

Salary**1. Preamble**

The goal of the Cherry Creek School District is to attain excellence in all phases of the educational program, including personnel, facilities, management, and instruction. The continuing responsibility of the Board is to encourage, develop and approve District policies which will increase the community's opportunities of achieving this goal.

The Board recognizes that the staff's primary commitment is to the boys and girls of the school community it serves and, further, to the overriding goal of excellence to which this community subscribes. The Board will strive, therefore, to develop personnel policies which are consistent with the continuing staff and community commitments, recognizing that such high standards and aspirations are, by necessity, developed only over a period of many years.

The Cherry Creek School Community recognizes the excellence of its staff and commends its past high standards of industry and performance as well as its willingness to accept ever-increasing demands. It is in recognition of this fact that the Board adopts the following salary principles.

2. Salary Principles

The Board will establish a Salary Schedule for teachers as may be needed to maintain the operations and carry out the educational program of the District, and consistent insofar as possible with the desires of the employees and these salary principles. Such a Schedule will be approved by the Board.

- A. The compensation program should establish salary goals for all staff members at least equivalent to the highest level in Colorado commensurate with the District's ability to do so.
- B. The compensation program should recognize the training a staff member received before employment and subsequent thereto.
- C. The compensation program should recognize the experience a staff member received before employment and subsequent thereto.
- D. Effective July 1 of the 2012 – 2013 school year, teachers will be paid according to the Teachers Salary Schedule.
- E. Initial Salary Placement - Experience Credit

- (1) Effective July 1, 2007, the Human Resources Department will recognize verified previous teaching experience and the teacher will advance one (1) vertical step on the Salary Schedule for each year of recognized service, up to a maximum of five

(5) steps as specified in (E)(2) below, provided the teaching experience meets at least one of the following conditions (a, b or c):

- (a) If the experience is in a public school the following applies:
 - i. The teaching experience must have occurred while the teacher held a valid teaching certificate/license issued by that state, and
 - ii. the teaching experience must have been while under contract and the teacher was paid on the official Salary Schedule for certificated/licensed personnel of the District, and
 - iii. the teacher must have:
 - a.) Worked at least a fifty percent (50%) contract, and
 - b.) worked four (4) or more hours per day for ninety (90) days or more, or
 - c.) worked an equivalent amount of time (360 hours) on a block or alternative schedule.

Paid leave will be considered as time worked for the provisions of this policy. Unpaid leave will not count towards meeting the time requirements outlined above.

- (b) If the experience is in non-public schools, the following applies: Vertical step movement on the Salary Schedule will be given if the experience meets the requirements of provision (E)(1)(a)(iii) above.
 - (c) Individuals who serve as a resident teacher, or in a similar program, in the Cherry Creek School District in the 1988 - 89 school year, or succeeding years, will receive credit for one year of teaching experience, and move one (1) vertical step on the Salary Schedule, when they are employed as a regular teacher.
 - (d) Experience that will not grant vertical movement on the Salary Schedule:
 - i. Experience as a substitute teacher, student teacher, or any continuing training program will not count as recognized previous teaching experience for initial placement or vertical step movement on the Salary Schedule.
- (2) Full experience credit for up to and including five (5) years will be granted to both new and presently-employed teachers commencing in September 1970.

In identified “hard-to-fill” positions in the District, teachers with experience beyond the five years allowed in this section may be hired and given credit for up to ten (10) years of experience (as outlined in 4141 (E)(1) above) [i.e., initial placement

up to step 11 (eleven) on the Schedule]. All teachers hired in any given school year for such “hard-to-fill” positions shall be given full credit for their prior experience up to ten (10) years if any other new hire in such position in that school year is given credit beyond the normal five (5) years of experience credit provided in this policy.

Annually, the District shall communicate with the Association President (or designee) the positions that have been identified as “hard-to-fill” positions prior to hiring for the upcoming school year.

This communication shall include the basis for the identification of positions as “hard-to-fill;” i.e., number of applications on file for such positions, special requirements of the position, etc. Such communications shall be made on a regular basis, as needed, throughout the hiring for the following year.

Additionally, not later than September 1 of each school year and the first of each month thereafter if such hiring is applicable, the District shall provide to the Association, in writing, a list of the names, position/assignment, building/facility, and cell placement for each person hired under this provision.

Both the Association and the District agree that the time of the hiring shall not be a basis for defining a position as “hard-to-fill.” That is, unfilled positions that were not considered “hard-to-fill” in May shall not become “hard-to-fill” simply because they are still not filled in August.

- (3) In the 2012 – 2013 school year, all teachers in the District who were paid in school year 2011 – 2012 according to provisions of the Experience Credit Schedule will be placed on the Salary Schedule step commensurate with their recognized outside experience and their in-District experience. The combination of salary step and experience credit recognition never exceeds the maximum compensation of the degree column.
- (4) Pursuant to previously described criteria affecting recognition of prior teaching experience (E)(1) above, effective July 1, 2002, for teachers in their first year of employment with the District (either initial employment or after severance of at least ninety (90) days in the previous contract year), initial Salary Schedule placement will recognize verified prior teaching experience up to five (5) years, i.e., placement up to step six (6) on the Salary Schedule in the appropriate educational column.
- (5) Undergraduate courses qualify for horizontal advancement, but only if they are taken and approved after the individual has been contracted by the District.

(6) Returning Former Teachers:

- (a) If a teacher resigns from the District and is re-employed within four (4) years, the teacher will be given full credit for in-District experience and full credit for out-of-district experience up to the limits of this policy (E) (2) above and commensurate with the teacher's educational attainment.

F. Vertical Movement on the Salary Schedule

- (1) Upon the teacher's completion of each successful year of teaching experience in the District, the District will grant one (1) step of vertical movement on the Salary Schedule. Vertical increases are not automatic, but are awarded on the basis of successful experience only for each school year as interpreted, evaluated, and administered by the Office of the Superintendent.
- (2) A teacher who was employed as defined in Policy 4135 (1)(A) will advance on the Salary Schedule one (1) vertical step provided the teacher meets the following conditions:
 - i. Worked at least a fifty percent (50%) contract, and
 - ii. worked four (4) or more hours per day for ninety (90) days or more, or;
 - iii. worked an equivalent amount of time (360 hours) on a block or alternative schedule.
- (3) Paid leave, sick leave or general leave will be considered as time worked for the provisions of this policy. Unpaid leave will not count towards meeting the time requirements outlined above.
- (4) Vertical movement on the Salary Schedule is contingent upon the teacher earning at least six (6) semester hours or equivalent every five (5) years. (Cross reference - Policy 4130, Professional Growth)

G. Horizontal Movement on Schedule

If a higher level of training is achieved, teachers must complete, sign, and submit a Professional Growth/Horizontal Advancement Completion Form to their Principals for submission to the Office of Human Resources. The day the forms and documentation are received in the Office of Human Resources will be the effective date for change following approval by the Board. A change in the horizontal status of a teacher shall be subject to correction only until June 30 of the school year in which the credits were submitted. (Cross reference - Policy 4130, Professional Growth)

H. Annual Salary

The annual salary will be computed by adding the daily per diem salary approved for each of the contract days on which the teacher is scheduled to work.

I. Pay Cycles

- (1) All teachers employed as of July 1, 2015, will be paid from August through July in twelve (12) monthly installments. This cycle shall remain consistent for the teacher's career in the District.
- (2) All teachers entering the District in their first year shall be offered the option to have their annual salary divided over thirteen (13) months provided they work at least fifteen (15) contract days in the month of their first payment. At the end of the teacher's first year of employment, the teacher shall be paid from August through July.

With the exception of those teachers in their first year of employment in the District who choose the preceding option, all teachers will be paid the same annualized salary based on their Salary Schedule placement in twelve (12) monthly installments.

J. Full-Time Teacher/Short-Term Contract

If a teacher presently contracted in the District for more than ninety (90) days accepts a short-term teacher contract which includes responsibilities of planning, teaching, supervising, and evaluating, he/she will receive an extended contract as outlined in this policy, section (4)(A).

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**July 2014 through June 2015
Teachers Salary Schedule*
Level of Education Training**

Salary Step in CCSD	BA+	BA+	BA+	MA	MA+	MA+	MA+	MA+	MA+
	License	15 SH	30 SH		15 SH	30 SH	45 SH	60 SH	75 SH/DOC
1	1.00	1.05	1.10	1.12	1.17	1.22	1.27	1.32	1.34
	\$36,632	\$38,464	\$40,295	\$41,027	\$42,859	\$44,690	\$46,522	\$48,354	\$49,087
2	1.00	1.05	1.10	1.12	1.17	1.22	1.27	1.32	1.34
	\$37,948	\$39,845	\$41,742	\$42,502	\$44,398	\$46,296	\$48,194	\$50,090	\$50,850
3	1.00	1.05	1.10	1.12	1.17	1.22	1.27	1.32	1.34
	\$39,421	\$41,391	\$43,363	\$44,152	\$46,122	\$48,093	\$50,065	\$52,035	\$52,824
4	1.00	1.05	1.10	1.12	1.17	1.22	1.27	1.32	1.34
	\$40,376	\$42,395	\$44,414	\$45,221	\$47,240	\$49,259	\$51,278	\$53,296	\$54,104
5	1.08	1.13	1.18	1.20	1.25	1.30	1.35	1.40	1.42
	\$43,606	\$45,625	\$47,644	\$48,451	\$50,470	\$52,489	\$54,508	\$56,526	\$57,334
6	1.16	1.21	1.26	1.28	1.33	1.38	1.43	1.48	1.50
	\$46,836	\$48,855	\$50,874	\$51,681	\$53,700	\$55,719	\$57,738	\$59,756	\$60,564
7	1.24	1.29	1.34	1.36	1.41	1.46	1.51	1.56	1.58
	\$50,066	\$52,085	\$54,104	\$54,911	\$56,930	\$58,949	\$60,968	\$62,987	\$63,794
8	1.31	1.36	1.41	1.43	1.48	1.53	1.58	1.63	1.65
	\$52,893	\$54,911	\$56,930	\$57,738	\$59,756	\$61,775	\$63,794	\$65,813	\$66,620
9	1.38	1.43	1.48	1.50	1.55	1.60	1.65	1.70	1.72
	\$55,719	\$57,738	\$59,756	\$60,564	\$62,583	\$64,602	\$66,620	\$68,639	\$69,447
10	1.42	1.49	1.54	1.56	1.61	1.66	1.71	1.76	1.78
	\$57,334	\$60,160	\$62,179	\$62,987	\$65,005	\$67,024	\$69,043	\$71,062	\$71,869
11		1.53	1.60	1.62	1.67	1.72	1.77	1.82	1.84
		\$61,775	\$64,602	\$65,409	\$67,428	\$69,447	\$71,466	\$73,484	\$74,292
12			1.64	1.68	1.73	1.78	1.83	1.88	1.90
			\$66,217	\$67,832	\$69,850	\$71,869	\$73,888	\$75,906	\$76,713
13				1.72	1.79	1.84	1.89	1.94	1.96
				\$69,447	\$72,272	\$74,292	\$76,311	\$78,328	\$79,136
14					1.83	1.90	1.95	2.00	2.02
					\$73,888	\$76,713	\$78,732	\$80,751	\$81,559
15						1.94	1.99	2.04	2.06
						\$78,328	\$80,347	\$82,366	\$83,174
Maximum	\$57,334	\$61,775	\$66,217	\$69,447	\$73,888	\$78,328	\$80,347	\$82,366	\$83,174

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* A regular contract for teachers will be 185 days. A regular contract for probationary teachers in their first year of employment in the District will be 188 days. A regular contract for probationary teachers in their second year of employment in the District will be 187 days. A regular contract for probationary teachers in their third year of employment in the District will be 186 days. A teacher may, however, with Board approval, contract for more days than the regular contract.

Longevity Schedule

Years of Service in CCSD	Payment	Years of Service in CCSD	Payment
19	\$1,000	25	\$2,000
20	\$1,000	26	\$2,000
21	\$1,000	27	\$3,000
22	\$1,000	28	\$3,000
23	\$2,000	29	\$4,000
24	\$2,000	30+	\$5,000

K. Extended Contracts

- (1) When a licensed employee assumes an extended contractual responsibility for the District in an area of professional competence, the District will pay that teacher for services at a rate consistent with the current Teachers' Salary Schedule in the District computed at a daily rate. The job description and number of days will be agreed on prior to the commencement of the extended contract.

Payment will be computed utilizing the individual per diem for those days. However, it is understood that the contract applies to the completion of the job description, and is not limited to the specified days.

- (2) Reimbursement for extension of contract may be made in reduced time requirements, as well as, or in addition to, other forms of financial consideration.
- (3) Budget questions will be important in determining the number of extended contracts that can be offered, however:
 - (a) The quality of the program and the professional skill a person can bring to the situation should be the determining factor - not per diem rate.
 - (b) All persons interested in extended contracts are encouraged to apply.
- (4) The services of the recognized employee negotiation agent must be solicited at times when agreement concerning compensation does not exist.

- (5) Extended contracts which produce a teacher overload should be drawn only in emergency cases. The instructional program may be impaired by this practice. Thus, efforts will be made to employ other licensed personnel to meet an overload situation.
- (6) Effective January 1990, specialists responsible for writing substitute lesson plans for off-track times in a four-track school, will be provided release time to write the plans. The release time will not be less than a half-day per week of lesson plans.

L. Compensation for Differentiated Roles

The Cherry Creek Board of Education believes:

- That differentiated staff is a necessary and beneficial way of bringing about desired program improvement.
- That differentiated staffing plans should continue to be developed and approved by the staff of each individual building unit.
- That these plans should not:
 - Adversely affect the employment status of staff members.
 - Adversely affect the single salary schedule concept for those performing like tasks and responsibilities currently on such schedules.
 - Adversely affect program quality as determined by each building staff, jeopardize continued employment to all present competent staff members desiring to continue such employment.

The Board pledges its support to the above principles to the end that differentiated staffing will become as widely practiced as the staffs of individual building units believe it should be.

M. Responsibility Factor (RF) Pay

Responsibility pay may be paid in addition to any supplementary or extended contract; however, it must be paid for added responsibility as outlined in a performance contract enacted between the principal and the teacher. A written job description will serve as the basis for the performance contract, and remuneration will be based upon satisfactory performance.

A reduced teaching load may be considered full or partial remuneration for accepting additional responsibilities. In some cases, both a reduced teaching load and full responsibility factor pay are desirable.

The following responsibility pay scale has been agreed upon:

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<u>Position</u>	<u>Responsibility Factor</u>
Team/Unit Leaders (90 or more students)	1.20 - 1.80
Team/Unit Leaders (less than 90 students)	.50 - 1.50
Curriculum Specialist	
New School Cadre	.40 - 1.20
Coordinator (6-12)	
Less than 12 teachers in department	.25 - 1.50
12 or more teachers in department	1.00 - 1.80

(The base will be \$3,226.00 for the 2014 - 2015 school year for the purpose of determining the compensation for the above.)

N. Curriculum Development

Compensation for curriculum development during the 2014 - 2015 school year will be \$166.00 per day.

O. Compensation for Teachers at Maximum

Since teaching as a career is recognized as a priority in the delivery of an outstanding educational program, and career teachers have much to offer in terms of expertise and experience, the following methods of compensation will be paid to teachers who have reached the maximum step in their column, on the teacher's Salary Schedule:

(1) Student Achievement Incentive Plan (SAIP)

- (a) The intended goal of the SAIP program is to increase student achievement within the District. The implementation of the SAIP plan will directly impact student achievement and will be beyond the scope of a regular assignment. SAIP activities may occur anytime during the teacher's workday when the teacher is not involved in regular contract compensated instruction.
- (b) The SAIP plan should include one or more of the following:
 - Involve students directly, or
 - provide training of staff members, or
 - focus programs on annual District and/or building or individual student achievement goals.
- (c) A teacher or group of teachers may apply for the Student Achievement Incentive Program and receive compensation the contractual year after the teacher(s) attainment of the maximum step in column BA+30 or greater.
- (d) Plans may be designed at the building level in conjunction with the principal, and be made available for teachers to utilize as their plan in supporting District

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and/or building student achievement goals. This section in no way should limit the type of plan a teacher and a principal (or designee) may reach agreement upon. Teachers are encouraged to develop and implement creative and innovative plans to meet these goals in (1)(B) above.

- (e) Compensation will be based on the educational level of the teacher as listed in the SAIP Payment Schedule below.
- (f) For a complete set of procedural guidelines refer to Administrative Procedure 4141.1
- (g) The District and the Association shall jointly agree upon the forms which implement Student Achievement Incentive Plan (SAIP).

SAIP Payment Schedule

							MA+75 OR
	BA+30	MA	MA+15	MA+30	MA+45	MA+60	DOCTORATE
SY 2014 - 2015	\$1,677	\$2,165	\$2,305	\$2,445	\$2,511	\$2,576	\$2,592

(2) Special Professional Growth Plan or the “105% plan”

The Special Professional Growth Plan is intended to provide teachers with a vehicle to continue to grow professionally and be compensated for that professional growth. It is not meant as maintenance of the status quo.

(a) Eligibility

- i. Teachers shall become eligible to participate in a Special Professional Growth Plan during the contractual year the teacher reaches the maximum step on the teacher Salary Schedule in column MA+30 or greater.

(b) Plan Components

- i. The plan must cover more than the minimum for State re-licensure (six semester hours).
- ii. The plan can include professional growth in any or all of the six (6) areas listed in Policy 4130 section 5 “Activities for Horizontal Advancement.”
- iii. For a complete set of procedural requirements refer to Administrative Procedure 4141.3 and 4141.4

(c) Plan Approval Process

- i. Beginning with school year 2010 – 2011, a teacher may only submit a Special Professional Growth Plan for approval on or before the following dates:
 - a. On or before September 1st, or
 - b. on or before February 1st.
- ii. The agreement on the plan must be reached between the principal (or designee) and the teacher before a teacher may begin work on the Special Professional Growth Plan.
- iii. Once agreement is reached between the teacher and the principal (or designee) and Administrative Procedure 4141.3 has been completed it must be submitted to the Office of Human Resources.

(d) Compensation

- i. Teachers will be paid a new maximum salary and receive an additional five percent (5%) (105% of the maximum step) in column MA+30 or greater, as indicated on the teacher's Salary Schedule upon satisfactory completion of the Special Professional Growth Plan.
- ii. The teacher's new maximum salary payment will begin immediately after completion of the plan. The new maximum salary of 105% will be based on the educational level of the teacher and the teacher's salary cell placement during the time payments are made for the Special Professional Growth Plan.
- iii. Payment for the completion of the Special Professional Growth Plan, at the teacher's new maximum salary (salary cell plus five percent), shall be for three (3) years.

(e) Submitting the completed plan

- i. The principal (or designee) will review with the teacher the submitted Special Professional Growth Plan documentation. After completing the review, the principal (or designee) and the teacher will complete Administrative Procedure 4141.4 that recommends to the Office Of Human Resources that the teacher receives payment as outlined above.

(f) Re-application

- i. In order to continue payments, a teacher must reapply for the Special Professional Growth Plan upon completion of a plan.
- ii. Upon the completion of a Special Professional Growth Plan, a teacher may subsequently be paid and be working towards completion of another Special Professional Growth Plan, so that once begun, a 105% payment could be continuous.

- (g) The District and the Association shall jointly agree upon the forms, which implement the Special Professional Growth Plan (105% Plan).

(3) Maximum Salary Increase

1. Teachers whose base salary was the maximum salary shown on their respective columns of the Salary Schedule during the 2012 - 2013 school year shall receive a one-time only increase during the 2014 - 2015 school year equivalent to \$1,049.00. The \$1,049.00 will be paid in equal monthly amounts of \$87.42.
2. Those teachers receiving the Maximum Salary Increase shall receive additional compensation equal to two percent (2.0%) of their salary based on their placement on the Salary Schedule; this additional compensation will be paid in equal monthly amounts.
3. Additionally, effective January 1, 2005, teachers who are on the twentieth step (or more) on the Cherry Creek Teachers Salary Schedule will receive an additional experience recognition payment of \$174.00 per month (\$2,088 annual total).

(4) Longevity Schedule

A teacher becomes eligible after being employed by the District as a full-time teacher for eighteen (18) years. Beginning in the nineteenth (19th) year of service, the teacher shall receive longevity pay according to the schedule shown on the bottom of the Salary Schedule. Any teacher who has completed the Experience and Longevity Plan will not be eligible for payments based on this longevity schedule.

P. Environmental Education Overnight Supervision

Teachers will be paid \$100 per night to supervise students on environmental education overnight trips, which are part of the core curriculum.

Q. Mentor Teachers

Effective with the 2001 – 2002 school year, a teacher appointed to serve as a mentor to an experienced teacher participating in the state-approved induction will be paid \$500.00 provided the teacher has completed the District course on mentoring. Teachers who have not completed the District course on mentoring will be paid \$350.00. These payments will be made in June in a lump sum and will cover all additional responsibilities connected with the activity of a mentor.

R. Travel Pay

Any classroom teachers who travel on a daily basis between two buildings that are not part of the same campus, and do not have a reduced teaching load, shall be compensated in the amount of an additional 6.25% of their per diem rate for all days on which they are assigned to teaching responsibilities at both sites.

This section shall not apply to itinerant teachers and other teachers (i.e., counselors, deans) who have greater flexibility in scheduling the times they meet students than do classroom teachers. It also does not apply to teachers who are assigned to two or more buildings but who work in those buildings on different days rather than on each day.

Such payment shall be in addition to the normal mileage rate paid by the District under Policy 4010.

S. Payment for National Board for Professional Teaching Standards (NBPTS) Certification

Effective July 1, 2001, any teacher who has achieved National Board for Professional Teaching Standards certification will immediately receive an additional five percent (5%) of their salary (salary cell plus, if applicable, experience credit) upon submitting appropriate documentation (certificate or letter from the NBPTS Board) to the principal and the assistant superintendent of Human Resources. These payments shall continue so long as the teacher holds National Board for Professional Teaching Standards certification.

- i. For a complete set of procedural requirements refer to Administrative Procedure 4141.2.
- ii. Change of status will be retroactive to the day the forms and documentation were received in the Office of Human Resources.
- iii. The District and the Association shall jointly agree upon the forms which implement the payment for the National Board for Professional Teaching Standards certification.

T. Compensation for Additional Responsibilities

Effective July 1, 2006, each teacher shall receive an additional one-half percent (0.50%) of his or her salary based on placement on the Salary Schedule in recognition of additional responsibilities due to increased time, testing, etc. in meeting the educational needs of students.

U. Compensation for Substitution

- (1) A teacher who is directed to substitute for any class period will be compensated at one-fifth (1/5) of the curriculum rate of pay, see policy 4141(N), per regular-length class period at the secondary level (6-12) or equivalent at the elementary level.
- (2) If two (2) or more teachers/mental health employees cover the class(es) of a colleague for whom there is no substitute, then each teacher/mental health employee shall be paid in accordance with (1) above, divided by the number of teachers/mental health employees who covered that class period or periods even if such coverage is concurrent with a regularly scheduled class of the substituting teacher.
- (3) All teachers paid on the Salary Schedule regardless of assignment will be compensated for substituting according to the provisions of this section if they are reassigned from or in addition to the responsibilities of their regular assignment. This payment will be in addition to the teacher's per diem.
- (4) Full-time teachers/mental health employees who substitute on a day for which they are not contracted, will be paid at the curriculum rate for the first ten (10) days of substituting. If substituting in a position for more than ten (10) days, teachers/mental health employees will be paid at the short-term substituting rate from the first day of the assignment.

V. Additional Provisions

- (1) The terms of this policy will continue in full force and effect unless changed through the negotiations process as set forth in Policy 4135.
- (2) If any provision of this policy is found contrary to law, then such provision will be deemed null and void, but all other provisions or applications thereof will continue in full force and effect.
- (3) Upon mutual agreement, this policy may be renegotiated in whole or in part at any time during the life of this policy.
- (4) Any additions, deletions, or revisions to this policy will be distributed to those affected, and be in effect after ratification by the Association membership and adoption by the Board.

- (5) Neither the recognized Association nor the Board can refuse to renegotiate this policy at the next requested round of negotiations, following the timeline set forth in Policy 4135, if this policy is included in the request. If the issues are unresolved as a result of the negotiations using all relief provided in Policy 4135, the provisions will remain in effect (except as provided elsewhere in this section) through the remainder of the teacher's annual contract year.

- (6) In the event of a reduction of school funds, the Board must, by law, adopt a Salary Schedule commensurate with its ability to fund future budgets. Therefore, in the event of any reduction, negotiations must be reactivated on economic matters related to teachers' salaries and fringe benefits, and any policy concerning economic items that has been adopted will have to be modified commensurate with the funds available.

Revised: May 26, 2015

Adopted: June 15, 2015

Effective: July 1, 2014