheses at the bottom of this page. Once you have completed the section indicated in the parentheses, skip to Section 6.0 Educational Preparation.
- ☐ **Clerical/Manual** (skip to SECTION 5.1) - Work involves clerical tasks; following standardized procedures, techniques, or procedures; and carrying out practices according to standards set by a supervisor or employers.
 - ☐ **Technical/Paraprofessional** (skip to SECTION 5.1) - Work involves inspecting, measuring, or comparing to a standard; utilizing special training to perform a defined function; following standardized procedures, techniques, or procedures.
 - ☐ **Computer Professional** (skip to SECTION 5.2) - Work involves maintaining/supporting computer software, hardware, or operating systems through activities like programming, designing, developing, documenting, and analyzing computer systems or software.
 - ☐ **Administrator** (skip to SECTION 5.3) - Work is directly related to assisting with running or servicing of the business or department.
 - ☐ **Professional** (skip to SECTION 5.3) - Work requires advanced learning acquired by a prolonged course of specialized intellectual instruction; or work involves advising clients or assisting customers or clients with running their business.
 - ☐ **Executive/Managerial** (skip to SECTION 5.4) - Work involves managing employees; planning, designing, or overseeing the implementation of organization projects or policies.

If you chose Clerical/Manual or Technical/Paraprofessional, skip to **SECTION 5.1**.

If you chose Computer Professional, skip to **SECTION 5.2**.

If you chose Administrator or Professional, skip to **SECTION 5.3**.

If you chose Executive/Managerial, skip to **SECTION 5.4**.

SECTION 5.1 - ADMINISTRATIVE DUTIES

Only complete this section if you selected Clerical/Manual or Technical/Paraprofessional in Section 5.0, Function within the Organization. Next, skip to Section 6.0, Educational Preparation.

1. Do your primary duties involve performing office or non-manual work directly related to management or general business operations of your employer or its clients?

☐ Yes ☐ No

2. Do your primary duties include the exercise of discretion and independent judgment in matters of significance?

Discretion and independent judgment implies that the authority to make an independent choice, free from immediate direction or supervision. NOTE: You can exercise discretion and independent judgment even if your decisions or recommendations are reviewed at a higher level.

Consider the following factors and check the applicable factors to guide you in determining whether to answer yes or no.

- Have authority to formulate, affect, interpret, or implement management policies or operating practices
- Carry out major assignments in conducting the operations of the organization
- Perform work that affects operations to a substantial degree
- Have authority to commit the employer in matters that have significant financial impact
- Have authority to waive or deviate from established policies and procedures, without prior approval
- Have authority to negotiate and bind the organization on significant matters
- Provide consultation or expert advice to management; involved in planning long- or short-term objectives
- Investigate and resolves matters of significance on behalf of management
- Represent the organization in handling complaints, arbitrating disputes or resolving grievances
- Make recommendations about significant matters to supervisors for action after comparing and evaluating possible courses of action

☐ Yes ☐ No

SECTION 5.2 - COMPUTER DUTIES

Only complete this section if you selected Computer Professional in Section 5.0, Function within the Organization. Next, skip to Section 6.0, Educational Preparation.

1. Select "Yes" if your primary duties consist of the following:

- The application of systems analysis techniques and procedures, including consulting with users, to determine hardware, software or system functional specifications
- The design, development, documentation, analysis, creation, testing or modification of computer systems or programs, including prototypes, based on and related to user or system design specifications
- The design, documentation, testing, creation or modification of computer programs related to machine operating systems
- A combination of the aforementioned duties, the performance of which requires the same level of skills

☐ Yes ☐ No

SECTION 5.3 - ADMINISTRATIVE AND PROFESSIONAL DUTIES

Only complete this section if you selected Administrator or Professional in Section 5.0, Function within the Organization. Next, skip to Section 6.0, Educational Preparation.

1. Do your primary duties involve performing office or non-manual work directly related to management or general operations of your employer or its clients?

☐ Yes ☐ No

2. Do your primary duties include the exercise of discretion and independent judgment in matters of significance?

Discretion and independent judgment implies that the authority to make an independent choice, free from immediate direction or supervision. NOTE: You can exercise discretion and independent judgment even if your decisions or recommendations are reviewed at a higher level.

Consider the following factors to guide you in determining whether to answer yes or no.

- Have authority to formulate, affect, interpret, or implement management policies or operating practices
- Carry out major assignments in conducting the operations of the organization
- Perform work that affects operations to a substantial degree
- Have authority to commit the employer in matters that have significant financial impact
- Have authority to waive or deviate from established policies and procedures, without prior approval
- Have authority to negotiate and bind the organization on significant matters
- Provide consultation or expert advice to management; involved in planning long- or short-term objectives
- Investigate and resolves matters of significance on behalf of management
- Represent the organization in handling complaints, arbitrating disputes, or resolving grievances
- Make recommendations about significant matters to supervisors for action after comparing and evaluating possible courses of action

☐ Yes ☐ No

3. Does your primary duty consist of work requiring advanced knowledge in a field of science or learning acquired by a prolonged course of specialized intellectual instruction as distinguished from a general academic education?

Consider the following factors and definitions before answering yes or no.

- “Advanced knowledge” means work that is predominately intellectual in character, and which includes work requiring the consistent exercise of discretion and judgment
- Advanced knowledge is generally used to analyze, interpret or make deductions from varying facts or circumstances
- Advanced knowledge cannot be attained at the high school level
- “Prolonged course of specialized intellectual instruction” means that the learned professional exemption is limited to professions where specialized, academic training is a standard prerequisite for entering the profession

☐ Yes ☐ No

4. Does your work require the use of creativity, invention, or imagination in a recognized field of artistic endeavor?

☐ Yes ☐ No

5. Is your work predominantly intellectual and varied in character rather than routine mental, manual, mechanical or physical work?

☐ Yes ☐ No

SECTION 5.4 - EXECUTIVE DUTIES

Only complete this section if you selected Executive in Section 5.0, Function within the Organization. Next, skip to Section 6.0, Educational Preparation.

1. Does your primary duty consist of managing a department or subdivision?

Factors to consider in determining importance of duty are:

- Supervising and directing the work of other employees, ordering items, managing the budget and authorizing
- The relative importance of your management duties as compared with other types of duties
- The amount of time you spend performing management work. Usually spending more than 50% of one's time performing management work will satisfy the primary duty requirement, but one can spend less time and also meet the primary duty requirement based on other factors
- Your relative freedom from direct supervision
- The relationship between your salary and the wages paid to other non-management workers for the same kind of non-management work

Consider the following management duties to guide you in determining whether to answer yes or no.

- Supervising employees and/or interviewing, selecting, and training of employees
- Setting and adjusting pay rates and work hours
- Directing the work of employees
- Conducting performance appraisals
- Handling employee complaints and grievances
- Disciplining employees
- Planning work and apportioning the work among the employees
- Running or servicing an organization, such as determining the items to be bought, stocked, and sold
- Planning and controlling the budget
- Monitoring or implementing legal compliance measures

☐ Yes ☐ No

2. Do you have the authority to hire and fire employees or do you provide suggestions or recommendations regarding hiring, firing, and advancement decisions, which are given weight in the decision-making process?

To determine weight, consider the following factors:

- The degree to which your duties require making suggestions and recommendations
- The frequency with which suggestions and recommendations are made or requested
- The frequency with which your suggestions and recommendations are relied upon

Note: You need not have authority to make the ultimate decision. Suggestions and recommendations may be reviewed by a higher level manager.

☐ Yes ☐ No

3. Do you regularly direct the work of two or more full-time employees?

☐ Yes ☐ No

4. Do you decide when to perform non-management duties, and when performing such duties do you remain responsible for the success or failure of the organization's operation?

☐ Yes ☐ No

5. Are you a shift manager or leader?

Typically a shift manager is not responsible for success or failure of the business operation, but rather directs employees while also performing similar work to the employees.

☐ Yes ☐ No

6. Does your primary duty consist of work requiring advanced knowledge in a field of science or learning acquired by a prolonged course of specialized intellectual instruction as distinguished from a general academic education?

Consider the following factors and definitions before answering yes or no.

- "Advanced knowledge" means work that is predominately intellectual in character, and which includes work requiring the consistent exercise of discretion and judgment
- Advanced knowledge is generally used to analyze, interpret or make deductions from varying facts or circumstances
- Advanced knowledge cannot be attained at the high school level
- "Prolonged course of specialized intellectual instruction" means that the learned professional exemption is limited to professions where specialized, academic training is a standard prerequisite for entering the profession

☐ Yes ☐ No

7. Does your work require the use of creativity, invention, or imagination in a recognized field of artistic endeavor?

☐ Yes ☐ No

8. Is your work predominantly intellectual and varied in character rather than routine mental, manual, mechanical or physical work?

☐ Yes ☐ No

SECTION 6.0 - EDUCATIONAL

1. What level of education is required for your position?

- | | |
|--|--|
| <input type="checkbox"/> Some high school education | <input type="checkbox"/> Completion of a Bachelor's degree |
| <input type="checkbox"/> Completion of high school/GED | <input type="checkbox"/> Some graduate school education |
| <input type="checkbox"/> Some college education | <input type="checkbox"/> Completion of a Master's degree |
| <input type="checkbox"/> Completion of an Associate's degree | <input type="checkbox"/> Completion of a Doctorate degree |

2. What certifications, licenses, or professional designations, if any, are required for your position?

3. What certifications, licenses, or professional designations, if any, are preferred for your position?

SECTION 7.0 - EXPERIENCE

1. How much experience is required for your position?

- | | | |
|---|----------------------------------|------------------------------------|
| <input type="checkbox"/> No experience required | <input type="checkbox"/> 3 years | <input type="checkbox"/> 7 years |
| <input type="checkbox"/> 6 months | <input type="checkbox"/> 4 years | <input type="checkbox"/> 8 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 5 years | <input type="checkbox"/> 9 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 6 years | <input type="checkbox"/> +10 years |

2. Can education be substituted for experience?

- ☐ Yes ☐ No ☐ Do not know

3. Can experience be substituted for education?

- ☐ Yes ☐ No ☐ Do not know

III. WORK PERFORMED, RESPONSIBILITY AND LEADERSHIP, COMMUNICATION, AND DECISION-MAKING JOB FACTORS

SECTION 8.0 - WORK PERFORMED

Please read each statement below and check the one that is the closest match to your major job duties.

CLOSEST FACTOR	FACTOR
	Perform clerical or manual tasks <u>Example:</u> May copy, compile, maintain basic files systems or enter data, or compute data using addition, subtraction, multiplication, and division; or compare items against a standard; or operate light equipment such as lawn mowers, floor buffers, pickup truck, van; or perform general housekeeping/custodial duties.
	Perform clerical or manual tasks involving intensive understanding of a field, unit or division <u>Example:</u> May summarize, tabulate, or format data or information, or gather data and information for later evaluation; or perform arithmetic operations including basic geometry or algebra, including computing discounts, interest rates, ratios and/or percents; or uses or operates medium use equipment such as chainsaws, mowing equipment; or journeyman level trades work.
	Perform specialized technical work involving data collection, evaluation, analysis, and troubleshooting, or reports on operations and activities of a department, or performs general coordination of individual or departmental activities <u>Example:</u> May use descriptive statistics, advanced geometry or algebra; requires the use of a wide range of administrative and/or technical methods in the solution of problems; or operate heavy construction equipment; or perform master level trades duties.
	Perform entry level professional work including basic data analysis and synthesis, or report on operations and activities of an organization; or perform quality assurance and compliance activities <u>Example:</u> May use advanced algebra, inferential statistics, and/or financial models.
	Perform professional level work requiring a wide range of administrative, technical, scientific, engineering, accounting, legal, or managerial methods applied to complex problems <u>Example:</u> May plan or direct the sequence of department or division activities
	Perform professional or managerial work including advanced data analysis and synthesis <u>Example:</u> May develop policies, procedures, or methodologies based on new facts or knowledge; or interpret or apply established policies.
	Perform advanced professional work methods to formulate important recommendations or make technical decisions that have an organization-wide impact <u>Example:</u> May require the use of creative ability and resourcefulness in the analysis and solution of complex problems; may develop new approaches or methodologies to solve problems not previously encountered.
	Perform executive or expert professional work to establish policy, long-range plans, and programs, identify funding sources and allocate funds <u>Example:</u> May develop or use theoretical mathematical concepts to formulate new techniques, or make decisions that impact both the organization and the discipline.

SECTION 9.0 - RESPONSIBILITY AND LEADERSHIP

Please read each statement below and check the one that is the closest match to your major job duties.

CLOSEST FACTOR	FACTOR
	Follow instructions or work orders; or read routine sentences, instructions, regulations, or procedures.
	Follow technical instructions, procedure manuals and charts to solve practical problems, or compose routine or specialized reports or forms and business letters, or ensure compliance with clear guidelines and standards.
	Follow complex technical instructions, solve technical problems, or disseminate information regarding policies and procedures; may compose unique reports or analysis, or provide extensive customer service to internal or external customers.
	Follow complex rules or systems, using professional literature and technical reports; or enforce laws, rules, regulations, or ordinances.
	Supervise, instruct, or train others through explanation, demonstration, and supervised practice or make recommendations based on technical expertise. May have first-level supervisory duties including administration of performance feedback; or coordinate work activity schedules for teams.
	Direct, manage, or lead others; may determine work procedures, assign duties, maintain harmonious relations, or promote efficiency; may develop and administer operational programs; or may write or present extremely complex papers and reports.
	Formulate and issue policies, procedures, and instructions; responsible for long term planning within an agency, department or division.
	Guide organization-wide development; leads the development of organization mission, vision, and principles; directs capital improvement initiatives.

SECTION 10.0 - COMMUNICATION

Please read each statement below and check the one that is the closest match to your major job duties.

CLOSEST FACTOR	FACTOR
	Communicate using routine sentences, complete routine job forms and incident reports, or communicate routine information regarding daily activities.
	Communicate to convey or exchange general work-related information or service to internal or external customers.
	Communicate information to guide or assist people; may give instructions or assignments to helpers or assistants.
	Communicate with internal and external groups, write manuals and complex reports, persuade or influence others in favor of a service, point of view, or course of action.
	Communicate information among co-workers, customers, vendors, and management; or speak before professional and civic groups; may write complex articles and reports or develop presentations for specialized audiences; may read scientific or technical journals or reports.
	Communicate with operational and functional leaders; read and interpret professional materials involving advanced bodies of knowledge.
	Communicates through negotiation and consensus building to exchange ideas, information, and opinions or develop decisions, conclusions, or solutions.
	Communicate with key stakeholders to affect long term planning and to secure organization position and resources.

SECTION 11.0 - DECISION-MAKING

Please read each statement below and check the one that is the closest match to your major job duties.

CLOSEST FACTOR	FACTOR
	Perform routine or semi-routine work under direct supervision. Requires very few decisions, affecting only the individual.
	Perform semi-routine work involving set procedures, but which may require problem-solving, serve clients or co-workers, or respond to requests. Requires some decisions that affect a few co-workers.
	Perform semi-skilled work involving some set procedures and frequent problem-solving. Requires frequent decision making affecting co-workers or the general public; may be responsible for providing information to those who depend on a service.
	Perform skilled work involving almost constant problem solving. May be responsible for actions of others, requiring almost constant decisions affecting co-workers, clients or others in the general public. ,
	Perform coordinating work involving guidelines and rules with constant problem-solving. May be responsible for actions of others requiring development of procedures and constant decisions affecting subordinate workers, clients, or others in the general public.
	Perform management and supervisory work involving policy and guideline interpretation, solving both people and work-related problems. Decision-making is a significant part of job, affecting a large segment of the organization and the general public.
	Perform advanced professional work involving the application of principles of logical thinking to diagnose or define problems, collect data and solve abstract problems with widespread unit or organization impact. Work in a highly dynamic environment, responsible to establish goals, objectives and policies.
	Perform executive work involving the application of broad principles of professional management and leadership to new problems for which conventional solutions may or may not exist. Responsible for long-range goals, planning, and methodologies; works in an evolving environment with emerging knowledge and technologies, competing priorities, and changing politics.

IV. FINANCIAL AUTHORITY, TOOLS AND EQUIPMENT, AND PHYSICAL LABOR FACTORS

SECTION 12.0 - FINANCIAL AUTHORITY

Please read each sentence below and select all factors that represent the financial authority your job entails. (Check all that apply.)

- ☐ None/Not Applicable
- ☐ Handle cash transactions; prepare and process purchase orders.
- ☐ Bill or reconcile records, including departmental budget records and other related information such as subcontracts.
- ☐ Manage inventory, property, or loss control.
- ☐ Administer benefits by determining individual eligibility and coverage levels or determining compensation levels.
- ☐ Authorized to purchase goods or services worth more than \$100 without securing approval from another authority **or** able to make recommendations that impact resource allocation.
- ☐ Manage **or** administer budget within assigned department.
- ☐ Budget **or** allocate funds within or across departments or divisions.

SECTION 13 - TOOLS AND EQUIPMENT

Please read each statement below and select all factors that represent the tools or equipment you use to perform your job. (Check all that apply.)

- ☐ None/Not Applicable
- ☐ Use office machines such as copiers or calculators.
- ☐ Use computers for data entry; **or** handle, use, **or** repair hand-held power equipment **or** light machinery.
- ☐ Use computers for word processing, spreadsheets, PowerPoint presentations or custom applications.
- ☐ Use, develop, **or** repair electronics **or** complex software, hardware, **or** network systems; operate, install, test **or** inspect heavy or complex machinery.
- ☐ Supervise the activities of those operating or repairing complex machinery or technology systems.
- ☐ Interpret policy and establish methods and procedures for acquiring, installing, testing, operating or repairing machinery or technology systems.
- ☐ Establish policy for the acquisition, installation, testing, operation, and maintenance of machinery or technology systems.
- ☐ Establish long-range plans and programs for capital improvements, major construction projects, or new technology systems.

SECTION 14.0 - PHYSICAL JOB FACTORS

Please provide details for the working conditions and physical demands that are required to successfully perform your job.

1. Which of the following physical conditions and hazards are encountered in your position? (Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> Indoor environment | <input type="checkbox"/> Poor ventilation |
| <input type="checkbox"/> Outdoor environment | <input type="checkbox"/> Electrical hazards |
| <input type="checkbox"/> Noise | <input type="checkbox"/> Mechanical hazards |
| <input type="checkbox"/> Extreme temperatures | <input type="checkbox"/> Chemical hazards |
| <input type="checkbox"/> Vibration | <input type="checkbox"/> Explosive hazards |
| <input type="checkbox"/> Moisture and/or humidity | <input type="checkbox"/> Burn hazards |
| <input type="checkbox"/> Dust | <input type="checkbox"/> Potential for violence/physical altercations |
| <input type="checkbox"/> Fumes | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Gases | <input type="checkbox"/> Other _____ |

2. How much time is spent doing the following activities in your position?

Example: Position requires sitting over 2/3 of the time.

ACTIVITY	AMOUNT OF TIME SPENT			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Standing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gripping or feeling with hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching with hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climbing or balancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stooping, kneeling, crouching, or crawling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking or hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tasting or smelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Does this job require that weight be lifted? If so, how much and how often?*Example: Position requires lifting up to 25 pounds over 2/3 of the time.*

PHYSICAL REQUIREMENT: WEIGHT LIFTED	AMOUNT OF TIME SPENT			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 25 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 50 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than 100 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Does this job have any special vision requirements? (Check all that apply.)

- ☐ No special vision requirements
- ☐ Close vision (clear vision at 20 inches or less)
- ☐ Distance vision (clear vision at 20 feet or more)
- ☐ Color vision (ability to identify and distinguish colors)
- ☐ Peripheral vision (ability to observe an area that can be seen up or down or to the left and right when vision is fixed on a given point)
- ☐ Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
- ☐ Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)

SUPERVISOR'S COMMENTS

Supervisor Instructions:

Please review your employee's questionnaire carefully and check if you agree or disagree with the employee's choices or statements. Note any additional information that you feel is important to the understanding of this employee's work. If you disagree with any of the levels checked or statements made in this questionnaire, **we ask that you do not change any response nor ask the employee to change a response.** Rather, please indicate your comments on this page. If you need additional room, please add a page and staple it to this questionnaire. **Each section must be reviewed.** Failure to review each section thoroughly and to complete this section of the questionnaire will result in a delay in the evaluation process. Thank you for your time and attention to this process.

SECTION	AGREE	DISAGREE	COMMENTS
1.0	<input type="checkbox"/>	<input type="checkbox"/>	
2.0	<input type="checkbox"/>	<input type="checkbox"/>	
3.0	<input type="checkbox"/>	<input type="checkbox"/>	
4.0	<input type="checkbox"/>	<input type="checkbox"/>	
5.0	<input type="checkbox"/>	<input type="checkbox"/>	
6.0	<input type="checkbox"/>	<input type="checkbox"/>	
7.0	<input type="checkbox"/>	<input type="checkbox"/>	
8.0	<input type="checkbox"/>	<input type="checkbox"/>	
9.0	<input type="checkbox"/>	<input type="checkbox"/>	
10.0	<input type="checkbox"/>	<input type="checkbox"/>	
11.0	<input type="checkbox"/>	<input type="checkbox"/>	
12.0	<input type="checkbox"/>	<input type="checkbox"/>	
13.0	<input type="checkbox"/>	<input type="checkbox"/>	
14.0	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Comments:

I certify that I have read and reviewed this questionnaire and that I have noted any additional information or areas of disagreement to the best of my ability.

Supervisor's Signature: _____ Date: _____

APPENDIX C:

TEACHER SALARY COMPARISONS

School District	Number of Steps	Bachelors - Class 3			Bachelors + 18 hrs - Class 2			Masters - Class 1			Masters + 30 hrs - Class 7			Doctorate - Class 8		
		Low	Median	High	Low	Median	High	Low	Median	High	Low	Median	High	Low	Median	High
Aiken	24	\$ 37,922.00	\$ 46,191.00	\$ 56,290.00	\$ 39,681.00	\$ 47,935.00	\$ 58,214.00	\$ 43,651.00	\$ 52,466.00	\$ 63,720.00	\$ 47,004.00	\$ 55,952.00	\$ 67,569.00	\$ 51,583.00	\$ 63,623.00	\$ 77,966.00
Beaufort	30	\$ 35,156.00	\$ 48,516.00	\$ 55,827.00	\$ 36,737.00	\$ 50,274.00	\$ 57,640.00	\$ 40,253.00	\$ 55,020.00	\$ 63,063.00	\$ 43,769.00	\$ 58,535.00	\$ 66,769.00	\$ 47,285.00	\$ 66,971.00	\$ 77,575.00
Berkeley	30	\$ 35,901.00	\$ 47,848.00	\$ 56,869.00	\$ 37,333.00	\$ 49,755.00	\$ 59,136.00	\$ 39,380.00	\$ 52,483.00	\$ 62,379.00	\$ 42,188.00	\$ 56,224.00	\$ 66,826.00	\$ 45,881.00	\$ 63,281.00	\$ 78,500.00
Charleston	30	\$ 36,070.00	\$ 48,670.00	\$ 57,669.00	\$ 37,954.00	\$ 51,239.00	\$ 60,739.00	\$ 40,371.00	\$ 54,507.00	\$ 64,585.00	\$ 43,396.00	\$ 58,581.00	\$ 69,434.00	\$ 47,014.00	\$ 63,475.00	\$ 75,225.00
Dorchester 2	30	\$ 36,124.00	\$ 46,945.00	\$ 58,374.00	\$ 36,830.00	\$ 47,873.00	\$ 60,317.00	\$ 39,122.00	\$ 52,424.00	\$ 66,020.00	\$ 42,333.00	\$ 56,073.00	\$ 69,902.00	\$ 45,135.00	\$ 63,432.00	\$ 80,961.00
Georgetown	36	\$ 31,883.00	\$ 47,489.00	\$ 60,283.00	\$ 33,168.00	\$ 49,119.00	\$ 62,198.00	\$ 36,328.00	\$ 53,794.00	\$ 67,689.00	\$ 39,541.00	\$ 57,023.00	\$ 71,719.00	\$ 42,442.00	\$ 65,722.00	\$ 81,935.00
Greenville	30	\$ 35,400.00	\$ 48,623.00	\$ 60,167.00	\$ 36,533.00	\$ 50,442.00	\$ 62,232.00	\$ 40,037.00	\$ 55,219.00	\$ 68,120.00	\$ 43,525.00	\$ 58,934.00	\$ 72,233.00	\$ 47,028.00	\$ 67,071.00	\$ 83,314.00
Lexington 1	30	\$ 33,132.00	\$ 46,332.00	\$ 56,553.00	\$ 34,747.00	\$ 48,250.00	\$ 58,526.00	\$ 38,323.00	\$ 53,123.00	\$ 64,431.00	\$ 41,766.00	\$ 56,474.00	\$ 68,272.00	\$ 44,706.00	\$ 63,410.00	\$ 77,253.00
Richland 1	30	\$ 35,532.00	\$ 46,902.00	\$ 54,205.00	\$ 37,225.00	\$ 48,633.00	\$ 56,057.00	\$ 41,154.00	\$ 53,634.00	\$ 62,117.00	\$ 42,509.00	\$ 57,100.00	\$ 65,804.00	\$ 45,514.00	\$ 64,692.00	\$ 75,762.00
Richland 2	44	\$ 36,094.30	\$ 51,947.90	\$ 54,682.00	\$ 37,606.70	\$ 54,389.40	\$ 57,269.80	\$ 41,064.70	\$ 60,678.40	\$ 64,632.30	\$ 44,157.90	\$ 64,094.60	\$ 68,048.50	\$ 46,838.80	\$ 73,455.90	\$ 78,129.90
Peer Average	31	\$ 35,321.43	\$ 47,946.39	\$ 57,091.90	\$ 36,781.47	\$ 49,790.94	\$ 59,232.88	\$ 39,968.37	\$ 54,334.84	\$ 64,675.63	\$ 43,018.89	\$ 57,899.06	\$ 68,657.65	\$ 46,342.68	\$ 65,513.29	\$ 78,662.09
Horry	27	\$ 36,010.70	\$ 47,050.65	\$ 61,468.80	\$ 37,677.00	\$ 49,228.05	\$ 64,311.20	\$ 41,463.70	\$ 54,172.80	\$ 70,773.10	\$ 42,364.30	\$ 55,351.75	\$ 72,310.20	\$ 45,584.80	\$ 60,964.35	\$ 79,000.10
\$ Difference Horry & Peer Avg		\$ 689.27	N/A	\$ 4,376.90	\$ 895.53	N/A	\$ 5,078.32	\$ 1,495.33	N/A	\$ 6,097.47	\$ (654.59)	N/A	\$ 3,652.55	\$ (757.88)	N/A	\$ 338.01
% Difference Horry & Peer Avg		2.0%	N/A	7.7%	2.4%	N/A	8.6%	3.7%	N/A	9.4%	-1.5%	N/A	5.3%	-1.6%	N/A	0.4%

Note: N/A for Median per different number of steps for each district schedule.

APPENDIX D:

TEACHER SCHEDULE – CURRENT AND PROPOSED

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Horry - CURRENT SCHEDULE - 27 STEPS																												
Doctorate - Class 8	45,585	46,639	47,707	48,788	49,885	50,990	52,109	53,242	54,389	55,552	56,730	57,918	59,128	60,346	61,583	62,835	64,102	65,390	66,692	68,012	69,348	70,800	72,398	73,796	75,246	76,891	77,902	79,000
Masters + 30 hrs - Class 7	42,364	43,214	44,078	44,960	45,858	46,774	47,709	48,665	49,638	50,631	51,644	52,678	53,730	54,804	55,900	57,019	58,159	59,320	60,507	61,720	62,953	64,212	65,497	66,804	68,142	69,504	70,895	72,310
Masters - Class 1	41,464	42,294	43,140	44,002	44,880	45,777	46,694	47,627	48,581	49,552	50,544	51,555	52,586	53,637	54,709	55,805	56,918	58,056	59,217	60,403	61,611	62,843	64,100	65,383	66,690	68,024	69,386	70,773
Bachelors + 18 hrs - Class 2	37,677	38,433	39,201	39,986	40,785	41,601	42,433	43,280	44,147	45,030	45,931	46,848	47,787	48,741	49,715	50,709	51,726	52,759	53,816	54,891	55,987	57,106	58,250	59,415	60,604	61,817	63,052	64,311
Bachelors - Class 3	36,011	36,735	37,466	38,215	38,980	39,761	40,556	41,367	42,193	43,037	43,898	44,777	45,672	46,584	47,517	48,467	49,438	50,426	51,435	52,463	53,512	54,581	55,672	56,789	57,922	59,081	60,262	61,469

Horry - UPDATED SCHEDULE - Maintaining 27 steps, adjusting for Masters +30 and Doctorate at starting salary; 2.0% spread																												
Doctorate - Class 8	46,343	47,270	48,215	49,179	50,163	51,166	52,189	53,233	54,298	55,384	56,491	57,621	58,774	59,949	61,148	62,371	63,619	64,891	66,189	67,513	68,863	70,240	71,645	73,078	74,539	76,030	77,551	79,102
Masters + 30 hrs - Class 7	43,019	43,879	44,757	45,652	46,565	47,496	48,446	49,415	50,403	51,412	52,440	53,489	54,558	55,650	56,763	57,898	59,056	60,237	61,442	62,670	63,924	65,202	66,506	67,836	69,193	70,577	71,989	73,428
Masters - Class 1	41,464	42,294	43,140	44,002	44,880	45,777	46,694	47,627	48,581	49,552	50,544	51,555	52,586	53,637	54,709	55,805	56,918	58,056	59,217	60,403	61,611	62,843	64,100	65,383	66,690	68,024	69,386	70,773
Bachelors + 18 hrs - Class 2	37,677	38,433	39,201	39,986	40,785	41,601	42,433	43,280	44,147	45,030	45,931	46,848	47,787	48,741	49,715	50,709	51,726	52,759	53,816	54,891	55,987	57,106	58,250	59,415	60,604	61,817	63,052	64,311
Bachelors - Class 3	36,011	36,735	37,466	38,215	38,980	39,761	40,556	41,367	42,193	43,037	43,898	44,777	45,672	46,584	47,517	48,467	49,438	50,426	51,435	52,463	53,512	54,581	55,672	56,789	57,922	59,081	60,262	61,469

APPENDIX E:

ATHLETIC SUPPLEMENT COMPARISONS

Athletic Supplements Comparison

Extracurricular Area	Horry County Schools Position	Horry County Schools	Peer Average	\$ Difference Horry & Peer Avg	% Difference Horry & Peer Avg
Athletics	Director	\$ 9,538.00	\$ 12,663.75	\$ (3,125.75)	-25%
	Trainer - 190 day Teacher	\$ 8,959.00	\$ 8,025.25	\$ 933.75	12%
	Assistant Trainer	\$ 6,719.00	\$ 4,393.33	\$ 2,325.67	53%
Soccer	Varsity Head Coach	\$ 3,324.00	\$ 3,459.78	\$ (135.78)	-4%
	Varsity Assistant Coach	\$ 1,951.00	\$ 1,693.63	\$ 257.38	15%
	Jr. Varsity Head Coach	\$ 1,806.00	\$ 2,025.38	\$ (219.38)	-11%
Baseball	Varsity Head Coach	\$ 3,324.00	\$ 3,890.11	\$ (566.11)	-15%
	Varsity Assistant Coach	\$ 1,951.00	\$ 2,362.63	\$ (411.63)	-17%
	Jr. Varsity Head Coach	\$ 1,806.00	\$ 1,954.78	\$ (148.78)	-8%
	B-Team Head Coach	\$ 1,806.00	\$ 1,305.00	\$ 501.00	38%
Softball	Varsity Head Coach	\$ 3,324.00	\$ 3,723.44	\$ (399.44)	-11%
	Varsity Assistant Coach	\$ 1,951.00	\$ 2,013.63	\$ (62.63)	-3%
	Jr. Varsity Head Coach	\$ 1,806.00	\$ 1,954.78	\$ (148.78)	-8%
	B-Team Head Coach	\$ 1,806.00	\$ 1,305.00	\$ 501.00	38%
Basketball	Varsity Head Coach	\$ 6,647.00	\$ 6,400.44	\$ 246.56	4%
	Varsity Assistant Coach	\$ 3,034.00	\$ 2,479.56	\$ 554.44	22%
	Jr. Varsity Head Coach	\$ 2,167.00	\$ 2,452.73	\$ (285.73)	-12%
	B-Team Head Coach	\$ 1,806.00	\$ 1,939.00	\$ (133.00)	-7%
Strength	Varsity Head Coach	\$ 4,335.00	\$ 4,334.13	\$ 0.88	0%
Cheerleading	Varsity Coach	\$ 5,348.00	\$ 3,219.22	\$ 2,128.78	66%
	Jr. Varsity Coach	\$ 3,902.00	\$ 1,841.25	\$ 2,060.75	112%
	B-Team Coach	\$ 3,612.00	\$ 1,385.00	\$ 2,227.00	161%
Cross Country	Varsity Head Coach	\$ 2,167.00	\$ 2,557.56	\$ (390.56)	-15%
Football	Varsity Head Coach	\$ 8,670.00	\$ 10,132.14	\$ (1,462.14)	-14%
	Varsity Assistant Coach	\$ 6,215.00	\$ 4,838.00	\$ 1,377.00	28%
	Jr. Varsity Head Coach	\$ 6,215.00	\$ 5,420.43	\$ 794.57	15%
	Jr. Varsity Assistant Coach	\$ 4,335.00	\$ 2,959.83	\$ 1,375.17	46%
	B-Team Head Coach	\$ 2,167.00	\$ 2,913.40	\$ (746.40)	-26%
	B-Team Assistant Coach	\$ 1,806.00	\$ 2,597.50	\$ (791.50)	-30%
Golf	Varsity Head Coach	\$ 2,167.00	\$ 2,341.67	\$ (174.67)	-7%
Lacrosse	Varsity Head Coach	\$ 3,324.00	\$ 3,464.86	\$ (140.86)	-4%
	Varsity Assistant Coach	\$ 1,951.00	\$ 1,751.50	\$ 199.50	11%
Swimming	Varsity Head Coach	\$ 2,167.00	\$ 2,376.44	\$ (209.44)	-9%
Tennis	Varsity Head Coach	\$ 2,167.00	\$ 2,440.67	\$ (273.67)	-11%
Track	Varsity Head Coach	\$ 2,674.00	\$ 3,441.56	\$ (767.56)	-22%
	Varsity Assistant Coach	\$ 1,951.00	\$ 1,958.38	\$ (7.38)	0%
Volleyball	Varsity Head Coach	\$ 2,674.00	\$ 3,308.33	\$ (634.33)	-19%
	Varsity Assistant Coach	\$ 1,951.00	\$ 1,647.78	\$ 303.22	18%
	Jr. Varsity Head Coach	\$ 1,806.00	\$ 1,861.14	\$ (55.14)	-3%
Wrestling	Varsity Head Coach	\$ 3,324.00	\$ 3,480.11	\$ (156.11)	-4%
	Varsity Assistant Coach	\$ 1,951.00	\$ 1,817.14	\$ 133.86	7%
	Jr. Varsity Head Coach	\$ 1,806.00	\$ 2,222.00	\$ (416.00)	-19%

APPENDIX F:

ACADEMIC SUPPLEMENT COMPARISONS

Non-Athletic Supplement Comparisons

School District	Fine Arts					National Board Certification		Doctoral Supplement	Board of Education		JROTC	
	High School Band Director	High School Band Assistant	High School Choral Director	High School Orchestra Director	Middle School Orchestra Director	State amount (depending on Cert. date)	District amount (if eligible)	Non-Teaching Professional	Board Chair	Board Member	Property Officer	Rifle Team/Drill
Peer Average	\$ 4,508.43	\$ 2,612.00	\$ 1,860.46	\$ 2,328.75	\$ 1,786.67	\$ 5,500.00	\$ 3,000.00	N/A	N/A	N/A	\$ 1,811.67	N/A
Horry County Schools	\$ 3,890.00	\$ 2,333.00	\$ 1,292.00	\$ 645.00	\$ 645.00	\$ 6,250.00	\$ 4,000.00	\$ 300.00	\$ 13,440.00	\$ 9,600.00	-	-
\$ Difference Horry & Peer Avg	\$ (618.43)	\$ (279.00)	\$ (568.46)	\$ (1,683.75)	\$ (1,141.67)	\$ 750.00	\$ 1,000.00	N/A	N/A	N/A	N/A	N/A
% Difference Horry & Peer Avg	-13.7%	-10.7%	-30.6%	-72.3%	-63.9%	13.6%	33.3%	N/A	N/A	N/A	N/A	N/A

APPENDIX G:

PROPOSED ATHLETIC SUPPLEMENT SCHEDULE

Horry County Schools Athletic Supplements - Updated

Athletics - paid evenly over the school year			
	Amount	Amount	
Director	\$ 9,631	Soccer	
Trainer - 190 day Teacher	\$ 8,025	Varsity Head Coach	\$ 3,460
Assistant Trainer	\$ 6,719	Varsity Assistant Coach	\$ 1,694
Baseball		Jr. Varsity Head Coach	\$ 2,025
Varsity Head Coach	\$ 3,890	Softball	
Varsity Assistant Coach	\$ 2,363	Varsity Head Coach	\$ 3,723
Jr. Varsity Head Coach	\$ 1,955	Varsity Assistant Coach	\$ 2,014
B-Team Head Coach	\$ 1,806	Jr. Varsity Head Coach	\$ 1,955
Basketball		B-Team Head Coach	\$ 1,806
Varsity Head Coach	\$ 6,647	Strength	
Varsity Assistant Coach	\$ 3,034	Varsity Head Coach	\$ 4,335
Jr. Varsity Head Coach	\$ 2,453	Swimming	
B-Team Head Coach	\$ 1,806	Varsity Head Coach	\$ 2,376
Cheerleading		Tennis	
Varsity Coach	\$ 5,348	Varsity Head Coach	\$ 2,441
Jr. Varsity Coach	\$ 3,902	Track	
B-Team Coach	\$ 3,612	Varsity Head Coach	\$ 3,442
Cross Country		Varsity Assistant Coach	\$ 1,958
Varsity Head Coach	\$ 2,558	Volleyball	
Football		Varsity Head Coach	\$ 3,308
Varsity Head Coach	\$ 8,999	Varsity Assistant Coach	\$ 1,648
Varsity Assistant Coach	\$ 6,215	Jr. Varsity Head Coach	\$ 1,861
Jr. Varsity Head Coach	\$ 6,215	Wrestling	
Jr. Varsity Assistant Coach	\$ 4,335	Varsity Head Coach	\$ 3,480
B-Team Head Coach	\$ 2,913	Varsity Assistant Coach	\$ 1,951
B-Team Assistant Coach	\$ 2,598	Jr. Varsity Head Coach	\$ 2,222
Golf			
Varsity Head Coach	\$ 2,342		
Lacrosse			
Varsity Head Coach	\$ 3,465		
Varsity Assistant Coach	\$ 1,951		
Coaching supplements are paid based on individual coaching agreements and season.			
With prior approval, coaching supplements may be split into 2 position; 50% each.			
JROTC			
	Property Officer	\$ 1,812	Paid over 24 Payrolls
	Rifle Team/Drill	\$ 800	

APPENDIX H:

PROPOSED ACADEMIC SUPPLEMENT SCHEDULE

Horry County Schools Academic (Non-Athletic) Supplements - Updated

Pay Schedule		Amount	
Fine Arts			
	High School Band Director	\$ 4,508	Paid over 24 Payrolls
	High School Band Assistant	\$ 2,612	
	High School Choral Director	\$ 1,860	
	High School Orchestra Director	\$ 2,329	
	Middle School Orchestra Director	\$ 1,787	
National Board Certification			
	State amount(depending on Cert. date)	\$5,000 or \$7,500	Paid over 24 Payrolls
	District amount (if eligible)	\$ 4,000	
Doctoral Supplement			
	Non-Teaching Professional	\$ 300	Per Month Worked
Board of Education			
	Board Chair	\$ 13,440	Paid over 24 Payrolls
	Board Member	\$ 9,600	
Supplements paid on this schedule will be prorated for late hires, early terminations and/or unpaid leave of absences			

APPENDIX I:

NON-TEACHING COMPARISONS

REDACTED

CONFIDENTIAL EMPLOYEE INFORMATION

APPENDIX J:

NON-TEACHING PROPOSED PAY SCHEDULE

Non-Teaching Staff
Proposed Pay Structure

Grade	Rate Type	Proposed Minimum	Proposed Maximum
15	Hourly	\$ 11.76	\$ 15.76
16	Hourly	\$ 12.00	\$ 16.70
17	Hourly	\$ 12.24	\$ 19.07
18	Hourly	\$ 12.69	\$ 19.84
19	Hourly	\$ 13.14	\$ 20.81
20	Hourly	\$ 14.59	\$ 23.95
21	Hourly	\$ 16.14	\$ 26.32
22	Hourly	\$ 17.36	\$ 28.02
23	Hourly	\$ 18.56	\$ 29.71
24	Daily	\$ 149.71	\$ 254.51
25	Daily	\$ 157.20	\$ 268.01
26	Daily	\$ 170.55	\$ 290.06
27	Daily	\$ 184.38	\$ 313.47
28	Daily	\$ 189.53	\$ 323.52
29	Daily	\$ 198.30	\$ 345.25
30	Daily	\$ 202.02	\$ 344.05
31	Daily	\$ 165.57	\$ 275.58
33	Daily	\$ 222.43	\$ 394.18
34	Daily	\$ 241.49	\$ 402.73
35	Daily	\$ 260.54	\$ 425.86
36	Daily	\$ 279.60	\$ 448.99
37	Daily	\$ 298.43	\$ 472.01
37ap1	Daily	\$ 315.74	\$ 428.67
37ap2	Daily	\$ 330.60	\$ 443.52
37p1	Daily	\$ 340.20	\$ 450.58
37p2	Daily	\$ 353.73	\$ 465.84
38	Daily	\$ 375.04	\$ 493.73
39	Daily	\$ 400.46	\$ 553.87
40	Daily	\$ 432.88	\$ 590.68
Education Based - Classified Scale	Hourly	\$ 12.38	\$ 20.42
Education Based Non-Teaching Professional	Hourly	\$ 21.31	\$ 40.75

APPENDIX K:

NON-TEACHING GRADE ORDER LIST

Pay Grade	Rate Type	Revised Class Title	Proposed Minimum	Proposed Maximum
15	Hourly	Cafeteria Worker Grade 15 183 Day	\$ 11.76	\$ 15.76
		Child Care Worker 8hpd 180	\$ 11.76	\$ 15.76
		Child Care Worker Grd 15 180 Day	\$ 11.76	\$ 15.76
		Custodian I Grade 15 246 Day	\$ 11.76	\$ 15.76
		Custodian I Grd 15 190 Day	\$ 11.76	\$ 15.76
		Custodian I Grd 15 195 Day	\$ 11.76	\$ 15.76
		Custodian I Grd 15 220 Day	\$ 11.76	\$ 15.76
		Custodian I Grd 15 240 Day	\$ 11.76	\$ 15.76
		TBD - Support	\$ 11.76	\$ 15.76
16	Hourly	Cafeteria Assistant Manager Grd 16 183 Day	\$ 12.00	\$ 16.70
		TBD - Support	\$ 12.00	\$ 16.70
17	Hourly	Clerk I 185 - 7 GR 17	\$ 12.24	\$ 19.07
		Clerk I Grd 17 240 Day	\$ 12.24	\$ 19.07
		Custodian II Grd 16 220 Day	\$ 12.24	\$ 19.07
		Custodian II Grd 16 240 Day	\$ 12.24	\$ 19.07
		Custodian III Grd 17 240 Day	\$ 12.24	\$ 19.07
		Family School Facilitator Grade 17 185 Day	\$ 12.24	\$ 19.07
		Family School Facilitator Grd 17 190 Day	\$ 12.24	\$ 19.07
		Instructional Aide 185	\$ 12.24	\$ 19.07
		Inventory Workman	\$ 12.24	\$ 19.07
		Paraprofessional 180 Day	\$ 12.24	\$ 19.07
		Paraprofessional 185 Day	\$ 12.24	\$ 19.07
		Paraprofessional 190 Day	\$ 12.24	\$ 19.07
		Clerk II Science 7.5 220	\$ 12.69	\$ 19.84
		Instructional Aide 185	\$ 12.69	\$ 19.84
		Paraprofessional 180 Day	\$ 12.69	\$ 19.84
18	Hourly	Paraprofessional 185 Day	\$ 12.69	\$ 19.84
		Paraprofessional 190 Day	\$ 12.69	\$ 19.84
		Playcard Assistant	\$ 12.69	\$ 19.84
		Bus Driver I Grade 16 180 Day	\$ 13.14	\$ 20.81
		Child Care Supervisor Grd 19 180 Day	\$ 13.14	\$ 20.81
		Clerk III Grd 19 185 Day	\$ 13.14	\$ 20.81
19	Hourly	Clerk III Grd 19 190 Day	\$ 13.14	\$ 20.81
		Clerk III Grd 19 220 Day	\$ 13.14	\$ 20.81
		Clerk III Grd 19 240 Day	\$ 13.14	\$ 20.81
		Custodian V Grd 19 240 Day	\$ 13.14	\$ 20.81
		Foreman	\$ 13.14	\$ 20.81
		Interpreter 7.0 hpd,185 Day	\$ 13.14	\$ 20.81
		Maintenance Worker IV Grd 19 246 Day	\$ 13.14	\$ 20.81
		Secretary I Grd 19 190 Day	\$ 13.14	\$ 20.81
		Special Needs Bus Driver/Aide	\$ 13.14	\$ 20.81
		Bookkeeper I Grd 20 220 Day	\$ 14.59	\$ 23.95
		Bus Driver II Grd 17 180 Days	\$ 14.59	\$ 23.95
		Cafeteria Manager I Grd 18 188 Day	\$ 14.59	\$ 23.95

Pay Grade	Rate Type	Revised Class Title	Proposed Minimum	Proposed Maximum
		Clerk IV Grade 20 246 Days	\$ 14.59	\$ 23.95
		Clerk IV Grd 20 240 Day	\$ 14.59	\$ 23.95
		Custodian IV Grd 18 240 Day	\$ 14.59	\$ 23.95
		School Technical Support Assistant	\$ 14.59	\$ 23.95
		Secretary II Grd 20 190 Day	\$ 14.59	\$ 23.95
		Secretary II Grd 20 200 Day	\$ 14.59	\$ 23.95
		Secretary II Grd 20 240 Day	\$ 14.59	\$ 23.95
21	Hourly	Attendance Interventionist Grd 21 220	\$ 16.14	\$ 26.32
		Bookkeeper II Grd 21 240 Day	\$ 16.14	\$ 26.32
		Cafeteria Manager II Grd 20 188 Day	\$ 16.14	\$ 26.32
		Clerk V - Data Quality	\$ 16.14	\$ 26.32
		Clerk V 180-7.5 Gr21	\$ 16.14	\$ 26.32
		Clerk V Data Quality Grd 21 190	\$ 16.14	\$ 26.32
		Clerk V Grade 21 205 Days	\$ 16.14	\$ 26.32
		Clerk V Grd 21 220 Day	\$ 16.14	\$ 26.32
		Clerk V Grd 21 240 Day	\$ 16.14	\$ 26.32
		Driver Trainer 220 8hpd	\$ 16.14	\$ 26.32
		Driver Trainer Gr 21 240 8hpd	\$ 16.14	\$ 26.32
		Interpreter 7.0 hpd,185 Day	\$ 16.14	\$ 26.32
		Lead Paraprofessional 21 185 Day	\$ 16.14	\$ 26.32
		Lead Paraprofessional PCE 195 Gr 21	\$ 16.14	\$ 26.32
		Maintenance Worker VI Grd 21 246 Day	\$ 16.14	\$ 26.32
		Nurse LPN Grd 20 190 Day	\$ 16.14	\$ 26.32
		Secretary III	\$ 16.14	\$ 26.32
		Spec Ed 1:1 Nurse LPN	\$ 16.14	\$ 26.32
		Transportation Area Supervisor Grd 21 200 Day	\$ 16.14	\$ 26.32
22	Hourly	Bookkeeper III Grd 22 240 Day	\$ 17.36	\$ 28.02
		Cafeteria Manager III Grd 21 188 Day	\$ 17.36	\$ 28.02
		Clerk VI Grd 22 240 Day	\$ 17.36	\$ 28.02
		Food Service Maintenance Technician	\$ 17.36	\$ 28.02
		Secretary IV Grd 22 240 Day	\$ 17.36	\$ 28.02
		Technician I Grd 22 240 Day	\$ 17.36	\$ 28.02
		Technician I Grd 22 246 Day	\$ 17.36	\$ 28.02
		Therapy Assistant Grd 22 190 Day	\$ 17.36	\$ 28.02
23	Hourly	Bookkeeper IV Grd 23 240 Day	\$ 18.56	\$ 29.71
		Cafeteria Field Trainer Grd 23 200 Day	\$ 18.56	\$ 29.71
		Cafeteria Manager IV Grd 22 188 Day	\$ 18.56	\$ 29.71
		Clerk VII Grd 23 240 Day	\$ 18.56	\$ 29.71
		Fleet Mechanic Grd 22 246 Days	\$ 18.56	\$ 29.71
24	Daily	Administrative Assistant Grd 24 246 Day	\$ 149.71	\$ 254.51
		Records Center Manager	\$ 149.71	\$ 254.51
		Supervisor II Grade 24 220 Day	\$ 149.71	\$ 254.51
		Supervisor II Grade 24 246 Day	\$ 149.71	\$ 254.51
		Supervisor II Grd 24 220 Day	\$ 149.71	\$ 254.51

Pay Grade	Rate Type	Revised Class Title	Proposed Minimum	Proposed Maximum
		Supervsior II Grd 24 220 Day	\$ 149.71	\$ 254.51
25	Daily	Accountant I Grd 25 246 Day	\$ 157.20	\$ 268.01
		Specilaist III 200 Fam Lit	\$ 157.20	\$ 268.01
		Technician II Grd 25 246 Day	\$ 157.20	\$ 268.01
26	Daily	Executive Assistant Grd 26 246 Day	\$ 170.55	\$ 290.06
		Transportation Field Manager	\$ 170.55	\$ 290.06
27	Daily	Accountant I Grd 25 246 Day	\$ 184.38	\$ 313.47
		Accountant II Grd 27 246 Day	\$ 184.38	\$ 313.47
		Assistant Manager	\$ 184.38	\$ 313.47
		Athletic Trainer Grd 27 220 Day	\$ 184.38	\$ 313.47
		Business Analyst	\$ 184.38	\$ 313.47
		Interventionist I 190 Day	\$ 184.38	\$ 313.47
		Manager Grade 27 246 Day	\$ 184.38	\$ 313.47
		Nurse RN Grd 24 180 Day	\$ 184.38	\$ 313.47
		Nurse RN Grd 24 190 Day	\$ 184.38	\$ 313.47
		Technician III Grd 27 246 Day	\$ 184.38	\$ 313.47
28	Daily	TBD - Professional	\$ 189.53	\$ 323.52
30	Daily	Athletic Trainer Grd 30 220 Day	\$ 202.02	\$ 344.05
		Educational Audiologist	\$ 202.02	\$ 344.05
		Interventionist IV Grd 30 190 Day	\$ 202.02	\$ 344.05
		Manager	\$ 202.02	\$ 344.05
		Program Specialist I Grade 30 246 Days	\$ 202.02	\$ 344.05
		Program Specialist I Grd 30 210 Day	\$ 202.02	\$ 344.05
		Project Manager	\$ 202.02	\$ 344.05
		Technician IV Grade 30 246 Day	\$ 202.02	\$ 344.05
		Therapist II Grd 30 190 Day	\$ 202.02	\$ 344.05
31	Daily	Band Director 220	\$ 20.70	\$ 34.45
		Facilitator	\$ 20.70	\$ 34.45
		Specialist	\$ 20.70	\$ 34.45
		Specialist Grade 27 190 Day	\$ 20.70	\$ 34.45
		Specialist Grade 27 246 Day	\$ 20.70	\$ 34.45
		Specialist Grade 28 190 Day	\$ 20.70	\$ 34.45
		Specialist Grade 30 190 Day	\$ 20.70	\$ 34.45
		Specialist Grd 24 246 Day	\$ 20.70	\$ 34.45
		Specialist Grd 25 Day 246	\$ 20.70	\$ 34.45
33	Daily	Coordinator - Certified	\$ 222.43	\$ 394.18
		Coordinator Grd 33 210 Day	\$ 222.43	\$ 394.18
		Coordinator Grd 33 220 Day	\$ 222.43	\$ 394.18
		Coordinator Grd 33 246 Day	\$ 222.43	\$ 394.18
		Learning Specialist	\$ 222.43	\$ 394.18
		Learning Specialist Grd 33 190 Day	\$ 222.43	\$ 394.18
		Learning Specialist Grd 33 220 Day	\$ 222.43	\$ 394.18
		Learning Specialist Grd 33 246 Day	\$ 222.43	\$ 394.18
		Program Specialist II Grd 33 220	\$ 222.43	\$ 394.18

Pay Grade	Rate Type	Revised Class Title	Proposed Minimum	Proposed Maximum
		Psychologist Grd 33 205 Day	\$ 222.43	\$ 394.18
		Psychologist Grd 33 220 Day	\$ 222.43	\$ 394.18
		Systems Administrator Grade 33 246 Day	\$ 222.43	\$ 394.18
		Therapist I	\$ 222.43	\$ 394.18
34	Daily	Program Administrator	\$ 241.49	\$ 402.73
37	Daily	Director Grd 37 246 Day	\$ 298.43	\$ 472.01
		Information Officer Grd 37 246 Day	\$ 298.43	\$ 472.01
37ap1	Daily	Assistant Principal I 220 Days	\$ 315.74	\$ 428.67
		Assistant Principal I Grd 33 210 Day	\$ 315.74	\$ 428.67
37ap2	Daily	Assistant Principal II Grd 34 220 Day	\$ 330.60	\$ 443.52
37p1	Daily	Principal I Grd 36 246 Day	\$ 340.20	\$ 450.58
37p2	Daily	Principal II Grd 37 246 Day	\$ 353.73	\$ 465.84
38	Daily	Principal III Grd 38 246 Day	\$ 375.04	\$ 493.73
39	Daily	Executive Director Grd 39 246 Day	\$ 400.46	\$ 553.87
		Principal IV Grd 39 246 Day	\$ 400.46	\$ 553.87
		Princpal SP IV Grd 39 246 Day	\$ 400.46	\$ 553.87
40	Daily	Chief Officer Grade 40 246 Day	\$ 432.88	\$ 590.68

APPENDIX L:

TEACHER ESTIMATED COST
ADJUSTMENTS TO MINIMUM

REDACTED

CONFIDENTIAL EMPLOYEE INFORMATION

APPENDIX M:

NON-TEACHING STAFF ESTIMATED TOTAL COST ADJUSTMENTS

REDACTED

CONFIDENTIAL EMPLOYEE INFORMATION

APPENDIX N:

IMPLEMENTATION PLAN SAMPLES

REDACTED

CONFIDENTIAL EMPLOYEE INFORMATION