

Prince George's County Public Schools

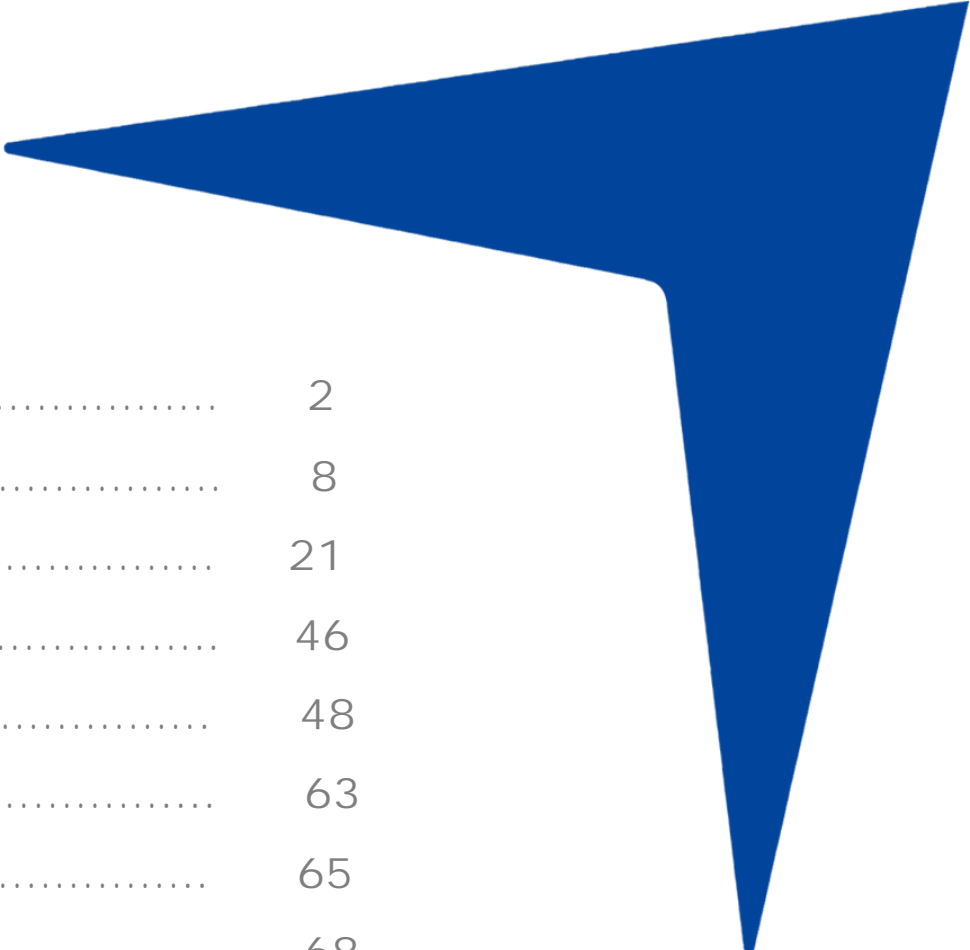
# Compensation Restoration Task Force

Report of Study Findings

May 24, 2019

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# Executive Summary - Project Approach

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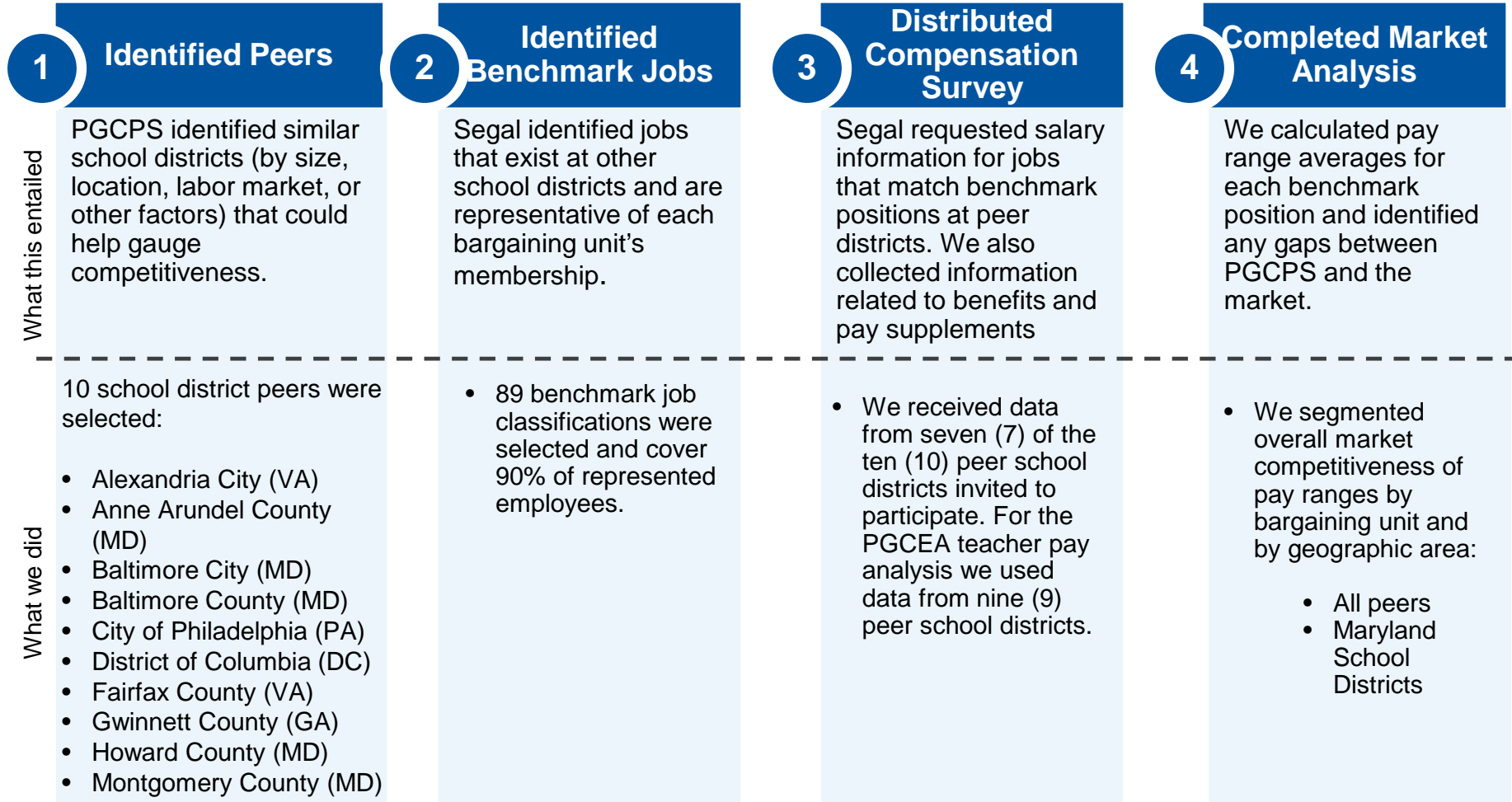
Segal was engaged to examine the cost and impact of restoring step movement lost during the economic downturn.

To accomplish this we:

- Met with the Compensation Restoration Taskforce at the start of the project and periodically provided them with status updates.
- Met with stakeholders to better understand the recruitment and retention challenges facing PGCPs. Our findings were presented to the Compensation Restoration Taskforce on March 12<sup>th</sup>.
- Distributed a total compensation survey to ten (10) peer school districts (eight are within Washington-Baltimore Metropolitan area, two are large school districts on the East Coast). The survey collected information related to pay, paid time off, health benefits, retirement benefits & compensation practices.
- Analyzed market data for PGCPs' five (5) bargaining units as well as the prevalence of health, retirement, paid time off & compensation practices.
- Market data was compared on a geographically unadjusted and adjusted basis. Geographically unadjusted data reflects pay ranges found in peer school districts' pay schedules. Geographically-adjusted data (see **Appendix C**) reflects the impact of differences in the cost-of-labor between PGCPs and the locations of the peer school districts.
- Identified the cost impact of restoring frozen steps during the three (3) year period that included FY10 – FY12.
- Met with the Compensation Restoration Taskforce to review preliminary findings and discuss any questions.

# Executive Summary - Compensation Survey Process Recap

Compensation studies measure the market gap between an organization and its peer group.



# Executive Summary - Study Findings

Based on our analysis of the **geographically-unadjusted** market data, we found:

## Non-Teacher Pay:

- While individual benchmark market competitiveness varies, on an overall basis, the pay ranges for jobs represented by the all (5) bargaining units are market competitive at the pay range midpoint. However, the pay range minimum (starting salaries) for ASASP III and PGCEA non-classroom jobs are below market.

Bargaining Unit	Total Number of Benchmark Jobs Selected	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
ACE-AFSCME	31	103%	118%	128%
ASASP II	12	110%	105%	102%
ASASP III	24	94%	102%	107%
PGCEA (non-classroom jobs only)	13	93%	98%	101%
SEIU	8	102%	109%	114%
<b>Overall</b>	<b>88</b>	<b>100%</b>	<b>105%</b>	<b>109%</b>

## Executive Summary - Study Findings (Continued)

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- **Teacher Pay (Salary Scales):** PGCPS is market competitive compared to Maryland school districts, however, compared to the overall market, PGCPS is less competitive.
- **Teacher Pay (25-Year Career Earnings):** From career - earnings perspective, PGCPS is slightly above market when compared to Maryland school districts and slightly below the overall market average.
- **Step Restoration Cost:** The estimated the cost to restore steps for current employees impacted by the FY10 – FY12 step freezes is \$40.8 million dollars. This estimate does not include any salary-related fringe benefits.

## Executive Summary - Study Findings (Continued)

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- **Vacation:** PGCPs' vacation accrual, vacation carry-over, vacation cash-out, sick leave accrual are generally less generous than peer school districts. However, the number of paid holidays are more generous compared to the market.
- **Health:** The PGCPs weighted average annual total employer contribution towards health benefits is \$12,144. This is slightly below the market average of \$12,360.
- **Retirement:** The employee contribution (as % of pay) towards the defined benefit plan is slightly above the market average. The market average employer contribution (as a % of pay) varies by benchmark job.
- **Compensation Practices:** PGCPs' compensation practices are generally aligned with prevailing market practices.
- **Supplemental Pay:** Bilingual pay, commuter benefits, and hiring bonuses are extremely rare or nonexistent among the responding peer school districts. Supplemental pay for leadership roles, additional professional licenses/certification attainment, and referral bonuses are offered by some peer school districts. Tuition assistance programs are common and offered by almost every respondent.
- **Teacher Supplemental Pay:** PGCPs offers teachers more forms of supplemental pay than any other surveyed district.

## Executive Summary - Recommendations

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- Starting salaries for ASASP III and PGCEA (non-classroom) jobs are below the market average. PGCPS should consider:
  - PGCPS should consider hiring incentives for hard-to-fill ASASP III & PGCEA non-classroom positions.



# Methodology – Compensation Survey

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- The survey requested the following information for each benchmark job title:
  - School District's Matching Title
  - Representation Status (union or non-union)
  - FLSA Status (exempt vs. non – exempt)
  - Standard Contract Days per Year
  - Workweek Definition (e.g. 40 hours/week)
  - Pay range minimum, maximum and average salary (effective 1/1/2019)
  
- The survey requested information related to the following:
  - Pay Supplements for General Employees & Teachers
  - Compensation Practices
  - Paid Time Off
  - Health Benefits – Employer/Employee Cost
  - Retirement Benefits – Employer/Employee Cost

# Methodology - PGCEA Teacher Pay Analysis

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- We analyzed the 2018 - 2019 10-month salary scales for the following nine (9) school districts:
  - Alexandria City
  - Anne Arundel
  - Baltimore County
  - District of Columbia
  - Fairfax
  - Gwinnett
  - Howard
  - Montgomery
  - Philadelphia

Note: Baltimore City Public Schools does not have a traditional educational lane salary scale and was excluded from our analysis

- We compared the competitiveness of PGCPs' teacher salary scale from three (3) perspectives:
  1. Competitiveness of structures at selected years of service (1, 5, 10, 20, and top year).
  2. Competitiveness of structures based on career-earnings for a 25-year career teacher.
  3. Competitiveness of structures relative to two (2) geographic areas:
    - All Peer School Districts
    - Maryland School Districts

# Methodology - Compensation Survey Participation

We included market data from seven (7) out of the ten (10) peer school districts invited to participate in the compensation survey.

School District	Survey Participation Status	Comments
Alexandria City	Did not Participate	Provided only a partial survey response that did not include pay data. We included <u>teacher pay scales</u> available online in our PGCEA analysis
Anne Arundel	Participated	
Baltimore City	Did not Participate	
Baltimore County	Participated	
District of Columbia	Did not Participate	We included <u>teacher pay scales</u> available online in our PGCEA analysis
Fairfax	Participated	
Gwinnett	Participated	
Howard	Participated	
Montgomery	Segal Completed	MCPS has job descriptions and salary scales available online covering all benchmark jobs
School District of Philadelphia	Participated	

# Methodology - Private Sector Data (Local 2250 Only)

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To supplement custom market data for ACE – AFSCME Local 2250 benchmark jobs, we collected data from the following three (3) published data sources:

## 1. **CompAnalyst, 2019**

CompAnalyst compiles pay data from hundreds of published data sources for thousands of job titles, which is shared with subscribers through their online CompAnalyst tool. The database is updated quarterly and provides salary information for nearly any geographic area in the U.S. We used U.S. average pay data and geographically adjusted it to Prince George's County.

## 2. **Economic Research Institute (ERI), Salary Assessor 2019**

The ERI Salary Assessor compiles pay data from hundreds of published data sources for thousands of job titles. The database is updated quarterly and provides salary information for nearly any geographic area in the U.S. We used pay data adjusted to Prince George's County.

## 3. **Human Resources Association of the National Capital Area (HRA-NCA)**

HRA-NCA's 2018 Compensation Survey Report reflects pay rates reported by 201 employers in the Washington-Baltimore region, including government contractors, professional service firms, associations, non-profit organizations, and educational and financial institutions.

# Methodology - Employee Representation Summary of Benchmark Jobs

Overall, the 89 benchmark jobs represent 16,825 employees (**90% of collectively bargained employees**).

Unit	Total Number of Job Titles in Unit	Total Number of Benchmark Jobs Selected	Total Number of Bargaining Unit Members	Total Number of Bargaining Unit Members Covered by Benchmark Jobs	% of Bargaining Unit Represented by Benchmark Jobs
ACE-AFSCME	224	31	6,145	5,104	83%
ASASP II	77	12	782	679	87%
ASASP III	219	24	385	175	45%
PGCEA	51	14	10,343	10,094	98%
SEIU	20	8	1,011	773	76%
<b>Overall</b>	<b>591</b>	<b>89</b>	<b>18,736</b>	<b>16,825</b>	<b>90%</b>

# Methodology - ACE – AFSCME Benchmark Jobs

ACE-AFSCME’s 31 benchmark positions represent 5,104 employees (83% of the unit is represented by benchmarks).

## Benchmark Job Titles

1. Account Clerk I	17. Itinerant Special Education Assistant
2. Accounts Payable Clerk II	18. Licensed Practical Nurse
3. Automotive Mechanic I	19. Painter II
4. Bus Driver	20. Paraprofessional Educator
5. Bus Driver Foreman	21. Parent Engagement Assistant
6. Carpenter II	22. Plumber II
7. Clerk Typist III	23. School Guidance Secretary
8. Coordinator, Before and After School Learning Program	24. School Registered Nurse
9. Electrician II	25. School Secretary II
10. Equipment Operator I	26. Secretary I
11. Food Services Assistant	27. Security Assistant
12. Food Services Manager	28. Security Investigator
13. Group Activity Assistant	29. Trades Helper
14. HVAC Refrigeration Mechanic II	30. Transportation Attendant
15. In School Suspension Monitor	31. Warehouseman I
16. IT Technician II	

# Methodology - ASASP Unit II Benchmark Jobs

ASASP II's 12 benchmark positions represent 679 employees (**87% of the unit is represented by benchmarks**).

## Benchmark Job Titles

1. Academic Dean
2. Assistant Principal (Elementary School)
3. Assistant Principal (Middle School)
4. Assistant Principal (High School)
5. Comprehensive Special Education Program Coordinator
6. Instructional Specialist
7. Instructional Supervisor
8. Principal (Elementary School)
9. Principal (Middle School)
10. Principal (High School)
11. Technology Instructional Specialist
12. Wing Coordinator

# Methodology - ASASP Unit III Benchmark Jobs

ASASP III's 24 benchmark positions represent 175 employees (**45% of the unit is represented by benchmarks**).

## Benchmark Job Titles

1. Accountant II	13. Internal Auditor II
2. Administrative Secretary IV	14. Network Engineer II
3. Assistant Controller	15. Operations Supervisor
4. Automotive Foreman III	16. Oracle Developer II
5. Board Administrative Assistant	17. Program Coordinator
6. Budget Analyst II	18. Property Equipment Auditor
7. Database Administrator	19. Senior Systems Engineer
8. Employee and Labor Relations Advisor	20. Supervisor - Web Services
9. Financial Analyst	21. System Support Specialist
10. Food Services Supervisor	22. Technology Project Manager
11. Health Services Manager	23. Test Administration Specialist
12. HR Partner	24. Transportation Supervisor



# Methodology – PGCEA Benchmark Jobs

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PGCEA's 14 benchmark positions represent 10,094 employees (**98% of the unit is represented by benchmarks**).

## Benchmark Job Titles

1. Behavior Intervention Specialist
2. Data Coach
3. English for Speakers of Other Languages Teacher Coach
4. Literacy Coach
5. Media Specialist
6. Occupational Therapist
7. Peer Assistance and Review Consulting Teacher
8. Physical Therapist
9. Professional School Counselor
10. Regional Technology Coordinator
11. School Psychologist
12. School Social Worker
13. Speech Therapist
14. Teacher

# Methodology – SEIU Benchmark Jobs

SEIU's 8 benchmark positions represent 773 employees (**76% of the unit is represented by benchmarks**).

## Benchmark Job Titles

1. Assistant Building Supervisor I
2. Auditorium Technician
3. Building Equipment Operator II
4. Building Supervisor III
5. Cleaner
6. Custodial Equipment Mechanic
7. Night Cleaner Lead
8. Pest Controller

# Methodology – Market Data Validation, Sufficiency Requirement & Market Competitiveness Definition

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- We asked peer school districts to provide pay information for jobs comparable to PGCPS' benchmark jobs job summaries. We reviewed the survey responses for reasonability and—in some cases—asked for validating information (such as classification listings, job descriptions, and pay data for other potential job matches).
- We think the job matches in this report reflect the most comparable positions based on competencies, abilities, knowledge, and skills.
- To ensure reliable market findings and to maintain compliance with the Department of Justice's Antitrust Safe Harbor Guidelines, we did not report data for any benchmark job with less than five (5) peer job matches.
- Segal defines market competitiveness to be within 95% to 105% of the market average. Benchmark jobs that fall within this market competitive corridor are noted in black, jobs below 95% are noted in **red**, and jobs above 105% are noted in **blue**.

## Methodology - Geographic & Aging Adjustments

- Adjusted peer school district pay ranges using the cost-of-labor differentials shown below are **provided in Appendix C**. These differentials reflect the variations in what people earn in a particular area (driven by the supply and demand for labor). ERI has found that cost-of-living differences (which reflect the supply and demand for goods and services) are not a good predictor of salary levels. Cost of living differentials reflect variations in what it costs to buy goods and services in that area (driven by the supply and demand for those goods and services).

School District	Geographic Adjustment
Alexandria City	100.6%
Anne Arundel County	109.5%
Baltimore County	109.4%
Fairfax County	100.2%
Gwinnet County	116.8%
Howard County	109.4%
Montgomery County	101.5%
School District of Philadelphia	106.5%
Washington, D.C.	99.2%

- To bring the published data to a consistent point in time (1/1/2019), we adjusted data from the 2018 HRA-NCA Compensation Survey by 2.75% to account for the difference in effective dates between the custom survey data and HRA-NCA data. The adjustment factor is based on the salary movement for 2018 reported by WorldatWork.

# Methodology – Contract Days & Workweek Adjustments

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- We applied workweek adjustments to non-exempt jobs when the peer school district's comparable job has a workweek definition that differs from PGCPS.
- Similarly, we applied a contract day adjustment when the standard contract days in a year for a peer school district's comparable job differs from that of a benchmark job.

## Compensation Survey Findings – Geographically-Unadjusted Overall Base Pay Market Position by Bargaining Unit (Excluding Teachers)

- We found that on an overall basis, all bargaining units are at or above the market average at the pay range midpoint and maximum. However, the pay range minimum (starting salaries) for ASASP Unit III and PGCEA non-classroom jobs were found to be below the market average.

Bargaining Unit	Total Number of Benchmark Jobs Selected	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
ACE-AFSCME	31	103%	118%	128%
ASASP II	12	110%	105%	102%
ASASP III	24	94%	102%	107%
PGCEA (non-classroom jobs only)	13	93%	98%	101%
SEIU	8	102%	109%	114%
<b>Overall</b>	<b>88</b>	<b>100%</b>	<b>105%</b>	<b>109%</b>

- Market competitiveness varies by benchmark title as shown on the following pages.

# Compensation Survey Findings – Distribution of Benchmark Jobs based on Geographically - Unadjusted Data

- Overall, 60 of the 88 benchmark jobs have sufficient data (greater than or equal to 5 job matches) and were included in the market analysis. 54 of those jobs are at or above the market average at the pay range midpoint.

Bargaining Unit	Total Number of Benchmark Jobs Selected	# of jobs with insufficient market data	# of jobs below market at midpoint	# of jobs at market at midpoint	# of jobs above market at midpoint
ACE-AFSCME	31	8	0	3	20
ASASP II	12	2	2	2	6
ASASP III	24	12	2	6	4
PGCEA (non-classroom jobs only)	13	2	2	8	1
SEIU	8	4	0	2	2
<b>Overall</b>	<b>88</b>	<b>28</b>	<b>6</b>	<b>21</b>	<b>33</b>

# Compensation Survey Findings – Geographically- Unadjusted ACE - AFSCME Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Account Clerk I	7	94%	107%	114%
Accounts Payable Clerk II	6	103%	121%	132%
Automotive Mechanic I	8	109%	125%	133%
Bus Driver	8	108%	131%	143%
Bus Driver Foreman	2	Insufficient Market Data		
Carpenter II	8	104%	121%	129%
Clerk Typist III	5	89%	101%	108%
Coordinator, Before and After School Learning Program	1	Insufficient Market Data		
Electrician II	9	102%	117%	125%
Equipment Operator I	5	81%	100%	113%
Food Services Assistant	10	98%	114%	120%
Food Services Manager	9	95%	101%	101%



# Compensation Survey Findings – Geographically - Unadjusted ACE - AFSCME Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Group Activity Assistant	0	Insufficient Market Data		
HVAC Refrigeration Mechanic II	9	94%	112%	123%
In School Suspension Monitor	1	Insufficient Market Data		
IT Technician II	8	105%	120%	127%
Itinerant Special Education Assistant	5	102%	115%	121%
Licensed Practical Nurse	3	Insufficient Market Data		
Painter II	10	116%	132%	140%
Paraprofessional Educator	8	103%	150%	177%
Parent Engagement Assistant	3	Insufficient Market Data		
Plumber II	9	99%	113%	122%
School Guidance Secretary	7	99%	109%	116%
School Registered Nurse	7	99%	124%	137%

# Compensation Survey Findings – Geographically - Unadjusted ACE - AFSCME Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
School Secretary II	8	100%	117%	127%
Secretary I	10	101%	114%	120%
Security Assistant	4	Insufficient Market Data		
Security Investigator	4	Insufficient Market Data		
Trades Helper	6	100%	108%	112%
Transportation Attendant	6	89%	106%	118%
Warehouseman I	9	111%	131%	142%

# Compensation Survey Findings – Geographically-Unadjusted ASASP II Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Academic Dean	2	Insufficient Market Data		
Assistant Principal (Elementary School)	7	112%	110%	108%
Assistant Principal (High School)	7	116%	114%	113%
Assistant Principal (Middle School)	7	114%	111%	109%
Comprehensive Special Education Program (CSEP) Coordinator	5	122%	112%	106%
Instructional Specialist	5	133%	115%	105%
Instructional Supervisor	5	107%	105%	103%
Principal (Elementary School)	7	94%	94%	94%
Principal (High School)	7	94%	97%	99%
Principal (Middle School)	7	92%	92%	92%
Technology Instructional Specialist	5	143%	115%	101%
Wing Coordinator	2	Insufficient Market Data		

# Compensation Survey Findings – Geographically-Unadjusted ASASP III Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Accountant II	7	107%	115%	119%
Administrative Secretary IV	5	116%	120%	122%
Assistant Controller	3	Insufficient Market Data		
Automotive Foreman III	4	Insufficient Market Data		
Board Administrative Assistant	6	122%	127%	130%
Budget Analyst II	6	93%	100%	104%
Database Administrator	7	101%	110%	115%
Employee and Labor Relations Advisor	3	Insufficient Market Data		
Financial Analyst - Title I	2	Insufficient Market Data		
Food Services Supervisor	6	81%	92%	100%
Health Services Manager	5	81%	91%	98%
HR Partner	6	91%	97%	101%
Internal Auditor II	7	86%	97%	104%

# Compensation Survey Findings – Geographically-Unadjusted ASASP III Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Network Engineer II	6	87%	95%	100%
Operations Supervisor	6	86%	95%	101%
Oracle Developer II	4	Insufficient Market Data		
Program Coordinator - Capital Programs	3	Insufficient Market Data		
Property Equipment Auditor	2	Insufficient Market Data		
Senior Systems Engineer	4	Insufficient Market Data		
Supervisor - Web Services	3	Insufficient Market Data		
System Support Specialist	4	Insufficient Market Data		
Technology Project Manager	6	93%	102%	107%
Test Administration Specialist - Data Management	3	Insufficient Market Data		
Transportation Supervisor	4	Insufficient Market Data		

# Compensation Survey Findings – Geographically-Unadjusted PGCEA (Non-Classroom Only) Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Behavior Intervention Specialist	7	100%	107%	110%
Data Coach	4	Insufficient Market Data		
ESOL Teacher Coach	5	90%	98%	101%
Literacy Coach	6	96%	101%	103%
Media Specialist	7	99%	102%	103%
Occupational Therapist	7	97%	100%	102%
Peer Assistance and Review Consulting Teacher	3	Insufficient Market Data		
Physical Therapist	7	101%	104%	106%
Professional School Counselor	7	100%	103%	104%
Regional Technology Coordinator	5	71%	84%	91%
School Psychologist	7	90%	94%	97%
School Social Worker	7	101%	99%	98%
Speech Therapist	6	97%	100%	101%

# Compensation Survey Findings – Geographically-Unadjusted SEIU Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Assistant Building Supervisor I	5	109%	112%	114%
Auditorium Technician	3	Insufficient Market Data		
Building Equipment Operator II	2	Insufficient Market Data		
Building Supervisor III	6	97%	103%	107%
Cleaner	7	111%	123%	131%
Custodial Equipment Mechanic	3	Insufficient Market Data		
Night Cleaner Leadman	5	95%	103%	109%
Pest Controller	4	Insufficient Market Data		

# Peer Pay Structure Design Summary

- The table below provides a summary of the number of steps and educational lanes included in teacher pay scales at peer school districts.

School Districts	Steps in Scale	Educational Lanes Included in Pay Structure							
		BA	BA+15	BA+30	MA	MA+30	MA+60	PHD	Other
Alexandria City	24	X			X	X		MA+30	
Anne Arundel	25	X			X	X	X	X	
Baltimore County	30	X			X	X	X	X	
District of Columbia	21	X	X	BA+30/MA	BA+30/MA	X	MA+60/PHD	MA+60/PHD	
Fairfax	29	X	X	X	X	X		X	
Gwinnett	29	X			X			X	“Specialist”
Howard	26	X		X	X	X		X	
Montgomery	25	X			X	X	X	MA+60	
Philadelphia	11	X			X	X		X	
<b>Prince George’s</b>	<b>20</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	



# PGCEA Teacher Pay Analysis (Geographically - Unadjusted) – Overall Market Average (All Peers)

	Year 1	Year 5	Year 10	Year 15	Year 20	Top Year
<b>Bachelor's Pay Lane</b>						
Overall Market Average	\$48,418	\$54,443	\$63,099	\$67,156	\$69,667	\$70,804
<b>PGCPS</b>	<b>\$47,781</b>	<b>\$53,777</b>	<b>\$62,343</b>	<b>\$64,214</b>	<b>\$64,214</b>	<b>\$64,214</b>
Percent Difference	-1.31%	-1.22%	-1.20%	-4.38%	-7.83%	-9.31%
Dollar Difference	(\$637)	(\$666)	(\$756)	(\$2,942)	(\$5,453)	(\$6,590)
<b>Bachelor's plus 30 Pay Lane</b>						
Overall Market Average	\$53,859	\$60,456	\$72,329	\$81,937	\$91,066	\$95,980
<b>PGCPS</b>	<b>\$50,171</b>	<b>\$56,467</b>	<b>\$65,461</b>	<b>\$75,887</b>	<b>\$85,411</b>	<b>\$85,411</b>
Percent Difference	-6.85%	-6.60%	-9.50%	-7.38%	-6.21%	-11.01%
Dollar Difference	(\$3,688)	(\$3,989)	(\$6,868)	(\$6,050)	(\$5,655)	(\$10,569)
<b>Master's Pay Lane</b>						
Overall Market Average	\$52,269	\$59,488	\$70,316	\$79,709	\$87,713	\$94,454
<b>PGCPS</b>	<b>\$52,679</b>	<b>\$59,292</b>	<b>\$68,735</b>	<b>\$79,682</b>	<b>\$89,685</b>	<b>\$89,685</b>
Percent Difference	0.79%	-0.33%	-2.25%	-0.03%	2.25%	-5.05%
Dollar Difference	\$410	(\$196)	(\$1,581)	(\$27)	\$1,972	(\$4,769)
<b>Master's plus 30 Pay Lane</b>						
Overall Market Average	\$54,737	\$62,813	\$74,854	\$85,152	\$93,732	\$100,543
<b>PGCPS</b>	<b>\$55,313</b>	<b>\$62,256</b>	<b>\$72,172</b>	<b>\$83,669</b>	<b>\$94,169</b>	<b>\$94,169</b>
Percent Difference	1.05%	-0.89%	-3.58%	-1.74%	0.47%	-6.34%
Dollar Difference	\$576	(\$557)	(\$2,682)	(\$1,483)	\$437	(\$6,374)
<b>Doctorate Pay Lane</b>						
Overall Market Average	\$57,124	\$65,075	\$76,680	\$86,778	\$95,399	\$102,706
<b>PGCPS</b>	<b>\$60,983</b>	<b>\$68,637</b>	<b>\$79,567</b>	<b>\$92,241</b>	<b>\$103,819</b>	<b>\$103,819</b>
Percent Difference	6.76%	5.47%	3.76%	6.30%	8.83%	1.08%
Dollar Difference	\$3,859	\$3,562	\$2,887	\$5,463	\$8,420	\$1,113

<sup>1</sup> Alexandria City salary data based on 196-day pay scale

<sup>2</sup> Anne Arundel County salary data based on a 191-day pay scale

<sup>3</sup> Fairfax County salary data based on 194-day pay scale

<sup>4</sup> DCPS steps 17- top step reflect longevity placements for Bachelors +30 lane and above

<sup>5</sup> Does not include salary data for Baltimore City Public Schools

# PGCEA Teacher Pay Analysis (Geographically - Unadjusted) – MD School Districts Only

	Year 1	Year 5	Year 10	Year 15	Year 20	Top Year
<b>Bachelor's Pay Lane</b>						
Maryland Market Average	\$47,672	\$52,658	\$60,288	\$62,223	\$62,223	\$62,223
<b>PGCPS</b>	<b>\$47,781</b>	<b>\$53,777</b>	<b>\$62,343</b>	<b>\$64,214</b>	<b>\$64,214</b>	<b>\$64,214</b>
Percent Difference	0.23%	2.13%	3.41%	3.20%	3.20%	3.20%
Dollar Difference	\$109	\$1,119	\$2,055	\$1,991	\$1,991	\$1,991
<b>Bachelor's plus 30 Pay Lane</b>						
Maryland Market Average	\$49,509	\$53,563	\$64,233	\$74,903	\$85,573	\$97,524
<b>PGCPS</b>	<b>\$50,171</b>	<b>\$56,467</b>	<b>\$65,461</b>	<b>\$75,887</b>	<b>\$85,411</b>	<b>\$85,411</b>
Percent Difference	1.34%	5.42%	1.91%	1.31%	-0.19%	-12.42%
Dollar Difference	\$662	\$2,904	\$1,228	\$984	(\$162)	(\$12,113)
<b>Master's Pay Lane</b>						
Maryland Market Average	\$50,761	\$56,733	\$66,303	\$76,727	\$85,824	\$95,156
<b>PGCPS</b>	<b>\$52,679</b>	<b>\$59,292</b>	<b>\$68,735</b>	<b>\$79,682</b>	<b>\$89,685</b>	<b>\$89,685</b>
Percent Difference	3.78%	4.51%	3.67%	3.85%	4.50%	-5.75%
Dollar Difference	\$1,918	\$2,560	\$2,433	\$2,955	\$3,862	(\$5,471)
<b>Master's plus 30 Pay Lane</b>						
Maryland Market Average	\$52,908	\$59,315	\$69,216	\$80,013	\$89,427	\$99,089
<b>PGCPS</b>	<b>\$55,313</b>	<b>\$62,256</b>	<b>\$72,172</b>	<b>\$83,669</b>	<b>\$94,169</b>	<b>\$94,169</b>
Percent Difference	4.55%	4.96%	4.27%	4.57%	5.30%	-4.96%
Dollar Difference	\$2,405	\$2,942	\$2,956	\$3,656	\$4,742	(\$4,920)
<b>Doctorate Pay Lane</b>						
Maryland Market Average	\$55,107	\$61,745	\$71,939	\$83,063	\$92,763	\$102,765
<b>PGCPS</b>	<b>\$60,983</b>	<b>\$68,637</b>	<b>\$79,567</b>	<b>\$92,241</b>	<b>\$103,819</b>	<b>\$103,819</b>
Percent Difference	10.66%	11.16%	10.60%	11.05%	11.92%	1.03%
Dollar Difference	\$5,876	\$6,892	\$7,628	\$9,179	\$11,056	\$1,055

<sup>1</sup> Anne Arundel County salary data based on a 191-day pay scale

<sup>2</sup> Does not include salary data for Baltimore City Public Schools

# PGCEA Teacher Pay Analysis (Geographically - Unadjusted)– Comparative Ranking by Lane & 25-Year Career Progression

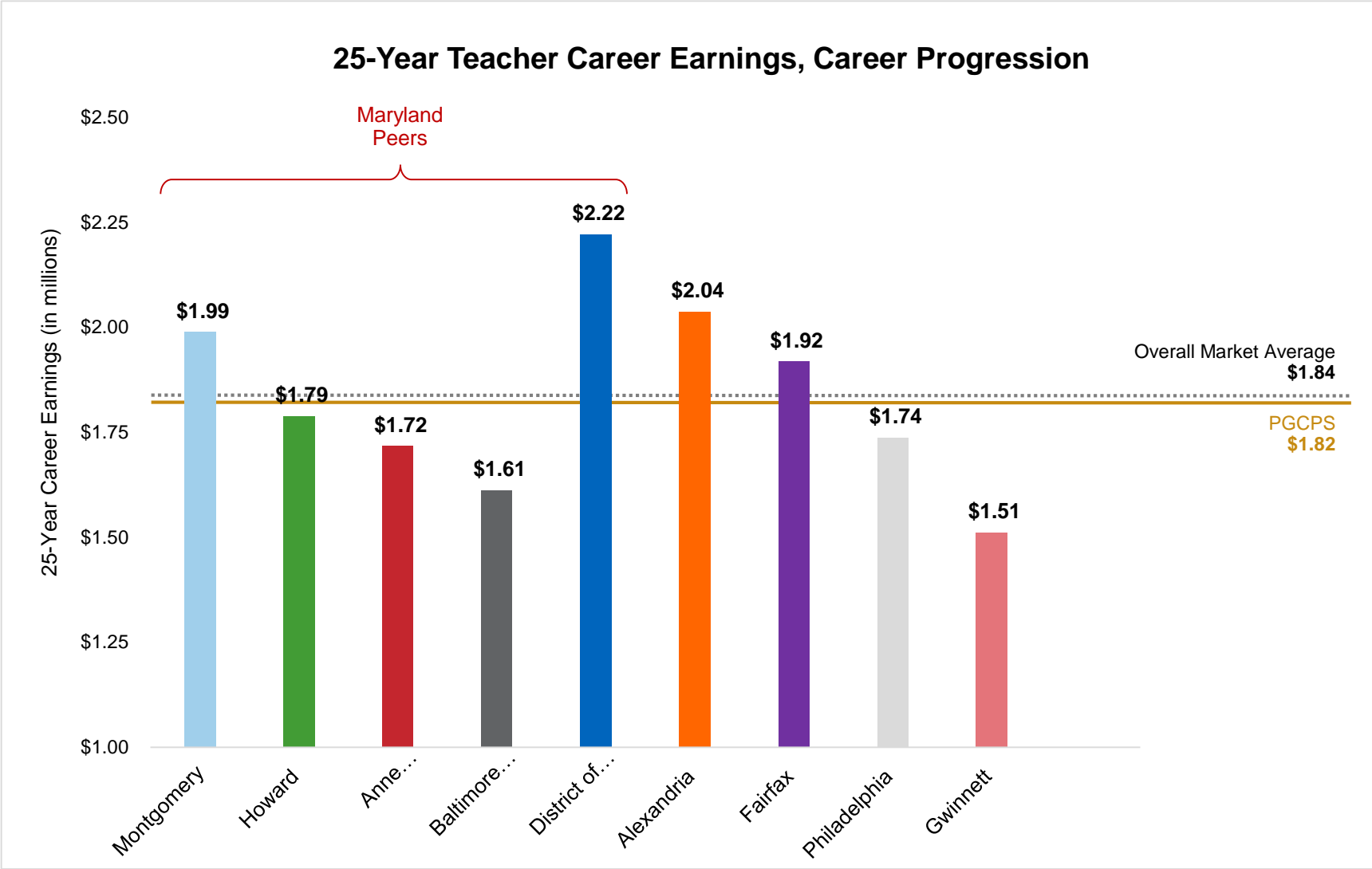
Rank	Educational Lane			
	BA	MA	MA+30	Career Progression
1st	District of Columbia	District of Columbia	District of Columbia	District of Columbia
2nd	Alexandria City	Alexandria City	Alexandria City	Alexandria City
3rd	Fairfax	Montgomery	Montgomery	Montgomery
4th	Philadelphia	Fairfax	Fairfax	Fairfax
5th	Montgomery	<b>Prince George's</b>	<b>Prince George's</b>	<b>Prince George's</b>
6th	Anne Arundel	Howard	Philadelphia	Howard
7th	<b>Prince George's</b>	Philadelphia	Howard	Philadelphia
8th	Howard	Anne Arundel	Anne Arundel	Anne Arundel
9th	Gwinnett	Baltimore County	Baltimore County	Baltimore County
10th	Baltimore (County)	Gwinnett	NA	Gwinnett

<sup>1</sup> Gwinnett County Public Schools does not have a MA+30 educational lane

<sup>2</sup> Career Progression = 7 Years on the BA lane, followed by 18 years on the MA lane.

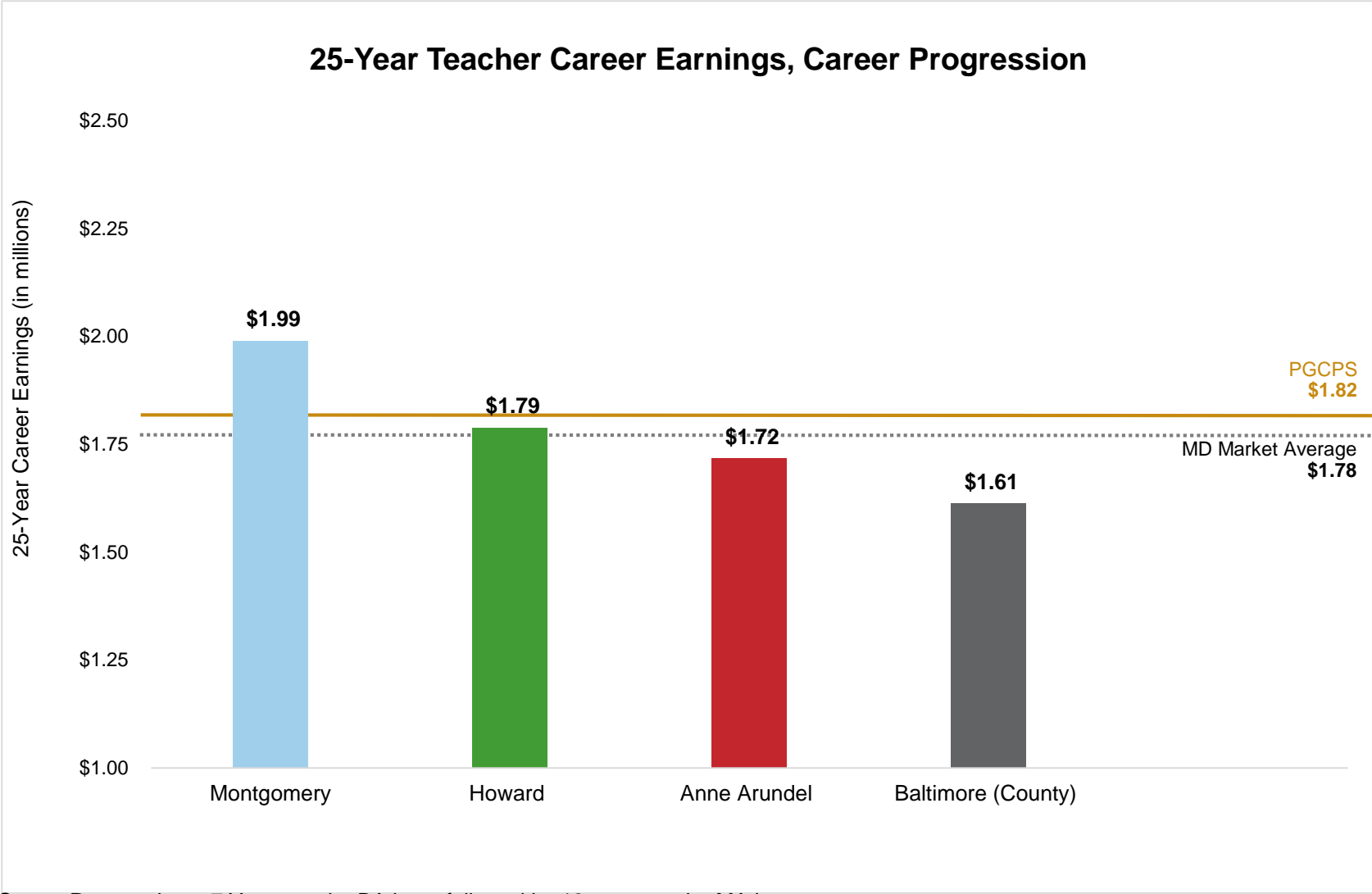
**From a 25-year career - earnings perspective based on geographically-unadjusted data, PGCEA ranks 2<sup>nd</sup> place compared to Maryland school districts and 5<sup>th</sup> place when compared to all school districts almost consistently across educational lanes**

# PGCEA Teacher Pay Analysis (Geographically - Unadjusted) – All School Districts, 25-Year Career Earnings, BA to MA Lane



Career Progression = 7 Years on the BA lane, followed by 18 years on the MA lane.

# PGCEA Teacher Pay Analysis (Geographically - Unadjusted) – MD School Districts Only, 25-Year Career Earnings, BA to MA Lane



Career Progression = 7 Years on the BA lane, followed by 18 years on the MA lane

## PGCEA Teacher Pay Analysis (Geographically - Unadjusted) – Detailed Market Data, BA Lane

School District	Year 1	Year 5	Year 10	Year 15	Year 20	Top Step
Alexandria City	\$48,894	\$56,372	\$68,908	\$76,826	\$83,159	\$86,520
Anne Arundel	\$46,898	\$55,391	\$61,156	\$65,535	\$65,535	\$65,535
Baltimore County	\$46,974	\$49,747	\$53,593	\$53,593	\$53,593	\$53,593
District of Columbia	\$56,313	\$61,903	\$74,769	\$82,838	\$89,294	\$89,294
Fairfax	\$50,000	\$55,692	\$64,369	\$71,629	\$77,150	\$77,150
Gwinnett	\$44,504	\$47,936	\$52,226	\$56,516	\$60,806	\$67,670
Howard	\$47,802	\$51,110	\$60,713	\$64,074	\$64,074	\$64,074
Montgomery	\$49,013	\$54,383	\$65,691	\$65,691	\$65,691	\$65,691
Philadelphia	\$45,360	\$57,450	\$66,462	\$67,705	\$67,705	\$67,705
<b>Prince George's County</b>	<b>\$47,781</b>	<b>\$53,777</b>	<b>\$62,343</b>	<b>\$64,214</b>	<b>\$64,214</b>	<b>\$64,214</b>
Overall Market Average	\$48,418	\$54,443	\$63,099	\$67,156	\$69,667	\$70,804
PGCPS as % of Overall Average	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>96%</b>	<b>92%</b>	<b>91%</b>
Maryland Market Average	\$47,672	\$52,658	\$60,288	\$62,223	\$62,223	\$62,223
PGCPS as % of Maryland Average	<b>100%</b>	<b>102%</b>	<b>103%</b>	<b>103%</b>	<b>103%</b>	<b>103%</b>

<sup>1</sup> MD Market Average includes Anne Arundel, Baltimore, Howard, and Montgomery Counties

## PGCEA Teacher Pay Analysis (Geographically - Unadjusted) – Detailed Market Data, MA Lane

School District	Year 1	Year 5	Year 10	Year 15	Year 20	Top Step
Alexandria City	\$55,813	\$63,886	\$76,979	\$90,109	\$99,948	\$106,067
Anne Arundel	\$49,748	\$58,756	\$64,873	\$71,625	\$79,854	\$89,030
Baltimore County	\$48,082	\$51,411	\$60,120	\$69,689	\$76,005	\$89,957
District of Columbia	\$60,067	\$69,503	\$85,523	\$95,529	\$107,389	\$110,179
Fairfax	\$55,000	\$61,645	\$72,658	\$84,241	\$93,067	\$99,304
Gwinnett	\$49,800	\$53,896	\$59,016	\$64,136	\$69,256	\$77,448
Howard	\$51,216	\$55,271	\$65,941	\$76,611	\$87,281	\$99,231
Montgomery	\$53,997	\$61,492	\$74,276	\$88,983	\$100,154	\$102,407
Philadelphia	\$46,694	\$59,532	\$73,454	\$76,462	\$76,462	\$76,462
<b>Prince George's County</b>	<b>\$52,679</b>	<b>\$59,292</b>	<b>\$68,735</b>	<b>\$79,682</b>	<b>\$89,685</b>	<b>\$89,685</b>
Overall Market Average	\$52,269	\$59,488	\$70,316	\$79,709	\$87,713	\$94,454
PGCPS as % of Overall Average	<b>101%</b>	<b>100%</b>	<b>98%</b>	<b>100%</b>	<b>102%</b>	<b>95%</b>
Maryland Market Average	\$50,761	\$56,733	\$66,303	\$76,727	\$85,824	\$95,156
PGCPS as % of Maryland Average	<b>104%</b>	<b>105%</b>	<b>104%</b>	<b>104%</b>	<b>104%</b>	<b>94%</b>

<sup>1</sup> MD Market Average includes Anne Arundel, Baltimore, Howard, and Montgomery Counties

## PGCEA Teacher Pay Analysis (Geographically - Unadjusted) – Detailed Market Data, MA + 30 Lane

School District	Year 1	Year 5	Year 10	Year 15	Year 20	Top Step
Alexandria City	\$58,055	\$65,817	\$79,307	\$92,833	\$102,971	\$109,403
Anne Arundel	\$52,772	\$62,329	\$68,815	\$75,979	\$84,709	\$94,443
Baltimore (County)	\$50,354	\$53,841	\$62,961	\$72,981	\$79,594	\$94,205
District of Columbia	\$61,944	\$72,198	\$88,206	\$98,213	\$110,128	\$112,919
Fairfax	\$56,650	\$63,697	\$74,868	\$86,736	\$95,670	\$102,283
Gwinnett	NA	NA	NA	NA	NA	NA
Howard	\$52,923	\$56,978	\$67,648	\$78,318	\$88,988	\$100,938
Montgomery	\$55,583	\$64,110	\$77,439	\$92,773	\$104,418	\$106,768
Philadelphia	\$49,615	\$63,537	\$79,586	\$83,381	\$83,381	\$83,381
<b>Prince George's County</b>	<b>\$55,313</b>	<b>\$62,256</b>	<b>\$72,172</b>	<b>\$83,669</b>	<b>\$94,169</b>	<b>\$94,169</b>
Overall Market Average	\$54,737	\$62,813	\$74,854	\$85,152	\$93,732	\$100,543
PGCPS as % of Overall Average	<b>101%</b>	<b>99%</b>	<b>96%</b>	<b>98%</b>	<b>100%</b>	<b>94%</b>
Maryland Market Average	\$52,908	\$59,315	\$69,216	\$80,013	\$89,427	\$99,089
PGCPS as % of Maryland Average	<b>105%</b>	<b>105%</b>	<b>104%</b>	<b>105%</b>	<b>105%</b>	<b>95%</b>

<sup>1</sup> MD Market Average includes Anne Arundel, Baltimore, Howard, and Montgomery Counties

Comparative analyses based on geographically-adjusted data are provided in Appendix C of the report.



# Pay Supplements – General Employees

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- Bilingual pay, commuter benefits, and hiring bonuses are extremely rare or nonexistent among the responding peer school districts. Supplemental pay for leadership roles, additional professional licenses/certification attainment, and referral bonuses are offered by some peer school districts. Tuition assistance programs are common and offered by almost every respondent.

# Pay Supplements – General Employees (continued)

School District	Tuition Assistance/ Education Refund	Other Pay Supplement
Alexandria City	\$1,600/year	NA
Anne Arundel	\$1,500/year; \$250/credit for up to six credits/year	NA
Baltimore County	Varies, Tuition assistance is a union benefit, typically 9 credits per year @ \$300 per credit	NA
Fairfax	One class per semester up to \$700 and two classes per year (max of \$1400 for eligible employees)	NA
Gwinnett	NA	NA
Howard	<p><b>Administrators</b>- reimbursement for 12 credits total during first five years. 12 more credits beginning with sixth year as an admin.</p> <p><b>HCEA</b> - up to \$300 per credit up to a maximum of 45 graduate credit hours, with an annual limit of twelve (12) credit hours, and a rate of up to \$155 per credit up to a maximum of 24 undergraduate credit hours.</p> <p><b>HCEAESP</b> - up to \$225 per credit up to a maximum of 45 graduate credit hours and a rate of up to \$225 per credit up to a maximum of 24 undergraduate credit</p> <p><b>AFSCME</b> - Courses to improve skills needed for job or advancement- \$10,000 lifetime max.</p> <p><b>HCFA</b> - reimburse tuition for approved courses to improve skills necessary for job or for advancement.</p>	<p>CDL Licensure for AFSCME EEs requiring that for their job +\$.50/hr</p> <p>Leadman - +12-16% pay based on team size</p> <p>Differential for Confidential Secretary, Head Interpreter, Lead Nurse, Health Assistant</p> <p>HCEAESP Network Specialists- \$200.00/yr stipend for responding to after-hours calls.</p> <p>HCAA - \$600/administrator per year for professional development</p> <p>\$300- leadership interns</p>
Montgomery	Up to a maximum of nine (9) hours credit per fiscal year. The reimbursement rate is 50% of the current per credit cost of in-state tuition at the University of Maryland.	NA
Philadelphia	\$300/year for represented Teachers, paraprofessionals, secretaries, non-degreed Professional/Technical bargaining unit members and Teachers who need to be recertified.	NA
Prince George's County	\$411 per credit; up to 6 credits (for ASASP & 2250), up to 9 credits (for PGCEA)	<p><b>ASASP - National Certification Stipend (\$6,000 first year; \$5,000 each year thereafter)</b></p> <p><b>ASASP – Doctoral Stipend (\$2,000 - \$3,000)</b></p>

# Pay Supplements – General Employees (continued)

School District	Bilingual Pay	Commuter Benefits	Hiring Bonus
Alexandria City	NA	\$45/month	NA
Anne Arundel	NA	NA	NA
Baltimore County	NA	NA	NA
Fairfax	NA	NA	NA
Gwinnett	NA	NA	NA
Howard	NA	<p>Directors and above may receive mileage allowance.</p> <p><b>HCAA</b> - reimbursed for work-related travel</p> <p><b>HCEA</b> - reimbursed for all work-connected travel (except up to 3 county-wide meetings per year)</p> <p><b>HCEAESP</b> - Employees required to use automobiles on duty for authorized and approved travel reimbursement</p>	NA
Montgomery	NA	NA	NA
Philadelphia	NA	NA	NA
Prince George's County	<b>PGCEA Only - \$3,000 Bilingual Incentive for those that qualify through the TSL Grant</b>	<b>Employees are eligible mileage reimbursement for work-related travel if using personal vehicle</b>	<b>Only for PGCEA - \$3,000 Early Contract Signing &amp; \$3,000 for High Needs Schools (for those that qualify through TSL Grant)</b>

# Pay Supplements – General Employees (continued)

School District	Leadership/ Mentor Role Pay	Licensing/ Credentials/ Educational Attainment	Referral/ Recruitment Bonus
Alexandria City	Biannual stipend, amount varies.	NA	NA
Anne Arundel	NA	NA	NA
Baltimore County	NA	Varies	NA
Fairfax	NA	NA	\$1,000 Referral bonus for referring a bus driver
Gwinnett	\$1,000 Teacher Mentor through TAPP (teacher alternative prep) program	NA	\$250 for referring certified secondary Math or Science teacher Special Education, Speech-Language Pathology, or Technical Specialists (Engineering, Health Occupations, IT Programming, Computer Science), Foreign Language (Spanish, French) \$500 for referring a Speech-Language Pathologist. \$125 for referring a Bus Driver
Howard	\$3,000 School-based Leadership Interns	\$3,000 annually for Admin with a Doctorate. \$1.00/hour for National School Nurse Cert. <b>HCEAESP</b> - one time stipend \$500 for National Association of Office Education Professionals Cert. \$.25/hr for Paraeducators (with Para Pro cert and AA degree of 48 college credits)	NA
Montgomery	NA	\$2,000 (Administrators earning doctorate)	NA
Philadelphia	NA	NA	NA
Prince George's County	NA	<b>\$6,000- National Administrator certification (1<sup>st</sup> year); \$5,000 (following years)</b> <b>Local 2250 – Differentials for Nurses, Food Service, Licensed Maintenance Workers, Central Garage</b>	NA

# Pay Supplement Prevalence - Teachers

- PGCPS offers more forms of supplemental pay than any other surveyed school district.

School District	Covering Additional Classroom	Covering Lunch/ Recess	Senior Educator Differential	Summer Teaching	Night Teaching	Online Class Teaching	Curriculum Development Projects	Curriculum Development Workshops	Special Education	Selected Specialties/ Subjects	“High Needs” School	Department Chair	Resource/Mentor Teacher	Team Lead	Dual Certification	National Board Certification	National Board Certification at a Turnaround School	Other Supplements for Certifications
Alexandria City	X			X	X		X	X				X	X	X		X		
Anne Arundel				X	X		X	X				X	X			X		
Baltimore County				X	X		X	X				X		X		X	X	
Fairfax				X	X	X	X	X				X	X			X		
Gwinnett	X			X		X	X	X		X		X						
Howard				X			X	X		X				X		X		
Montgomery				X			X	X					X	X		X		X
Philadelphia				X	X		X	X										
<b>Count of Peers</b>	<b>2/8</b>	<b>0/8</b>	<b>0/8</b>	<b>8/8</b>	<b>5/8</b>	<b>2/8</b>	<b>8/8</b>	<b>8/8</b>	<b>0/8</b>	<b>2/8</b>	<b>0/8</b>	<b>5/8</b>	<b>4/8</b>	<b>4/8</b>	<b>0/8</b>	<b>6/8</b>	<b>1/8</b>	<b>1/8</b>
<b>Prince George’s County</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>			<b>X</b>		<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>

# Pay Supplements - Teachers

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- Each surveyed school district reported offering supplemental pay for **summer teaching**. Most districts pay by the hour, with rates ranging from \$25 to \$51/hour.
- Most school districts offer pay for **night teaching**. Most districts pay by the hour, with rates ranging from \$25 to \$46/hour.
- Every surveyed school district offered supplemental compensation for **curriculum development projects**. Most districts pay hourly, with rates ranging from \$25 to \$45/hour.
- Every surveyed school district offered supplemental compensation for **curriculum development workshops**. The method and amount of pay differs across districts.
- **Department Chair** was the most widely-compensated teacher leadership role. Annual stipends range from \$767 to \$5,631 based on school level and department size.
- All MD districts offer annual stipends to **National Board Certified** teachers. The stipends range from \$2,000 to \$4,000.

# Step Restoration Cost Estimate Summary

- As part of our study, we estimated the cost to restore steps for current employees impacted by the FY10 – FY12 step freezes. The summary table below provides a breakdown of the cost estimate by bargaining unit/employee group

Employee Group	Number of Employees in Employee Group	Number of Ees Impacted by FY10 - FY12 Step Freeze	% of Ees in Employee Group Impacted	Number of Impacted EEs Already at Maximum Step of Salary Scale	Number of Impacted Ees Eligible for (1) Step Increase	Number of Impacted Ees Eligible for (2) Step Increase	Number of Impacted Ees Eligible for (3) Step Increase	Cost Estimate to Restore Steps
ACE/AFSCME	6,145	4,004	65%	596	215	268	2,925	\$11,974,164
ASASP II	782	678	87%	201	36	52	389	\$4,370,396
ASASP III	385	266	69%	102	34	24	106	\$1,419,074
Executive	70	47	67%	4	2	2	39	\$469,478
PGCEA	10,343	5,483	53%	1,976	353	405	2,749	\$20,532,327
SEIU	1,011	731	72%	86	104	53	488	\$2,188,234
<b>Total</b>	<b>18,736</b>	<b>11,209</b>	<b>60%</b>	<b>2,965</b>	<b>744</b>	<b>804</b>	<b>6,696</b>	<b>\$40,751,116</b>

**Cost estimate does not include any salary related fringe benefits such as FICA, Worker's Compensation and Pension**

# Step Restoration Cost Estimate – Calculation Considerations

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1. Analysis based on employee census file we received on January 16, 2019.
2. Calculated step-eligibility date based on original hire date (e.g. if original hire date is 8/13/2003 then employee is step-eligible on 8/13/2004).
3. Determined if current employee was eligible for a step increase during period FY 10 – FY12.
4. If #3 above was “Yes”, then calculated the number of frozen steps for which the current employee would have been eligible (not to exceed 3).
5. Determined step placement based on #4 above and employee’s current step. Employees can only be placed on the maximum step of the scale. Someone with a current step of 18 that is eligible for 3 steps would be placed on step 20 of their current grade. If an employee is already at maximum step of pay scale then then he/she does not receive a pay increase.
6. The cost estimate is the sum of the difference between the proposed salary based on the step placement criteria above and the current base salary for all step-eligible employees.



# Paid Time Off

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- The survey requested the following annual information related to paid time off:
  - Vacation accruals through 25 years of service
  - Vacation carry-over allowance
  - Vacation cash-out
  - Sick leave accrual
  - Sick leave carry-over allowance
  - Sick leave cash-out
  - Holidays & Personal days

# Paid Time Off - Annual Vacation Accruals (Hours) by Years of Service (1-25)

School District	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	Total		
Anne Arundel	195	195	195	195	195	195	195	195	195	195	195	195	195	195	195	195	195	195	195	195	195	195	195	195	195	195	4875	
Baltimore County	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	80 - 160	2000 - 4000
Fairfax	112	120	128	136	144	152	160	168	176	184	192	200	208	208	208	208	208	208	208	208	208	208	208	208	208	208	208	4576
Gwinnett	96	96	96	96	96	120	120	120	120	120	144	144	144	144	144	160	160	160	160	160	160	184	184	184	184	184	184	3520
Howard	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	4000
Montgomery	120	120	120	160	160	160	160	160	160	160	160	160	160	160	160	208	208	208	208	208	208	208	208	208	208	208	208	4360
School District of Philadelphia	80	80	80	120	120	120	120	160	160	160	160	160	160	160	176	176	176	176	176	176	176	176	176	176	176	176	176	3776

Alexandria City did not provide vacation accrual information.

# Annual Vacation Accruals (Hours) by Years of Service (1-25) – (Continued)

School District	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	Total	
School District Average (excluding Baltimore County range)	127	129	130	145	146	151	153	161	162	163	169	170	171	171	174	185	185	185	185	185	189	189	189	189	189	189	4185
Prince George's County - SEIU	104	104	104	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	240	3912
Difference between Prince George's County - SEIU and School District Average	-23	-25	-26	16	14	9	8	-1	-2	-3	-9	-10	-11	-11	-14	-25	-25	-25	-25	-25	-29	-29	-29	-29	-29	52	-273
Prince George's County - ACE-AFSCME	104	104	104	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	160	240	3912
Difference between Prince George's County - ACE-AFSCME and School District Average	-23	-25	-26	16	14	9	8	-1	-2	-3	-9	-10	-11	-11	-14	-25	-25	-25	-25	-25	-29	-29	-29	-29	-29	52	-273
Prince George's County - ASASP	160	160	160	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	240	4920
Difference between Prince George's County - ASASP and School District Average	33	32	30	56	54	49	48	40	38	37	32	30	29	29	26	16	16	16	16	16	16	12	12	12	12	52	736
Prince George's County - PGCEA	98	98	98	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	150	188	3630
Difference between Prince George's County - PGCEA and School District Average	-30	-31	-32	6	4	-1	-3	-11	-12	-13	-19	-20	-21	-21	-24	-35	-35	-35	-35	-35	-39	-39	-39	-39	-39	-1	-555
Prince George's County - Executives	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200	5000
Difference between Prince George's County - Executives and School District Average	73	72	70	56	54	49	48	40	38	37	32	30	29	29	26	16	16	16	16	16	12	12	12	12	12	12	816

**Over a 25-year career, PGCPs' vacation accrual for ACE- AFSCME, PGCEA & SEIU is less generous than the market average**

# Paid Time Off – Maximum Annual Vacation Carry Over

School District	Carry-Over Available	Maximum Carry-Over Hours Per Year	Notes
Alexandria City	Yes	360	Support employee carry-over capped at 360 hours. Administrators do not have a limit on the number of days they can carry-over.
Anne Arundel	Yes	273	
Baltimore	Yes	160	
Fairfax	Yes	240	
Gwinnett	Yes	Accumulated earning for 25-month period.	
Howard	Yes	Varies by bargaining unit	<p><b>HCEA</b> - days in excess of 40 as of June 30 will be converted to sick leave.</p> <p><b>HCAA</b> - days in excess of 45 as of June 30 will be converted to sick leave.</p> <p>Central Office/Technical - days in excess of 45 as of June 30 will be converted to sick leave.</p> <p><b>AFSCME</b> - may accrue up to 2x the entitlement. As of June 30, any additional days will be converted to sick leave.</p> <p><b>HCEAESP</b> - may accrue up to 2x the entitlement. As of June 30, any additional days will be converted to sick leave.</p>
Montgomery - MCEA	Yes	280	35 days plus the amount to be earned for the current school years but all remaining annual leave is automatically rolled into the employee's sick leave which doesn't have a cap.
Montgomery - MCAAP-MCBOA	Yes	280	35 days plus the amount to be earned for the current school years but all remaining annual leave is automatically rolled into the employee's sick leave which doesn't have a cap.
Montgomery - SEIU	Yes	160	20 days plus the amount to be earned for the current school years but all remaining annual leave is automatically rolled into the employee's sick leave which doesn't have a cap.
School District of Philadelphia	Yes	352	

# Paid Time Off – Maximum Annual Vacation Carry Over (Continued)

School District	Carry-Over Available	Maximum Carry-Over Hours Per Year	Notes
School District Average		265	
Prince George's County - SEIU	Yes	96	
Prince George's County - ACE-AFSME	Yes	80	
Prince George's County - ASASP	Yes	120	
Prince George's County - PGCEA	Yes	75	
Prince George's County - Executives	Yes	200	

**PGCPS' maximum vacation carry-over policy is less generous than the market average**

# Paid Time Off – Annual Vacation Cash-Out

School District	Cash-Out Available	Hours At Year End	Hours At Termination	Hours At Retirement
Alexandria City	Yes	0	360	360
Anne Arundel	Yes	0	273	308
Baltimore County	No	N/A	N/A	N/A
Fairfax	Yes	NR	240	240
Gwinnett	Yes	N/A	384	384
Howard	Yes	0	Accrued Annual Leave	Accrued Annual Leave
Montgomery - MCEA	Yes	Each June unit members with at least five (5) years of experience with MCPS, who have accumulated at least 280 hours of annual leave, will be permitted to “cash out” up to four (4) days of such annual leave and deposit the monetary value of the leave in an available 403(b) plan of the employee’s choice. All annual leave so deposited must be matched by the unit member’s payroll deduction of at least an equal amount of salary in the same fiscal year to a qualifying 403(b) and/or 457(b) plan.	30 days (240 hours)	30 days (240 hours)
Montgomery - MCAAP-MCBOA	Yes	N/A	45 days (360 hours)	45 days (360 hours)
Montgomery - SEIU	Yes	N/A	40 days (320 hours)	40 days (320 hours)
School District of Philadelphia	Yes	0	Unlimited	0

## Paid Time Off – Annual Vacation Cash-Out (Continued)

School District	Cash-Out Available	Hours At Year End	Hours At Termination	Hours At Retirement
<b>School District Average</b>			<b>320</b>	<b>318</b>
Prince George's County - SEIU	Yes	N/A	Unlimited	240
Prince George's County - ACE-AFSME	Yes	N/A	200	240
Prince George's County - ASASP	Yes	N/A	200	200
Prince George's County - PGCEA	No	N/A	N/A	N/A
Prince George's County - Executives	Yes	N/A	Unlimited	Unlimited

**PGCPS' vacation cash-out policies are generally less generous than the market average**

## Paid Time Off – Annual Sick Leave Accrual

School District	Hours Accrued Per Year	Additional Sick Leave Policy Information
Alexandria City	112	14 days for 12-month employees, 11 days for teachers.
Anne Arundel	91	Annual leave only accrued by employees working 12 months. Sick leave paid at a negotiated rate (ex. \$40/day for teachers).
Baltimore County	65 - 144	Sick leave hours are accrued based on service years.
Fairfax	104	
Gwinnett	120	
Howard	96	HCEA - intent to terminate/retire is received by February 1, of that year shall receive termination pay at his/her current salary rate equal to two percent (2%) of his/her accumulated unused sick leave as of the date of retirement or resignation. If such
Montgomery	96	
School District of Philadelphia	80	



## Paid Time Off – Annual Sick Leave Accrual (Continued)

School District	Hours Accrued Per Year	Additional Sick Leave Policy Information
School District Average	109	
Prince George's County - SEIU	120	
Prince George's County - ACE-AFSME	80	
Prince George's County - ASASP	96 or 104	96 hours for 11 month employees, 104 hours for 12 month employees
Prince George's County - PGCEA	112.5	
Prince George's County - Executives	136	

**ACE – AFSCME’s and ASASP’s Annual Sick Leave Accrual policies are less generous than the market average**

# Paid Time Off – Maximum Annual Sick Leave Carry Over

School District	Carry-Over Available	Maximum Carry-Over Hours Per Year
Alexandria City	Yes	Unlimited
Anne Arundel	Yes	Unlimited
Baltimore County	Yes	Unlimited
Fairfax	Yes	Unlimited
Gwinnett	Yes	1200
Howard	Yes	Unlimited
Montgomery	Yes	Unlimited
School District of Philadelphia	Yes	Unlimited
<b>Prince George's County</b>	<b>Yes</b>	<b>Unlimited</b>

**PGCPS' maximum sick leave carry-over policy is consistent with peer school districts.**

# Paid Time Off – Annual Sick Leave Cash-Out

School District	Cash-Out Available	Hours At Year End	Hours At Termination	Hours At Retirement	Notes
Alexandria City	Yes		Varies by group	Varies by group	
Anne Arundel	Yes	N/A	Unlimited only if employed 15 years	Unlimited	Annual leave only accrued by employees working 12 months. Sick leave paid at a negotiated rate (ex. \$40/day for teachers).
Baltimore County	No	N/A	N/A	N/A	
Fairfax	No	NR	NR	NR	
Gwinnett	Yes	N/A	N/A	1000	
Howard	Yes	0	HCEA - 2% of accrued sick All others - no pay-out	2% of accrued sick All others - no pay-out	HCEA - intent to terminate/retire is received by February 1, of that year shall receive termination pay at his/her current salary rate equal to two percent (2%) of his/her accumulated unused sick leave as of the date of retirement or resignation. If such notice is filed no later than March 1 of that year the termination pay will be equal to one percent (1%) of accumulated unused sick leave as of the date of retirement or resignation.

# Paid Time Off – Annual Sick Leave Cash-Out (Continued)

School District	Cash-Out Available	Hours At Year End	Hours At Termination	Hours At Retirement	Notes
Montgomery - MCEA	Yes		At the time of his/her termination after five years of MCPS service, any unit member shall receive termination pay at his/her current salary rate for one fifth (20%) of this accumulated sick leave. For an eligible unit member who retires or resigns effective July 1 of any year and who notifies the Employee and Retiree Service Center of such intent to retire or resign no later than April 1 of that year, the termination pay described in this paragraph shall be for 35 percent of the unit member's accumulated sick leave.	At the time of his/her termination after five years of MCPS service, any unit member shall receive termination pay at his/her current salary rate for one fifth (20%) of this accumulated sick leave. For an eligible unit member who retires or resigns effective July 1 of any year and who notifies the Employee and Retiree Service Center of such intent to retire or resign no later than April 1 of that year, the termination pay described in this paragraph shall be for 35 percent of the unit member's accumulated sick leave.	
Montgomery - MCAAP-MCBOA	Yes		Disposition of Accumulated Sick Leave at Termination of Service – At the time of his/her termination after five years of MCPS service, any unit member who has performed his/her duties satisfactorily shall receive termination pay at his/her current salary rate for one-fourth of his/her accumulated sick leave. After the unit member has completed 30 years of MCPS service, the termination pay described in this subsection shall be for 30 percent of the unit member's accumulated sick leave.	Disposition of Accumulated Sick Leave at Termination of Service – At the time of his/her termination after five years of MCPS service, any unit member who has performed his/her duties satisfactorily shall receive termination pay at his/her current salary rate for one-fourth of his/her accumulated sick leave. After the unit member has completed 30 years of MCPS service, the termination pay described in this subsection shall be for 30 percent of the unit member's accumulated sick leave.	
Montgomery - SEIU	Yes		Disposition of Accumulated Sick Leave at Termination of Service – At the time of his/her termination after five years of MCPS service, any unit member who has performed his/her duties satisfactorily shall receive termination pay at his/her current salary rate for one-fourth of his/her accumulated sick leave. After the unit member has completed 30 years of MCPS service, the termination pay described in this subsection shall be for 30 percent of the unit member's accumulated sick leave.	Disposition of Accumulated Sick Leave at Termination of Service – At the time of his/her termination after five years of MCPS service, any unit member who has performed his/her duties satisfactorily shall receive termination pay at his/her current salary rate for one-fourth of his/her accumulated sick leave. After the unit member has completed 30 years of MCPS service, the termination pay described in this subsection shall be for 30 percent of the unit member's accumulated sick leave.	
School District of Philadelphia	Yes	0	Unlimited	0	

# Paid Time Off – Annual Sick Leave Cash-Out (Continued)

School District	Cash-Out Available	Hours At Year End	Hours At Termination	Hours At Retirement	Notes
Prince George's County - SEIU	Yes	N/A	N/A	1600	
Prince George's County - ACE-AFSME	Yes	N/A	560, 608, or 656	640, 688, or 816	At termination, 560 hours for 10 month employees, 608 hours for 11 month employees, 656 hours for 12 month employees.  At retirement, 640 hours for 10 month employees, 688 hours for 11 month employees, 816 hours for 12 month employees.
Prince George's County - ASASP	Yes	N/A	608 or 656	800 or 880	At termination, 608 hours for 11 month employees, 656 hours for 12 month employees.  At retirement, 800 hours for 11 month employees, 880 hours for 12 month employees.
Prince George's County - PGCEA	Yes	N/A	N/A	600, 645, or 690	At termination, 600 hours for 10 month employees, 645 hours for 11 month employees, 690 hours for 12 month employees.
Prince George's County - Executives	Yes	N/A	Unlimited	Unlimited	At termination and retirement, 3/10 earned balance, no maximum.

Similar to its peers, PGCPs' sick leave cash-out policies vary based on collective bargaining agreements and employee groups

# Paid Time Off – Other Leave Benefits

School District	Holidays	Personal Days	Additional Policy Information
Alexandria City	0	4	Alexandria does not provide paid holiday off. All holidays are unpaid.
Anne Arundel	21	3	Personal holidays are only for employees working 10 months.
Baltimore County	13	3 or 5	Personal days: 10-month employees receive 3 days per year, 12-month employees receive 5 days per year
Fairfax	11	NR	Less-than-12-month personnel may request the use of up to five days of their sick leave to use a personal leave each fiscal year.
Gwinnett	15	NR	Personal days: 3 (comes out of sick leave balance)
Howard	Varies	Varies	May accumulate up to 5 personal days, take no more than 4 consecutively, and days in excess of 5 will be transferred to sick leave. approximately 15-16 (12 month staff). Does not include additional "break" days ie. Spring Break, Winter Break.
Montgomery	Not specified	Not specified	Holiday Leave - Holiday leave is granted to all unit members on official holidays, which shall be designated each year in the school calendar. A unit member on authorized paid leave for a period including an official holiday shall be considered on holiday leave for that day.
School District of Philadelphia	14	3	
<b>Prince George's County</b>	<b>11/12 month employees - 18 days 10 month employees - 22 days</b>	<b>5</b>	

The number of holidays offered by PGCPs is more generous than the majority of its peers.

# Paid Time Off – Paid Parental Leave

School District	Paid Parental Leave?	Maximum Number of Paid Parental Leave	Life events covered by paid parental leave	Additional Comments
Alexandria City	No			
Anne Arundel	No	N/A	N/A	
Baltimore County	Yes	8 days	Paid parental/family leave - any care of an immediate family member. Employees may convert their personal leave days to family illness leave days with documentation.	
Fairfax	No	N/A	N/A	
Gwinnett	No	N/A	N/A	
Howard	No	N/A	N/A	
Montgomery - MCEA	Yes	2 days	Birth of a child	The Board agrees to provide two days of paid child birth leave for hospital stay to an employee giving birth to a child during the employee's work year. This leave will not be charged against the employee's accumulated sick leave.
Montgomery - MCAAP-MCBOA	No	N/A	N/A	
Montgomery - SEIU	No	N/A	N/A	
School District of Philadelphia	No	N/A	N/A	
Prince George's County	No	N/A	N/A	

The majority of peer school districts do not offer paid parental leave.

# Health Benefits – Employer Cost Methodology

- We calculated annual employer health benefit costs, which reflect the **annual weighted average** based on PGCPS' CareFirst BCBS medical plan enrollment distribution for each tier of coverage as shown below.

Total Enrollment by Tier		
Employee Only	Employee +1	Family
6,450	2,714	4,464
47%	20%	33%

- The total employer weighted average health costs are based on the peers' monthly health costs for their most populous plan for each tier of coverage and PGCPS' enrollment demographics.
- The next table provide detailed health benefit cost information.



# Health Benefits - Total Employer Cost Summary Table

School District	TOTAL HEALTH BENEFITS COST					Most Populous Plan				Prescription Drug				Dental				Vision			
	EE Only	EE+1	EE+ Children	EE+ Family	Weighted Avg Cost	EE Only	EE+1	EE+ Children	EE+ Family	EE Only	EE+1	EE+ Children	EE+ Family	EE Only	EE+1	EE+ Children	EE+ Family	EE Only	EE+1	EE+ Children	EE+ Family
Anne Arundel	\$495	\$1,182	\$775	\$1,434	\$899	\$466	\$1,123	\$729	\$1,347	NA	NA	NA	NA	\$26	\$54	\$43	\$82	\$2	\$5	\$3	\$6
Baltimore County	\$621	\$1,475	\$1,231	\$1,676	\$1,112	\$602	\$1,436	\$1,192	\$1,619	NA	NA	NA	NA	\$17	\$36	\$36	\$55	\$2	\$2	\$2	\$2
Fairfax	\$651	\$1,146	\$1,445	\$1,445	\$1,039	\$610	\$1,076	\$1,345	\$1,345	NA	NA	NA	NA	\$41	\$70	\$100	\$100	NA	NA	NA	NA
Gwinnett	\$963	\$945	\$945	\$963	\$959	\$945	\$945	\$945	\$945	NA	NA	NA	NA	\$18	NA	NA	\$18	NA	NA	NA	NA
Howard	\$545	\$1,195	\$1,061	\$1,708	\$1,042	\$545	\$1,195	\$1,061	\$1,708	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Montgomery	\$615	\$1,230	\$1,643	\$1,643	\$1,116	\$441	\$882	\$1,199	\$1,199	\$145	\$291	\$359	\$359	\$28	\$56	\$82	\$82	\$1	\$2	\$3	\$3
School District of Philadelphia	\$573	\$1,138	\$1,048	\$1,691	\$1,043	\$536	\$1,071	\$964	\$1,607	NA	NA	NA	NA	\$37	\$66	\$84	\$84	NA	NA	NA	NA
Prince George's County	\$577	\$1,345	NA	\$1,416	\$1,012	\$379	\$921	NA	\$969	\$159	\$305	NA	\$321	\$37	\$115	NA	\$121	\$2	\$4	NA	\$4
School District Average	\$637	\$1,187	\$1,164	\$1,509	\$1,030																

Alexandria City medical premiums vary based on employee group and were not included. .

**The weighted average annual total employer contribution towards health benefits for an employee in Prince George's County is \$12,144. This is slightly below the market average of \$12,360.**

# Retirement Benefits

- We evaluated PGCPS' retirement contributions compared to its peers. All Maryland School District's, including PGCPS, participate in the Maryland Retirement System or Maryland Teacher's Retirement System.
- Only Gwinnett County has a separate defined benefit retirement system for instructional employees. In addition to the primary retirement plan, Fairfax County, Gwinnett County and Montgomery County offer a supplementary defined benefit retirement plan.
- The employee contribution (as % of pay) towards the defined benefit plan are slightly above the market average. The market average employer contribution (as a % of pay) varies by benchmark job.

	<b>PGCPS</b>	<b>Market Average</b>
<b>Employer Contributions (as a % of pay)</b>	8.05% for non-teachers and 4.38% for teachers	Varies by benchmark job from 6.74% to 10.49%
<b>Employee Contributions (as a % of pay)</b>	7.00%	~ 6.18%

# Retirement Benefits – Maryland School Districts

- The tables below provide a summary of retirement contributions toward the defined benefit plan. None of the peer school districts provide an automatic or matching contribution for defined contribution or deferred compensation plans. All peer school districts, with the exception of Gwinnett County, participate in Social Security.

School District	Defined Benefit Plan(s)	Eligibility	Required Employee Contribution	Employer Contribution (normal cost)	Participates in Social Security
Anne Arundel & Howard	Maryland State Teacher's Retirement System	Employees involved in instructional duties	7.00%	4.38%	Yes
	Maryland State Retirement System	Non-instructional employees	7.00%	8.05%	
Baltimore County	Baltimore County Retirement System	Employees not eligible to participate in the Maryland Retirement System	7.00%	NA	Yes
Montgomery	Maryland State Teacher's Retirement System	Employees involved in instructional duties,	7.00%	4.38%	Yes
	Maryland State Retirement System	Non-instructional employees	7.00%	8.05%	
	MCPS Employee's Pension System & Supplemental Plan	Non-instructional employees	7.00%	4.11%	
	MCPS Supplement Plan	All Employees	0.50%	NA	
Prince George's County	<b>Maryland State Teacher's Retirement System</b>	<b>Employees involved in instructional duties</b>	<b>7.00%</b>	<b>4.38%</b>	<b>Yes</b>
	<b>Maryland State Retirement System</b>	<b>Non-instructional employees</b>	<b>7.00%</b>	<b>8.05%</b>	

All Maryland school districts participate in the Maryland Retirement System. Montgomery County also provides a supplementary retirement plan.

# Retirement Benefits – Other School Districts

School District	Defined Benefit Plan(s)	Eligibility	Required Employee Contribution	Employer Contribution (normal cost)	Participates in Social Security
Alexandria City	VRS	Full-time educators, administrators, support employees	5.00%	6.22%	Yes
Fairfax	Educational Employee's Supplementary Retirement System (ERFC)	Full-time educators, administrators, support employees	3.00%	3.08%	Yes
	Fairfax County Employee's Retirement System	Maintenance, custodial, food service, transportation	5.33%	NA	
	VRS	Full-time educators, administrators, support employees	5.00%	6.22%	
Gwinnett	Georgia Teachers Retirement System	Any certified position, administrator, clerical worker, paraprofessional, head custodian, lead driver, transportation supervisor, or school nutrition manager	6.00%	7.77%	No
	Georgia Public School Employee's Retirement System	School food nutrition assistant, custodian, groundskeeper, other school maintenance or bus driver	\$90	0%, the State of Georgia funds the plan	
	Gwinnett County Board of Education's Retirement System	For all employees to supplement regular retirement plan	1.00%	6.09%	
School District of Philadelphia	Pennsylvania Public School Employee's Retirement System	All eligible employees	7.57%	7.59%	Yes

Fairfax County and Gwinnett County provide a supplementary defined benefit retirement plan.

## Recommendations

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- Starting salaries for ASASP III and PGCEA (non-classroom) jobs are below the market average. PGCPS should consider:
  - PGCPS should consider hiring incentives for hard-to-fill ASASP III & PGCEA non-classroom positions.

# Thank You! Any Questions?

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# Appendix A – Compensation Survey Document

GENERAL INFORMATION				
Organization Name				
Name				
Title				
Email				
Phone				
Address 1				
Address 2				
City		State		Zip
<b>BACKGROUND INFORMATION</b>				
Total number of full-time employees	<input type="text"/>			
Total number of bargaining units, if applicable	<input type="text"/>			
Total number of employees represented by a bargaining unit	<input type="text"/>			
<b>Instructions:</b> This survey covers pay policies, practices, benefits and salaries. Tab 1 asks information about your organization's pay plan(s) Tab 2 contains questions regarding pay practices Tab 3a contains questions regarding supplemental pay for employees paid on the teacher salary scale Tab 3b contains questions regarding supplemental pay and longevity premiums for all other employees Tab 4 contains questions regarding paid time off Tab 5 contains questions regarding health benefits Tab 6 contains questions regarding retirement benefits Tab 7 contains a space for you to provide us with any additional pay/benefits information not surveyed Tab 8 contains a list of job titles and job summaries Tab 9 contains a form to provide your organization's matching salary information Tab 10 contains a space for you to provide us with any additional information				
<b>Please provide the following information via email with your survey document or provide a link to access the information online:</b>				
	Link to Access Information Online			
- Salary schedules	<input type="text"/>			
- Benefits summary plan documents	<input type="text"/>			
- Actuarial valuations	<input type="text"/>			
PLEASE EMAIL COMPLETED SURVEY By: March 15, 2019 To: Luis Gonzales Segal Waters Consulting 1800 M Street NW, Suite 900S Washington, DC 20036 Please call or email if you have any specific questions or concerns: Telephone: 202.833.6434 Email: lgonzales@segalco.com				

# Appendix A – Compensation Survey Document

How many pay plans does your organization have?

Please answer the following questions about each pay plan.

#	Name of the Pay Plan	Jobs/Employee Groups Covered by the Pay Scale	Type of Pay Scale*	How do employees progress within a pay range?**	FY18 Increase (%)	FY19 Increase (%)	FY20 Increase (%)
1	<input type="text"/>	<input type="text"/>	<input type="text" value="Please Select"/>	<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text" value="Please Select"/>	<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text" value="Please Select"/>	<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text" value="Please Select"/>	<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text" value="Please Select"/>	<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text" value="Please Select"/>	<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text" value="Please Select"/>	<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text" value="Please Select"/>	<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Notes/Comments**

\* Open Range = Pay ranges have minimum and maximum rates, but no pay steps in between

Grade and Step = Pay ranges have minimum and maximum rates with pay steps in between

Minimums Only = Starting or minimum rates (no fixed maximum pay rate)

Fixed Rates = Single rates of pay (no minimum and maximum rates)

Other = please describe in the Notes/Comments box

\*\* In other words, how are employees' pay increases determined (other than scale adjustments)?

Varies by Performance = Pay increases vary based on the employee's performance

Threshold Performance = Employees with satisfactory performance receive a pay increase (but the rate does not vary by performance rating/level)

Time in job = Employees receive a pay increase based on how long they have been in the job (regardless of performance level)

*For example, employees receive a step increase, an across-the-board increase, general wage adjustment, or a budget-driven merit*

increase

Other = please describe in the Notes/Comments box



# Appendix A – Compensation Survey Document

Instructions: Please answer each question below, as applicable.				
<b>PAY INCREASE GUARANTEES</b>				
				<b>Amount</b>
1a. Do you have a minimum guaranteed pay increase percentage for promotions?			[Please Select]	
1b. Do you have a minimum guaranteed pay increase percentage for reclassification to a higher grade?			[Please Select]	
If Yes, please describe your policy below (or attach a copy of written policy).				
<b>HIRING RATES</b>				
2. Can new starting employees receive an above pay range minimum salary that is commensurate with their years of job-related experience?				[Please Select]
If Yes, please describe your policy below (or attach a copy of written policy).				
<b>REWARDS, BONUSSES, OR RECOGNITION</b>				
Type of Pay	Eligible Types of Employees	Amount	Frequency (Annual or One Time)	Additional Policy Information Example: Retention Bonus - \$5000 per year for employees who sign a 3-year commitment to complete IT project
Spot Bonuses (special recognition to an employee and/or reward employee performance that is considered "above and beyond")			[Please Select]	
Retention Bonuses			[Please Select]	

# Appendix A – Compensation Survey Document

## TEACHER PAY SUPPLEMENTS

Indicate whether you provide pay supplements, stipends, or any other additional compensation to teachers (or other professionals paid on the teacher salary scale) for any of the following roles, duties, or situations. If yes, indicate whether the supplemental pay is based on additional days or hours of work, a specific percentage of base pay, or a specific dollar amount. Please attach relevant policy documents.

	Additional Pay Provided? (Check if Yes)	Paid for Additional Contract Days or Hours		Paid an Additional % of Base Pay (indicate the %)	Paid an Additional Dollar Amount (indicate the \$ amount per year)
		(# of days/hours per year)	Select Unit		
Covering Additional Classroom			[Please Select]		
Covering Lunch/Recess			[Please Select]		
Senior Educator Differential			[Please Select]		
<i>How many years of experience are required to be classified as a senior educator?</i>					
Summer Teaching			[Please Select]		
Night Teaching			[Please Select]		
Curriculum Development Projects			[Please Select]		
Curriculum Development Workshops			[Please Select]		
Special Education			[Please Select]		
Selected disciplines, fields, or subject areas			[Please Select]		
<i>Which disciplines, fields, or subjects?</i>					
Working in a “high needs” school			[Please Select]		
<i>How do you define "high needs" school for this purpose?</i>					
Department chair			[Please Select]		

# Appendix A – Compensation Survey Document

## TEACHER PAY SUPPLEMENTS

Indicate whether you provide pay supplements, stipends, or any other additional compensation to teachers (or other professionals paid on the teacher salary scale) for any of the following roles, duties, or situations. If yes, indicate whether the supplemental pay is based on additional days or hours of work, a specific percentage of base pay, or a specific dollar amount. Please attach relevant policy documents.

	Additional Pay Provided? (Check if Yes)	Paid for Additional Contract Days or Hours		Paid an Additional % of Base Pay (indicate the %)	Paid an Additional Dollar Amount (indicate the \$ amount per year)
		(# of days/hours per year)	Select Unit		
Resource teacher or Mentor teacher			[Please Select]		
Team lead or lead teacher			[Please Select]		
Teaching online courses			[Please Select]		
Dual certification			[Please Select]		
National Board certification			[Please Select]		
National Board certification at a Turnaround School			[Please Select]		
Other additional licenses or certifications			[Please Select]		
Other			[Please Select]		
<i>If Other, please explain.</i>					
<b>Use this space for any notes or comments about these questions.</b>					

# Appendix A – Compensation Survey Document

<b>TEACHER PAY SUPPLEMENTS</b>				
Indicate whether you provide pay supplements, stipends, or any other additional compensation to teachers (or other professionals paid on the teacher salary scale) for any of the following roles, duties, or situations. If yes, indicate whether the supplemental pay is based on additional days or hours of work, a specific percentage of base pay, or a specific dollar amount. Please attach relevant policy documents.				
	<b>Additional Pay Provided? (Check if Yes)</b>	<b>Paid for Additional Contract Days or Hours</b> (# of days/hours per year)	<b>Paid an Additional % of Base Pay</b> (indicate the %)	<b>Paid an Additional Dollar Amount</b> (indicate the \$ amount per year)
		Select Unit		
<b>LONGEVITY PAY</b>				
Do you provide longevity pay to teachers? (Select one)				
Yes, with additional longevity steps on the salary scales				
Yes, with a pay supplement (fixed dollar or percent of pay)				
Yes, other (specify below)				
No				
<b>PROFESSIONAL DEVELOPMENT</b>				
Do you provide any other financial recognition to teachers based on their professional development (on top of the salary rates shown on the pay scales) not already covered in the survey questions?				
No				
Yes (specify below)				
<b>STUDENT DEBT</b>				
Does your school system have a loan forgiveness/payment program for teachers (or other professionals paid on the teacher salary scales)?				
No				
Yes (specify below)				

# Appendix A – Compensation Survey Document

## TEACHER PAY SUPPLEMENTS

Indicate whether you provide pay supplements, stipends, or any other additional compensation to teachers (or other professionals paid on the teacher salary scale) for any of the following roles, duties, or situations. If yes, indicate whether the supplemental pay is based on additional days or hours of work, a specific percentage of base pay, or a specific dollar amount. Please attach relevant policy documents.

## INITIAL PLACEMENT

Please indicate whether any of the following factors are taken into consideration when determining the starting pay rate for teachers (or others paid on the teacher salary scale). Please attach relevant policy documents.

Factor	Taken Into Consideration? (Check if Yes)	Summarize your practice or attach your policy document
Prior K-12 teaching experience		
Prior teaching experience in other settings		
Prior paraprofessional education experience		
Prior non-instructional work experience		
Educational attainment		
Licensing/certifications/other credentials		
Teaching discipline, field, or subject area		
Special education		
High needs school or environment		
Other		
<i>If Other, please explain.</i>		
Do you ever provide a hiring bonus to new teachers (or others paid on the teacher salary scale)?		
No		
Yes (please summarize below or attach a copy of the policy document)		

# Appendix A – Compensation Survey Document

Instructions: Please provide information for each type of pay policy that is in addition to base pay. Provide the amount of additional pay as a % of base pay or \$ amount per hour.

## SUPPLEMENTAL PAY

1. If your organization provides supplemental pay, please indicate your policy below.

Type of Pay	Amount	Frequency (Annual or One Time)	Additional Policy Information Example: Tuition assistance - \$5000 per year for employees who sign a 3-year commitment to remain in organization
Bilingual Pay		[Please Select]	
Commuter Benefits		[Please Select]	
Hiring Bonus		[Please Select]	
Leadership or Mentorship Role Pay		[Please Select]	
Licensing/Credentials/Educational Attainment		[Please Select]	
Referral/Recruitment Bonus		[Please Select]	
Tuition Assistance/Education Refund		[Please Select]	

Use the space below for any additional comments regarding pay supplements:

# Appendix A – Compensation Survey Document

Instructions: Please provide information for each type of pay policy that is in addition to base pay. Provide the amount of additional pay as a % of base pay or \$ amount per hour.

## LONGEVITY PREMIUM

2. If your organization provides a longevity premium (which is NOT part of normal pay progression steps), please indicate your policy below.

	Amount (% of base, or \$)	Amount Included in Overtime Pay Calculations? (Yes or No)	Additional Longevity Policy Information
1 year of service		[Please Select]	
2 years of service		[Please Select]	
3 years of service		[Please Select]	
4 years of service		[Please Select]	
5 years of service		[Please Select]	
6 years of service		[Please Select]	
7 years of service		[Please Select]	
8 years of service		[Please Select]	
9 years of service		[Please Select]	
10 years of service		[Please Select]	
11 years of service		[Please Select]	
12 years of service		[Please Select]	
13 years of service		[Please Select]	
14 years of service		[Please Select]	
15 years of service		[Please Select]	
16 years of service		[Please Select]	
17 years of service		[Please Select]	
18 years of service		[Please Select]	
19 years of service		[Please Select]	
20 years of service		[Please Select]	
21 years of service		[Please Select]	
22 years of service		[Please Select]	
23 years of service		[Please Select]	
24 years of service		[Please Select]	
25 or more years of service		[Please Select]	
Maximum years of service		[Please Select]	

Use the space below for any additional comments regarding longevity premiums:

# Appendix A – Compensation Survey Document

VACATION/PAID TIME OFF		
1. How many Vacation OR Paid Time Off (PTO) leave hours do employees accrue in a year?		
(Please fill in only one column as applicable.)		
Completed Years of Service	Vacation Hours Accrued Per Year	PTO Hours Accrued Per Year
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		
25+		
2. Can employees carry-over unused vacation/PTO hours? Select Yes or No		[Please Select]
3. If "Yes," what is the maximum number of hours that are "bankable"? If there is no limit, please write "unlimited."		
4. Can employees cash-out unused vacation/PTO leave hours? Select Yes or No		[Please Select]
5. If "Yes," enter the maximum number of days an employee can cash out at the events listed below. If there is no limit, please write "unlimited."		
At Year End		Hours
At Termination		Hours
At Retirement		Hours



# Appendix A – Compensation Survey Document

SICK LEAVE	
6. How many sick leave hours are accrued in a year?	<input style="width: 150px;" type="text"/> Hours
7. Can employees carry-over unused sick leave hours? Select Yes or No	<input style="width: 100px;" type="text"/> [Please Select]
8. If "Yes," enter the maximum number of hours that an employee can "bank" into the space below. If there is no limit, please write "unlimited."	<input style="width: 150px;" type="text"/> Hours
9. Can employees cash-out unused sick leave hours? Select Yes or No	<input style="width: 100px;" type="text"/> [Please Select]
10. If "Yes," enter the maximum number of hours an employee can cash out at the events listed below. If there is no limit, please write "unlimited."	
At Year End	<input style="width: 150px;" type="text"/> Hours
At Termination	<input style="width: 150px;" type="text"/> Hours
At Retirement	<input style="width: 150px;" type="text"/> Hours
Use the space below for any additional comments regarding sick leave accrual, carry-over, or cash-out.	
OTHER LEAVE	
11. How many fixed paid holidays do employees receive each year?	<input style="width: 150px;" type="text"/> Days
12. How many personal days (or floating holidays) do employees receive each year (in addition to paid holidays, vacation, and sick leave)?	<input style="width: 150px;" type="text"/> Days
Use the space below for any additional comments regarding paid holidays or personal days.	
13. In addition to Vacation/PTO or Sick Leave, do you offer paid parental/family leave?	<input style="width: 100px;" type="text"/> [Please Select]
14. If "Yes" enter the maximum number of paid parental/family leave days that an employee can take into the space below. If there is no limit, please write "unlimited."	<input style="width: 150px;" type="text"/> Days
Use the space below to list the life events that are covered by paid parental/family leave (e.g. birth of a child, adoption of child, care of a sick parent, care of self)	
Use the space below for any additional comments regarding paid parental/family leave.	

# Appendix A – Compensation Survey Document

Please answer the following questions for your most populous medical, dental, and vision plans covering active employees effective January 1, 2019.

## HEALTH BENEFIT INFORMATION

### 1. MOST POPULOUS MEDICAL PLAN:

	EE Only	EE + Spouse	EE + Children	Family
Employer Contribution to Monthly Premiums: (\$)				
Employee Contribution to Monthly Premiums: (\$)				

### PRESCRIPTION DRUG PLAN:

2a. Do the medical plans above include prescription drug coverage? Select Yes or No

Yes or No

[Please Select]

2b. If "No", what are the cost-sharing arrangements for prescription drug coverage?

	EE Only	EE + Spouse	EE + Children	Family
Employer Contribution to Monthly Premiums: (\$)				
Employee Contribution to Monthly Premiums: (\$)				

### 3. MOST POPULOUS DENTAL PLAN:

	EE Only	EE + Spouse	EE + Children	Family
Employer Contribution to Monthly Premiums: (\$)				
Employee Contribution to Monthly Premiums: (\$)				

### 4. VISION PLAN:

	EE Only	EE + Spouse	EE + Children	Family
Employer Contribution to Monthly Premiums: (\$)				
Employee Contribution to Monthly Premiums: (\$)				

Provide any additional information regarding medical, dental or vision benefits (for example - differences in cost-sharing among job titles):

# Appendix A – Compensation Survey Document

<b>5. LIFE INSURANCE:</b>  Basic Life Insurance: Supplemental Life Insurance:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Monthly Cost for Coverage</th> <th style="text-align: center;">Maximum Benefit</th> </tr> <tr> <th style="text-align: center;">Employer Cost</th> <th style="text-align: center;">Employee Cost</th> <th style="text-align: center;">(multiple of pay e.g. 2x or \$25,000)</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>	Monthly Cost for Coverage		Maximum Benefit	Employer Cost	Employee Cost	(multiple of pay e.g. 2x or \$25,000)						
Monthly Cost for Coverage		Maximum Benefit											
Employer Cost	Employee Cost	(multiple of pay e.g. 2x or \$25,000)											
<b>6. SHORT-TERM DISABILITY INSURANCE:</b>  Short-Term Disability Insurance:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Monthly Cost for Coverage</th> <th style="text-align: center;">Maximum Benefit</th> </tr> <tr> <th style="text-align: center;">Employer Cost</th> <th style="text-align: center;">Employee Cost</th> <th style="text-align: center;">(multiple of pay e.g. 2x)</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>	Monthly Cost for Coverage		Maximum Benefit	Employer Cost	Employee Cost	(multiple of pay e.g. 2x)						
Monthly Cost for Coverage		Maximum Benefit											
Employer Cost	Employee Cost	(multiple of pay e.g. 2x)											
<b>7. LONG-TERM DISABILITY INSURANCE:</b>  Long-Term Disability Insurance:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Monthly Cost for Coverage</th> <th style="text-align: center;">Maximum Benefit</th> </tr> <tr> <th style="text-align: center;">Employer Cost</th> <th style="text-align: center;">Employee Cost</th> <th style="text-align: center;">(multiple of pay e.g. 2x)</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>	Monthly Cost for Coverage		Maximum Benefit	Employer Cost	Employee Cost	(multiple of pay e.g. 2x)						
Monthly Cost for Coverage		Maximum Benefit											
Employer Cost	Employee Cost	(multiple of pay e.g. 2x)											
<b>8. WELLNESS BENEFITS:</b> a. Do you reimburse employees for expenses associated with wellness activities, such as weight loss programs, smoking cessation, etc.? If Yes, please describe in detail, including maximum payments:	<table style="width: 100%;"> <tr> <td style="text-align: right; padding-right: 10px;"><b>Yes or No</b></td> <td style="border: 1px solid black; padding: 2px;">[Please Select]</td> </tr> <tr style="background-color: #cccccc; height: 20px;"> <td colspan="2"></td> </tr> </table>	<b>Yes or No</b>	[Please Select]										
<b>Yes or No</b>	[Please Select]												
b. Do you offer lower medical contributions for employees that participate in wellness programs? If Yes, please describe the policy:	<table style="width: 100%;"> <tr> <td style="text-align: right; padding-right: 10px;"><b>Yes or No</b></td> <td style="border: 1px solid black; padding: 2px;">[Please Select]</td> </tr> <tr style="background-color: #cccccc; height: 20px;"> <td colspan="2"></td> </tr> </table>	<b>Yes or No</b>	[Please Select]										
<b>Yes or No</b>	[Please Select]												
<b>9. EMPLOYEE ASSISTANCE PROGRAM (EAP):</b> Do you provide employees with an EAP? If Yes, please describe in the services provided (e.g., counseling services, legal and financial consultation services, Work-Life Services, and life coaching):	<table style="width: 100%;"> <tr> <td style="text-align: right; padding-right: 10px;"><b>Yes or No</b></td> <td style="border: 1px solid black; padding: 2px;">[Please Select]</td> </tr> <tr style="background-color: #cccccc; height: 20px;"> <td colspan="2"></td> </tr> </table>	<b>Yes or No</b>	[Please Select]										
<b>Yes or No</b>	[Please Select]												

# Appendix A – Compensation Survey Document

Please answer the following questions regarding your retirement plans based on the benefits for employees hired on or after January 1, 2019.

## SOCIAL SECURITY CONTRIBUTION INFORMATION

- |  |                 |
|--|-----------------|
| 1a. Does your organization contribute to the medicare portion of Social Security? Select Yes or No | [Please Select] |
| 1b. Does your organization contribute to the OASDI portion of Social Security? Select Yes or No    | [Please Select] |

## DEFINED BENEFIT / PENSION INFORMATION

2. Please answer the following questions regarding your defined benefit (pension) retirement plan, including the contribution rates for both employer and employee. Please attach a copy of your plan's Actuarial Valuation with your survey submittal.

- |   |  |
|---|--|
| 2a. Plan Name   |  |
| 2b. Employer Normal Cost (% of pay)                       |  |
| 2c. Total Employer Contributions (% of pay)               |  |
| 2d. Required Employee Contributions (% of pay)            |  |
| 2e. Are employee contributions picked up by the employer? |  |

## DEFINED CONTRIBUTION INFORMATION

3. Please answer the following questions regarding your defined contribution retirement plans, including the contribution rate for both employer and employee. If the contribution amount is voluntary (not required), enter the maximum rate that may be contributed. If the employer contribution is a "match," indicate the maximum or limit on the match.

Other Retirement Plan Information in lieu of or in addition to Defined Benefit Plan (e.g. 401(a), 403(b) )

- |  |  |
|--|--|
| 3a. Plan Name  |  |
| 3b. Employer Contribution - Percent of base salary or flat \$ amount |  |
| 3c. Maximum match of employee contributions (% of pay or \$)         |  |

## 4. Deferred Compensation / 457 Retirement Plan Information

- |   |  |
|---|--|
| 4a. Plan Name   |  |
| 4b. Employer Contribution - Percent of base salary or flat \$ amount    |  |
| 4c. Maximum match of employee contributions (% of pay or \$)            |  |
| 4d. Required Employee Contributions (Indicate % or \$ or Up to IRS Max) |  |

Provide any additional information regarding retirement benefits (for example - differences in contributions among job titles).

# Appendix A – Compensation Survey Document

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## ADDITIONAL INFORMATION/COMMENTS

# Appendix A – Compensation Survey Document

<b>Benchmark Job Summaries</b>			
<b>Instructions: Please complete the table on the next page (tab #9) by matching your organization's jobs to School System' positions. Summary Job Descriptions are included to help you with the matching. These jobs may not match exactly to those in your organization, but please provide information for those job titles that are at least an 80% match.</b>			
#	Job Family	Survey Job Title (Sorted by Job Family in Alphabetical Order)	Description of Work
1	Accounting, Finance & Payroll	Account Clerk I	<p>Performs moderately difficult clerical, fiscal related and data entry tasks by processing transactions and recording accounting related information. Enters, verifies, and balances cash receipt batches; sorts and files posted transactions; researches financial discrepancies; scans all accounting journal entries that are posted in Oracle and required documents to shared drive folders for staff to access.</p> <p>Minimum Qualifications: High School Diploma required with some clerical and accounting experience, including or supplemented by course work in data entry, bookkeeping and accounting.</p>
2	Accounting, Finance & Payroll	Accountant II	<p>Performs complex professional accounting operations applying principles and methods in accordance with established accounting regulations and procedures. Performs work involving the design, maintenance review and analysis of financial records and controls. Supervision may be exercised over employees.</p> <p>Minimum Qualifications: Bachelor's degree in Accounting, Finance or a related field. Must possess a minimum of two (2) years of progressively responsible professional experience as an accountant preferably in a government agency and ideally in a school system working with restricted programs; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities.</p>
3	Accounting, Finance & Payroll	Accounts Payable Clerk II	<p>Performs moderately difficult clerical tasks involving the application of bookkeeping principles and/or account keeping practices to the maintenance of financial accounts and records. Ensures invoice batches are properly reviewed, matched, recorded, validated and processed with minimal error and reclassification; provides records, requests, faxes and transmittal correspondence regarding any differences in source documents, account posting and balances. Processes all incoming invoices and provides backup support as assigned by the Accounts Payable Manager and/or the Accountant II.</p> <p>Minimum Qualification: High School Diploma or GED, preferably supplemented by college-level courses, and at least five (5) years of accounts payable experience; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities.</p>
4	Accounting, Finance & Payroll	Assistant Controller	<p>Provides operational and programmatic support: to include overseeing the general fund, accounting standards and practices, along with the annual financial audit. Ensures timely and accurate financial statements and annual audits; interprets and follows guidelines prescribed by the School Board, local, state and federal authorities as relates to accounting and financial reporting. Provides direct supervision of capital programs, self-insurance, student activity funds, grant finance and Medicaid recovery, ensuring that guidelines prescribed by the School Board, local, state and federal authorities are adhered to. Oversees and provides guidance and direction to department staff members.</p> <p>Minimum Qualifications: Bachelor's degree with major work in governmental or public school administration, business administration, public administration, or accounting required; Master's preferred; along with seven (7) years of governmental or public school administrative or budgetary experience. Considerable experience in progressively responsible administrative work, including supervisory or public accounting experience; some experience or familiarity with large scale computerized accounting systems; or any equivalent combinations of experience and training which provides the required knowledge, skills and abilities.</p>
5	Accounting, Finance & Payroll	Budget Analyst II	<p>Participates individually or as a project leader in the collection, tabulation, summary, and analysis of preliminary budgetary statistical accounting, and departmental program data together with management studies with respect to divisional requests regarding program expansion, reduction, deletion, or other modifications.</p> <p>Minimum Qualifications: Bachelor's degree with major coursework in accounting, public administration, business administration, or a related field; and four (4) years of experience in the field of budgeting which provides the required knowledge, skills, and abilities necessary to perform effectively in this position.</p>
6	Accounting, Finance & Payroll	Financial Analyst	<p>Performs responsible duties in the planning and preparation of the annual budget, monitoring the day-to-day financial operations of grants, analysis and control of the expenditure budget, and ensures fiscal controls and accountability. Gathers preliminary budgetary data, tabulates expenditures and unit cost information, and provides related services directed toward the compilation and evaluation of division preliminary budgetary requests. Analyzes and reconciles reports generated by departments within the system for accuracy.</p> <p>Minimum Qualifications: Bachelor's degree with major coursework in accounting, public administration, business administration, or a related field, with three (3) years of grant experience in public and/or private sector, or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.</p>

# Appendix A – Compensation Survey Document

6	Accounting, Finance & Payroll	Financial Analyst	<p>Performs responsible duties in the planning and preparation of the annual budget, monitoring the day-to-day financial operations of grants, analysis and control of the expenditure budget, and ensures fiscal controls and accountability. Gathers preliminary budgetary data, tabulates expenditures and unit cost information, and provides related services directed toward the compilation and evaluation of division preliminary budgetary requests. Analyzes and reconciles reports generated by departments within the system for accuracy.</p> <p>Minimum Qualifications: Bachelor's degree with major coursework in accounting, public administration, business administration, or a related field, with three (3) years of grant experience in public and/or private sector, or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.</p>
7	Accounting, Finance & Payroll	Internal Auditor II	<p>Performs professional accounting work requiring the full range of duties involved in planning and conducting audits, compilations, and reviews of financial activities and operations. Responsible for performing audits on selected operating and school based funds and accounts. Assists in performing interim tests of transactions and internal accounts, compiling periodic financial and management performance reviews and analyses. Serves as In-Charge Auditor on operational audits and special projects; may supervise Auditor I or Financial Analyst.</p> <p>Minimum Qualifications: Bachelor's Degree in Accounting, Finance or a related field of four (4) year's experience, with two (2) years as an auditor and two (2) years in accounting or a related field. Internal Auditor (CIA), CGAP, CGFM; Certified Public Accountant or other applicable certification preferred.</p>
8	Administrative Support	Administrative Secretary IV	<p>Performs highly responsible executive secretarial work of an administrative nature for a Division Chief. Requires broad knowledge of day-to-day operations of an executive level office, frequent contacts with top level officials and handling of a wide variety of administrative matters with a view toward conserving the time of an executive. Considerable independent judgment and tact are required in handling the many and diverse problems. Supervision is exercised over a clerical staff. General supervision is received from the Division Chief and periodically from the Chief of Staff.</p> <p>Minimum Qualifications: High School Diploma</p>
9	Administrative Support	Board Administrative Assistant	<p>Performs a variety of complex administrative and secretarial functions and works exclusively and confidentially for individual member(s) of the Board of Education. Responsible for the day-to-day operations of the Board of Education individual member(s). Exercises independent judgment in handling the many and diverse problems that occur and issues that are referred to the Board of Education.</p> <p>Minimum Qualifications: High School Diploma with additional coursework in Business Administration and/or English on the college level preferred.</p>
10	Administrative Support	Clerk Typist III	<p>Performs routine clerical and typing duties for a small office. Types correspondence, reports, financial or statistical data, stencils and a variety of other material from copy; rough draft, dictating machines and general instructions; and/or sets up and arranges material in appropriate formats; keys in data into a recording media for retrieval. Sets up and maintains files and records system; gathers data for record purposes; selects and disposes of obsolete file and records material.</p> <p>Minimum Qualifications: High School Diploma or GED with clerical experience at the level of Clerk Typist II, preferably including some experience in the assigned functional area; preferably supplemented by business school courses; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities.</p>
11	Administrative Support	School Guidance Secretary	<p>Performs clerical support for the school guidance function in a middle or high school office. Performs varied and complex clerical tasks in maintaining student records relative to registration and/or transfer of students, class schedules, and counseling activities. Work includes assignments in support of other administrative program activities such as data entry, accounting and library.</p> <p>Minimum Qualifications: High School Diploma or GED with considerable school secretary experience at the School Secretary I level, some of which shall have involved the maintenance of student records; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities.</p>
12	Administrative Support	School Secretary II	<p>Performs responsible secretarial and clerical work in an elementary, middle or high school. Employees in this class include the head secretary in an elementary school and the most responsible secretarial position in a middle or high school such as the head secretary in the main office or the secretary to the Principal. Work may include assignments in support of other administrative program activities such as data entry, guidance and library. Supervision may be exercised over subordinate clerical personnel. The work is performed under the general supervision of a Principal or Vice Principal.</p> <p>Minimum Qualifications: High School Diploma with considerable progressively responsible experience in clerical work, some of which shall have been at the level of School Secretary I, with business school training highly desirable; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities.</p>

# Appendix A – Compensation Survey Document

13	Administrative Support	Secretary I	<p>Performs varied secretarial and clerical work of average difficulty. Assists with day-to-day operations and handles routine problems encountered with a minimum amount of detailed supervision.</p> <p>Minimum Qualifications: High School Diploma with progressively responsible experience in office and general clerical work, or any equivalent combination of applicable education, training and experience which provides the required knowledge, skills and abilities necessary to perform effectively in the position.</p>
14	Before & Afterschool Extended Program	Coordinator, Before and After School Learning Program (BASELP)	<p>Performs work related to the administration and implementation of the Before and After School Extended Learning Program (BASELP) for kindergarten through elementary school children. Responsible for the implementation of a program of school-related and/or non-school related activities in the custodial care of children enrolled in the school-based program site.</p> <p>Minimum Qualifications: High School Diploma with at least two (2) years of volunteer or paid experience working with children, or any equivalent combination of experience and training which provides the required knowledge, skills and abilities necessary to perform effectively in the position. Must possess State specified certificates.</p>
15	Building Services Support	Auditorium Technician	<p>Serves as technical advisor for events and activities staged in the auditorium. Works extensively with the instructional staff, students and community groups in the planning, staging and execution of auditorium-theatre productions; trains technical crews (students, community representatives) in set construction, props location, lighting, hook-up of audio and video projection equipment, arrangements of special effects. Assists in coordinating events of floor production during rehearsals and live presentations; draws up and enforces operational safety and security standards with regard to proper usage of the auditorium facility. Supervision may be required for students, community groups, etc.</p> <p>Minimum Qualifications: Completion of two (2) years of college with major coursework in theatre arts or stagecraft; experience in the operation of a variety of sophisticated sound/lighting systems; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.</p>
16	Capital Programs	Program Coordinator - Capital Programs	<p>Responsible for working with the supervisors, project managers and staff within the Capital Program to ensure departmental information management and reporting across the organization; specifically, supports seamless communications internally, and effective communications with external stakeholders. Collects and manages program schedule data, and provide progress reports to the director; monitors the overall utilization of Consultant Planners, Designers, Inspectors, and Contractors assigned to projects; monitors the effectiveness of information management systems and compliance with protocols; helps facilitate and monitor compliance with state and local regulations in regard to approvals processes, information management, project initiation and close-out, and reporting.</p> <p>Minimum Qualifications: Bachelor's degree in Planning, Business Administration, Project Management, Library Science, or any equivalent combination of experience and training which provides the required knowledge skills and abilities necessary to perform effectively in the position.</p>
17	Child Care	Group Activity Assistant	<p>Reports to the Before and Afterschool Learning Program Site Coordinator. Performs necessary tasks to implement licensed before/after school extended learning program for pre-kindergarten through elementary grade students. Assists the coordinator with curriculum planning, maintaining appropriate learning environments and licensing regulations; performs required record keeping tasks; maintains appropriate records; performs routine housekeeping and monitoring tasks.</p> <p>Minimum Qualifications: High School Diploma and two (2) years of volunteer or paid experience working with children, or any equivalent combination of experience and training which provides the required knowledge, skills and abilities necessary to perform effectively in the position. Must possess State specified certificates.</p>
18	Child Care	Itinerant Special Education Assistant	<p>Performs tasks in schools that support the teaching and learning process for an individual student, students, or small group of students with special needs. Performs required record keeping tasks such as data collection and maintains records or logs as appropriate; routine housekeeping tasks and performs monitoring to tasks as appropriate; addresses children's personal care needs as well as learning and behavioral needs under the direction of classroom teacher(s) or program coordinator; participates in a wide variety of activities that meet the developmental learning needs of students with disabilities; maintains an attractive, safe, appropriate environment as required by the local educational agency.</p> <p>Minimum Qualifications: High School Diploma and minimum of two (2) years of experience working with students with special needs.</p>
19	Communications	Web Services Supervisor	<p>Manages Web Services and performs duties essential to the overall daily support of the Office of Communications. Responsible for maintaining the Office of Communications' webpage and electronic information and for a wide variety of communications projects. Assists with specialized public and employee communication activities through the school system's website. Oversees the operation and management of all internal and external communications through the school system's website and the intranet website used by schools and offices. Provides guidance and direction to department staff members.</p> <p>Minimum Qualifications: Bachelor's degree in Information Technology, Instructional Technology or related field, with at least ten (10) years of progressively responsible experience, five (5) of which are related to web site editing software and using the Web as a promotion and marketing tool. Any equivalent combination of experience and training that provides the required knowledge, skills and abilities.</p>



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20	Environmental Compliance & Safety	Pest Controller	<p>Performs lead supervisory and skilled work in the control an extermination of rodents and insects. Responsible for safeguarding the health of students, faculty and staff through the informed use of appropriate pest control measures in compliance with federal and state laws.</p> <p>Minimum Qualifications: High School Diploma or GED and at least one (1) year of experience as a pest control serviceman.</p>
21	Food Services	Food Services Assistant	<p>Responsible for all aspects of food preparation and service as well as the cleaning of the various types of kitchen machines and equipment. May act as cashier and collect money, maintain accurate account of cash received and lunches served, and prepare daily snack bar sales report. Washes dishes, pots, pans, and other utensils; cleans kitchen equipment, work areas and dining room tables.</p> <p>Minimum Qualifications: High School Diploma or GED with some experience as homemaker or food services worker preferred; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities.</p>
22	Food Services	Food Services Manager	<p>Supervises lower-level food service staff. Oversees the day-to-day food services operations in a school facility and supports one or more satellite operations as needed. Oversees menu preparation; orders appropriate quantities of food and supplies; prepares work schedules; assigns, directs, and trains employees; enforces work production standards; evaluates work performance; supervises all food sales and collection procedures; follows approved housekeeping and safety practices to ensure that sanitary and safe conditions are maintained in the kitchen, food serving areas, and in dining areas.</p> <p>Minimum Qualifications: High School Diploma or GED and minimum of one (1) year of school food services management experience or five (5) years of experience in commercial or institutional Food Services Management or any equivalent combinations of experience and training which provides the required knowledge, skills, and abilities. ServSafe certification and County Certified Food Service Manager Identification Card is required within sixty (60) days of employment.</p>
23	Food Services	Food Services Supervisor	<p>Reports to the Director of Food and Nutrition Services and Supervisor of Operations. Responsible for food service operations in assigned region. Supports the goals and objectives of the department and provides technical, training, and supervisory expertise including: administering, planning, analyzing, directing, assessing, promoting and evaluating operations in order to meet operational, financial, accountability, fiscal reporting, daily reporting, and profitability goals of the department. Supervises Food Service Field Specialist, Food Service Managers, Satellite Leaders, and Food Service Assistants.</p> <p>Minimum Qualifications: Bachelor's degree in Food Services Management, Hotel Administration, Institutional Management, Dietetics, or a related field and five (5) years of multi-unit, administrative or supervisory experience in school food service, institutional, contract food service, restaurant management; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities. ServSafe certification or Certified Food Service Manager candidate must possess an appropriate Driver's License, insurance, and a reliable vehicle; certification as Registration Dietitian, and or School Nutrition Specialist (SNS), and 12 hours of annual continuing education/training.</p>
24	Health Services	Health Services Manager	<p>Provides professional nursing services, supervision of assigned staff, and follow-ups for medically complex students in assigned schools. Provides consultation to educational teams with appropriate medical information and care plans to facilitate students' educational program; assists nursing staff in the development of health care plans; plans and implements programs for the management of students with medical needs at the school level.</p> <p>Minimum Qualifications: Bachelor's of Science in Nursing and at least (3) years administrative supervisory experience. Must possess current State Nursing License, current CPR and First Aid Certification and an appropriate and valid Motor Vehicle Operator's License.</p>
25	Health Services	Licensed Practical Nurse	<p>Provides day-to-day screening services, health services, special care and technical procedures for children in assigned schools within the scope of his/her practice under the supervision of a registered nurse. Responsible for implementing plans for the health and safety of students, providing appropriate first aid services and health maintenance making appropriate nursing judgments within the scope of his/her practice. Work is performed in a team relationship under the general supervision of a registered nurse.</p> <p>Minimum Qualifications: Graduation from an accredited Licensed Practical Nursing school is preferred with at least one (1) year prior experience in a health care setting. Must possess a current State License, current Cardiopulmonary Pulmonary Resuscitation and First Aid certifications and a valid Motor Vehicle Operator's License.</p>
26	Health Services	School Registered Nurse	<p>Provides professional nursing services to students located at one or more schools, expertise and oversight in the prevention of illness and early detection and correction of health problems. May be responsible for preventive health, health assessments, referral procedures, crisis intervention, school health electronic record data management, and emergency preparedness. Performs health screenings; serves as a liaison between school personnel, family, and community to advocate for a healthy school environment; and travels to and from local schools and homes of students during school hours. Delegates nursing procedures to unlicensed school based personnel in accordance with state laws.</p> <p>Minimum Qualifications: Associate's Degree in Nursing (ADN) and two (2) years of pediatric nursing experience. Must possess a current State Nursing License, First Aid, CPR (cardiopulmonary resuscitation) and AED (automated external defibrillator) Certifications; and a valid Motor Vehicle Operator's Driving License.</p>

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27	Human Resources	Employee and Labor Relations Advisor	<p>Serves as expert advisor to management, legal staff and other personnel on union and employee relations matters. Advises and assists management regarding employee grievance negotiations and union contract administration. Provides hands on technical assistance including the preparation of notices of proposed adverse actions (including performance-based actions) and decisions; and develops and leads briefings and training sessions for various management groups.</p> <p>Minimum Qualifications: Bachelor's Degree in Human Resources, Business Administration, Public Administration or related field and five (5) years of professional level Human Resources experience, at least four (4) years specializing in employee and labor relations in a large unionized environment, with strong Labor Relations background.</p>
28	Human Resources	HR Partner (Staffing Specialist)	<p>Accountable for the quality and effective staffing of schools and departments to include creating and maintaining process and content procedures, policies, tools, templates and standards. Serves as the customer service point of contact for principals and managers and supports all phases of the employment lifecycle (recruiting, selection, hiring, performance management and retention). Actively participates in data collection, analysis and reporting for workforce effectiveness. Routine reporting required. May supervise assigned administrative support staff.</p> <p>Minimum Qualifications: Bachelor's degree in Education, Human Resources, Business Administration, Public Administration, or a closely related field and five (5) years of progressive work experience in Human Resources/human capital management or education (teaching, building leadership) some of which has been in a large organization.</p>
29	Information Technology	Database Administrator	<p>Provides Oracle Applications DBA and Database Administration support for the school district's Oracle E-Business Suite and Harris SchoolMAX Student Information system. Coordinates physical and logical changes to databases, database security, backup/recovery, performance management, availability, maintenance and 24/7 support of major Oracle enterprise systems.</p> <p>Minimum Qualifications: Bachelor's degree in Computer Science or Information Systems Management, or a related field and six (6) years of experience; a minimum of two (2) years experience as an Oracle Applications DBA; experience with database Version 10g or later and applications release 11.5.10 or later; experience as a DBA in the public sector, preferably in a K-12 environment. Oracle Certified Professional (OCP) DBA credentials preferred.</p>
30	Information Technology	IT Technician II	<p>Responsible for managing the technology infrastructure in schools and administrative buildings which includes: desktops, laptops, printers, copiers, peripheral devices, operating systems, productivity software, administrative software, educational software; inventory management of all computer related equipment; maintaining inventory of all wiring closet equipment and school/office based servers; tracking and managing all service requests; providing excellent customer service to all school/administrative office staff. Provides technical support for all technology related services in the assigned school.</p> <p>Minimum Qualifications: Associate's degree in a technology field, A-Plus Certification, MCP, (MCSE desired), or two (2) years related work experience which provides the required knowledge, skills and abilities required.</p>
31	Information Technology	Network Engineer II	<p>Responsible for the design, installation, maintenance and repair of all computer networks, computer related hardware and electronics in schools and offices. Supports design, selection and implementation of new technologies and platforms covering wired and wireless LAN access infrastructure, network performance monitoring &amp; diagnostics, data center technologies including virtualization, cloud computing and hyper-convergence.</p> <p>Minimum Qualifications: Bachelor's degree with major work in Computer Science, Electrical Engineering or Information Sciences and at least seven (7) years of experience. Must have familiarity with large scale computerized systems; or any equivalent combinations of experience and training which provides the required knowledge, skills, and abilities.</p>
32	Information Technology	Oracle Developer II	<p>Provides systems development support for the school district's Oracle ERP system involving moderate to full-range tasks in the analysis, design/development and testing of Oracle 11i applications; customizations across related functional areas and the development of conversion and system implementation plans. Ensures software that is developed and deployed to the production environment adheres to specified requirements, satisfies end-user needs and expectations, and meets the objectives of school district.</p> <p>Minimum Qualifications: Bachelor's degree in Computer Science or a related field and five (5) years of Oracle ERP application development experience. Must have a proven record of success as an Oracle Developer.</p>

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33	Information Technology	Senior Systems Engineer	<p>Responsible for providing technical support to schools and administrative offices in the school district. Serves as technical expert in the research, planning, design, and implementation of systems, networks &amp; storage for data, video and voice. Resolves problems that arise from the use of enterprise computer servers and network technologies, which includes providing advanced troubleshooting assistance through on-site visits for servers, SAN, network (LAN/WAN) hardware and application problems.</p> <p>Minimum Qualifications: Bachelor's degree in Information Technology and at least five (5) years of related work experience in a large scale enterprise network environment. Must have extensive experience supporting a large scale IT data, video and voice networks, SAN, AIX, Redhat and Microsoft environment. Web content filtering experience and other technologies including voice and video.</p>
34	Information Technology	Systems Support Specialist	<p>Performs complex multi-platform hardware and software installations and introductory training for administrative-based work stations and networks. Provides technical assistance to customers, other Programmer/Analysts and Computer Operators. Schedules and implements maintenance of existing administrative workstations and server installations and upgrading to new equipment and software, connectivity to multi-platform system and the Internet. Develops and documents Help Desk problem resolution procedures and validates hardware and software problems reported by users.</p> <p>Minimum Qualifications: Bachelor's degree in Computer Science or related field preferred; considerable experience in analysis and resolution of multi-platform computer problems and specialized or technical training courses in related field required; "A+ Certification" by professional institution; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities.</p>
35	Information Technology	Technology Project Manager	<p>Provides overall leadership and management of IT project resources including all project stakeholders and third party resources; prepares project scope and develops project plans, define resource loading, skill requirements, milestones, and metrics per standard methods and practices; consults with school system divisions on business requirements and specifications; manages project plans, sponsor expectations and schedules for project.</p> <p>Minimum Qualifications: Bachelor's degree and at least three (3) years of project management experience and/or any equivalent combination of experience, education and training.</p>
36	Instructional Programs & Curriculum Support	Comprehensive Special Education Program (CSEP) Coordinator	<p>Under the direction of the Principal, coordinates the Comprehensive Special Education program, including all special education and general education services as they relate to students. Identifies and assesses the instructional needs, learning styles and appropriate techniques for use with students assigned to the Comprehensive Special Education Program; assists classroom teachers and related services personnel in designing and implementing an individual educational plan for each student; coordinates communication within the building with school administrators, families, IEP Team and with the students' base schools, outside agencies, and/or personnel from other programs. Observes and supervises instructional practices of special education instructional staff.</p> <p>Minimum Qualifications: Master's degree and a minimum of five (5) years successful teaching experience; minimum of three (3) years of teaching experience in special education. Must possess Administrator I Certification and Advanced Professional Certification in Special Education.</p>
37	Instructional Programs & Curriculum Support	Wing Coordinator (Special Education)	<p>Under the direction of the Principal, coordinates the instructional program including all educational services as they relate to the medical, emotional, social, behavioral and academic needs for students with disabilities. Assists classroom teachers and related services personnel in developing and implementing an appropriate individual educational program (IEP) for all students in the various special education programs. Provides instructional leadership for the alignment of curriculum, instruction and assessment for students within the various special education programs; identifies and assesses the instructional and environmental modification needs, learning styles and appropriate techniques for use with special education students to facilitate placement in the least restrictive environment.</p> <p>Minimum Qualifications: Master's degree in Special Education or related field and three (3) years successful teaching experience in special education, including experience working with peers in instructional setting; or any equivalent combination of experience and training that provides the required knowledge, skills and abilities. Must hold and advanced Professional Certificate in Special Education and Admin I certification.</p>
38	Instructional Support	Instructional Specialist	<p>Reports to the Instructional Supervisor. Assists principal and school improvement resource teacher in facilitating the development, monitoring, implementation, and assessment of the School Improvement Program as it relates to the Title I school improvement grant. Collaborates with School Improvement Team (SIT) and principal to provide direction for developing a knowledge base about school improvement, the change process, effective learner centered instruction. Assists schools with the alignment of curriculum, instruction, and assessment. Monitors the use of resources, including the expenditure of funds, use of non-classroom instructional personnel, and use of student learning time.</p> <p>Minimum Qualifications: Master's degree and five (5) years successful teaching experience. Must hold an Advanced Professional Certificate and Administration I Certificate.</p>
39	Instructional Support	Instructional Supervisor	<p>Responsible for providing guidance to staff and external stakeholders in participating schools. Responsibilities involve monitoring department programs and initiatives and executing administrative responsibilities as required. Assists the Director in developing an operational framework for the unit, developing a budget based on analysis of needs, and implementing the process and procedures for evaluating programs and personnel in unit. Provides leadership and support to instructional personnel and content coaches assigned to the various regions and schools to assure compliance with laws, policies, and regulations pertaining to departmental goals.</p> <p>Minimum Qualifications: Master's degree and at least two (2) years supervisory experience and five (5) years of successful teaching experience; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities. Must hold an Advanced Professional Certificate and Administration I Certificate.</p>

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40	Instructional Support	Paraprofessional Educator	<p>Assists in the implementation of teacher plans and instructional programs and performs tasks, which are in support of the teaching-learning process. Works with teachers by assisting in guiding class discussions; assisting students experiencing difficulties; taking charge of a group of students working on a project; and providing activities for the class while the teacher is working with a small group or is otherwise engaged. May be assigned to assist one or more teachers on a regular or as required basis in the planning and conducting of appropriate programs to reinforce the teacher's initial instructions. Work is performed under the direction and leadership of the classroom teacher and/or assisting teachers and principals.</p> <p>Minimum Qualifications: At least two (2) years of volunteer or paid experience working with children. Must meet the requirements for the designation of being a Highly Qualified paraprofessional by: obtaining an Associate's Degree or higher or obtaining a minimum of 48 earned college credits or a passing score of 455 on the Paraprofessional Praxis exam.</p>
41	Instructional Support	Technology Instructional Specialist	<p>Responsible developing, implementing and evaluating strategies to expand the present use of technology for students and staff. Serves as master coordinator for technology involved projects including database, spreadsheet, presentation and document design. Develops, implements and facilitates systemic professional development workshops in computer literacy, computer-assisted instruction and computer software usage to Title I principals, teachers, students and parents; participates and conducts professional development presentations on a county, state and national level.</p> <p>Minimum Qualifications: Master's Degree and five (5) years of successful teaching experience. Must hold or be eligible for an Advanced Professional Certificate with Administrative I endorsement.</p>
42	Internal Audit	Property Equipment Auditor	<p>Performs responsible and specialized work in the operation of a property inventory, accountability and control system including the full range of duties involved in planning and conducting property audits of schools and operations. Conducts inventories and property assessments to confirm that property counts reflect the status of property in accountable units, that inventory control procedures are adequate, and that records provide the necessary data for reports, budgetary and other purposes; troubleshoots discrepancies. Evaluates the condition and adequacy of property for reporting to management; analyzes justification for supplying property above normal allowances; reviews assigned responsibility for and causes of inordinate property losses; prepares analysis reports for submission to the Director of Internal Audit.</p> <p>Minimum Qualifications: High School Diploma and considerable experience in property, plant and equipment, property inventory controls system, and supply management operations; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities.</p>
43	Maintenance & Skilled Trades	Assistant Building Supervisor I	<p>Responsible for planning and supervising cleaning and related building operation activities at a school building during the evening hours. Oversees all aspects of custodial operations including timekeeping. Performs supervisory duties over a crew engaged in the cleaning and maintenance of buildings; does related work as required. Conducts routine inspections of facilities in assigned area and reports conditions and develops action plans to correct deficiencies</p> <p>Minimum Qualifications: High School Diploma or GED and (2) years of successful progressive school system custodial experience with a minimum of one (1) year experience at lower grade including one (1) year supervisory experience. Any equivalent combination of experience and training which provides the required knowledge, skills and abilities.</p>
44	Maintenance & Skilled Trades	Automotive Foreman III	<p>Administrative and supervisory position involving accountability for the administration and supervision of assigned Central Garage Services personnel and all fleet maintenance activities and operations. Responsible for the oversight of multiple work locations and shifts (day, night, midnight and weekend) within the school district's various regions. Supervision is exercised over all Central Garage Services lower grade positions.</p> <p>Minimum Qualifications: High School Diploma and extensive experience as a journeyman automotive mechanic and garage coordinator including some experience in a administrative supervisory or management capacity. Automotive Service Excellence (ASE) master certifications (school bus; truck; automobile) are strongly encouraged, recommended and preferred for consideration at the Automotive Foreman III, Administrative and Supervisory level.</p>
45	Maintenance & Skilled Trades	Automotive Mechanic I	<p>Performs the skilled work at the journeyman level in the repair and maintenance of a variety of school vehicles and equipment. Works under the supervision of an Automotive Mechanic II and/or Automotive Foreman I/II. Conducts vehicle safety and preventive maintenance inspections; replaces and/or repairs valves, pistons and main bearings and assembles cooling, fuel, ignition and exhaust systems. Trains and may supervise Automotive Attendants and Trades Helpers</p> <p>Minimum Qualifications: High School Diploma supplemented by completion of a recognized apprenticeship in the trade with experience as a trades helper, or with increasingly responsible work experience as a journeymen mechanic; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities.</p>
46	Maintenance & Skilled Trades	Building Equipment Operator II	<p>Works and maintains low pressure boilers, auxiliary equipment, air conditioning and refrigeration equipment. Responsible for the skilled, safe, economical operation and maintenance of heating, ventilating and air conditioning apparatus. Performs weekly inspections in accordance with Occupational Safety and Health Act (OSHA) and keeps required inspection forms. Checks water level and steam pressure to ensure safe and constant generation of steam, blowing down boilers, cleaning burners and flues. Keeps continuous check of all safety valves and oil gauges assigned, lubricating equipment.</p> <p>Minimum Qualifications: High School Diploma or GED and three (3) years successful progressive school system custodial experience with a minimum of one (1) year experience at the level 1 and one (1) year building supervisory experience, any equivalent combination of experience and training which provides the required knowledge, skills and abilities.</p>

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47	Maintenance & Skilled Trades	Building Supervisor III	<p>Working supervisor position which plans, performs and supervises the general cleaning, maintenance and operation of a school plant, facilities and grounds. Responsible for maintaining the prescribed sanitary and safe operating standards in a school plant on a 24-hour basis and maintaining logs and records as required. Responsible for the correction of minor repairs and initiating work orders requests to the Department of Facilities Services. Requisitions and distributes building services materials and preparing reports on employees' work hours and performance</p> <p>Minimum Qualifications: High School Diploma or GED and two (2) years successful progressive school system custodial experience with a minimum one (1) year experience at lower grade including one (1) year supervisory experience.</p>
48	Maintenance & Skilled Trades	Carpenter II	<p>Under the general supervision of the Carpenter Master Foreman, supervises and performs highly skilled work as a Journeyman Carpenter and Project Foreman in the maintenance, repair and extension of rough and finished carpentry work in school buildings and facilities. Makes and repairs cabinets, desks, tables and other office furniture; repairs doors, locks, and hardware. Supervision is often exercised over the work of Trades Helpers and Carpenters I.</p> <p>Minimum Qualifications: High School Diploma or GED or recognized apprenticeship in the trade with considerable experience as a journeyman carpenter.; or any equivalent combination of experience and training that provides the required knowledge, skills and abilities.</p>
49	Maintenance & Skilled Trades	Cleaner	<p>Performs a variety of custodial duties requiring manual work to keep equipment, buildings and grounds in a clean and orderly condition. Sweeps, mops, scrubs, oils, waxes, seals and polishes floors using hand and power equipment; vacuums carpeted areas; strips and re-waxes or reseals floors when required; removes gum or other foreign matter; cleans and polishes office, classroom and other furniture and equipment; cleans woodwork, windows, doors, mirrors, walls, blackboards, venetian blinds, ceilings, light fixtures, and ventilators. Supplies lavatories, shower rooms and maintains the facilities in a clean and sanitary condition.</p> <p>Minimum Qualifications: Completion of eighth grade, preferably some building cleaning experience; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities.</p>
50	Maintenance & Skilled Trades	Custodial Equipment Mechanic	<p>Responsible for the maintenance and repair work on a variety of mechanical equipment used by the custodial staff in all county schools. Maintains a wide variety of mechanical equipment such as two-motored vacuum cleaners, high speed buffers, 72" four-wheel drive tractors, mulching mowers, snow blowers, water cooled engines, weed wackers, trimmers, and portable generators.</p> <p>Minimum Qualifications: High School Diploma supplemented by completion of vocational or trade school coursework, with progressively responsible experience in engine and mechanical work; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities.</p>
51	Maintenance & Skilled Trades	Electrician II	<p>Under the general supervision of the Electrician Master Foreman, supervises and performs highly skilled work as a Journeyman Electrician and Project Foreman in the maintenance, repair and extension of electrical wiring and equipment in school buildings and facilities. Repairs and installs electrical equipment, switchboards, and distribution panels; repairs switches, relays, receptacles, lights and fuses; runs underground cables and strings overhead wires; installs wire and repairs electric transformers; wires buildings and makes additions to existing wiring; installs outlets and wiring for computers and computer networks. Supervision is often exercised over the work of Trades Helpers and Electricians.</p> <p>Minimum Qualification: High School Diploma or GED and considerable experience as a Journeyman Electrician. Must possess a Journeyman Electrician License.</p>
52	Maintenance & Skilled Trades	Equipment Operator I	<p>Performs skilled work in the operation of farm-type or utility tractors, dump trucks and other similar or related power equipment. Serves a member of a construction or maintenance crew, and when the work of the crew does not require equipment operation, is expected to work as a laborer in accomplishing the tasks that have been assigned to the crew. Participates with a construction or maintenance crew in the leveling, preparation, seeding and other operations necessary for the construction and maintenance of playground and athletic fields; preparation of surfaces for asphalt topping, including driveways, playground apron extensions, roadways and similar or related surfaces.</p> <p>Minimum Qualifications: High School Diploma or GED and some experience in the operation of various trucks or related maintenance equipment; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities. Must possess an appropriate and valid State Motor Vehicle Operator's License (Class A Commercial Driver's License).</p>
53	Maintenance & Skilled Trades	HVAC Refrigeration Mechanic II	<p>Responsible for supervising and performing the more difficult technical tasks involved in operating, maintaining, installing and repairing a variety of heating, ventilation, air conditioning and refrigeration equipment. Participates in planning, servicing and scheduling the maintenance program for heating, ventilation, air conditioning, and other building mechanical equipment. Provides technical guidance to HVAC/Refrigeration Mechanics engaged in maintenance and repairs of systems. Acts as crew leader, as assigned.</p> <p>Minimum Qualifications: High School Diploma supplemented by completion of a recognized apprenticeship or trade school and at least two (2) years experience at the HVAC/Refrigeration Mechanic I level; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities. Must possess a commercial CFC license (Universal) and an appropriate and valid State Motor Vehicle operator's license.</p>

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54	Maintenance & Skilled Trades	Night Cleaner Leadman	<p>Working leader responsible for a small crew of three or less Cleaners. Performs the same basic duties as a Cleaner, but has been assigned the responsibility for inspecting the completed work of others and deciding whether it is acceptable. Responsibilities include, but not limited to maintaining time and material records, sweeping, moping, waxing, and buffing floors, halls, and stairways; securing buildings at night; receiving, storing and dispensing cleaning supplies and equipment; reporting maintenance and repair needs to supervisor.</p> <p>Minimum Qualifications: Completion of the eighth grade, preferably with some building cleaning experience at the level of Cleaner, or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities.</p>
55	Maintenance & Skilled Trades	Painter II	<p>Performs supervisory and skilled work in the painting of building interiors and exteriors and in refinishing furniture and fixtures. Supervises Journeyman Painter I (s) in the painting of interiors and exteriors of buildings involving all types of rough and finished surfaces, equipment and furnishings.</p> <p>Minimum Qualifications: High School Diploma, GED or recognized apprenticeship in the trade with considerable experience in the painting trade, some of which shall have been at the level of Painter I; or any equivalent combination of experience and training that provides the required knowledge, skills and abilities. Must possess an appropriate and valid State Motor Vehicle Operator's License.</p>
56	Maintenance & Skilled Trades	Plumber II	<p>Supervises and performs highly skilled work as a Journeyman Plumber and Project Foreman in the maintenance and repair of plumbing, heating and cooling systems in school buildings and facilities. Supervision is often exercised over the work of Trades Helpers and Plumbers I.</p> <p>Minimum Qualifications: High School Diploma, GED or recognized apprenticeship in the trade with considerable experience as a Journeyman Plumber, some of which shall have been at the level of a Plumbing I; or any equivalent combination of experience and training that provides the required knowledge, skills and abilities. Must possess a Journeyman Plumbing Certificate, Back Flow Prevention Card and valid State Motor Vehicle Operator's License.</p>
57	Maintenance & Skilled Trades	Trades Helper	<p>Performs semiskilled and routine tasks as a helper to a journeyman tradesman. Carries materials, tools and supplies for journeyman tradesman; performs trades tasks of the journeyman level on occasion; assists with the work of Carpenters, Masons, Electricians and Electronics Technicians, Plumbers, HVAC Mechanics, Roofers, Painters, and Glaziers.</p> <p>Minimum Qualifications: High School Diploma preferably supplemented by completion of a recognized apprenticeship or trade school and/or experience as a helper to a skilled tradesman; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities. Must possess an appropriate and valid State Motor Vehicle Operator's License</p>
58	Parent Engagement & Community Outreach	Parent Engagement Assistant	<p>Serves as a liaison that educates administrators, teachers and staff on how to communicate and work effectively and share power with parents as equal partners. Advises and educates parents through specific research-based engagement strategies on: 1) how to navigate the educational system; 2) specific literacy improvement strategies so they can become better advocates for their children's education; 3) how to address concerns with staff in school meetings; 4) how to access referrals to community-based services for families; 5) how to expand opportunities for continued learning, voluntary community service and civic participation; and 6) how to develop community collaborations.</p> <p>Minimum Qualifications: High School Diploma or equivalent combination of applicable education, training, and experience which provides the knowledge, skills, and abilities necessary to perform effectively in the position may be considered.</p>
59	Purchasing & Supply	Warehouseman I	<p>Performs routine manual and clerical work in receiving, storing and issuing supplies, materials and equipment. Receives property, checks against appropriate documents, notes and reports any discrepancies in physical count, identity or condition; unpacks and stores property in proper location and manner in accordance with established routines and methods. May be required to participate in inventories, maintaining records, operating gas or electric powered materials handling equipment, and operating passenger vehicles, pickup trucks and vans in connection with pickup and delivery activities.</p> <p>Minimum Qualifications: High school diploma or GED, with some experience and training in warehousing, storekeeping, automotive parts storeroom or tool maintenance, including some clerical work; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities. Possession of an appropriate and valid State Motor Vehicle Operators License</p>
60	School Administration	Academic Dean	<p>Collaborates with administrators, teachers, and parents to ensure that all students are successful and develop strong character skills to help them succeed. Works to ensure that every child reaches ambitious targets for school-wide levels of mastery. Coaches a portfolio of teachers and frequently owns a particular subject or grade level. Works with Principal, Team Curriculum and Talent Development to plan the instructional schedule and curriculum to be most effective for students; works with the principal to regularly analyze school wide data, plan interventions and make curricular adjustments; manages the interim assessment process to ensure that teachers are using data to drive instruction. Serve as an active member of the school leadership team to support school-wide success; and helps teacher leaders (coaches and grade level chairs) grow their leadership skills.</p> <p>Minimum Qualifications: Master's degree with an emphasis in supervision, educational administration, elementary/secondary school curriculum and five (5) years teaching experience. Must possess State Advanced Professional Certificate and Administrator I Certification.</p>

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61	School Administration	Assistant Principal (Elementary School)	<p>Under the Principal's supervision, responsible for assisting with operating the instructional program and providing educational leadership for the staff, students and community.</p> <p>Minimum Qualifications: Master's degree with an emphasis in supervision, educational administration, or elementary/secondary school curriculum is preferred. Three years teaching experience required. State Advanced Professional Certificate; Administrator I Certification required. Must complete Framework for Teaching (FTT) certification within six months of assuming the role.</p>
62	School Administration	Assistant Principal (Middle School)	<p>Under the Principal's supervision, responsible for assisting with operating the instructional program and providing educational leadership for the staff, students and community.</p> <p>Minimum Qualifications: Master's degree with an emphasis in supervision, educational administration, or elementary/secondary school curriculum is preferred. Three years teaching experience required. State Advanced Professional Certificate; Administrator I Certification required. Must complete Framework for Teaching (FTT) certification within six months of assuming the role.</p>
63	School Administration	Assistant Principal (High School)	<p>Under the Principal's supervision, responsible for assisting with operating the instructional program and providing educational leadership for the staff, students and community.</p> <p>Minimum Qualifications: Master's degree with an emphasis in supervision, educational administration, or elementary/secondary school curriculum is preferred. Three years teaching experience required. State Advanced Professional Certificate; Administrator I Certification required. Must complete Framework for Teaching (FTT) certification within six months of assuming the role.</p>
64	School Administration	Principal (Elementary School)	<p>Responsible for operating the instructional program and providing educational leadership for the staff, students, and community.</p> <p>Minimum Qualifications: Doctorate preferred; Master's degree in Supervision and Administration or Curriculum and Instruction from an accredited college or university required; previous successful experience as a school-based administrator, (or other comparable leadership experience). Comparable leadership experience includes but is not limited to: school Dean, or Assistant Principal equivalent position; district or central office level Supervisor, Director or Manager. State Advanced Professional Certificate, Administrator II Certification required.</p>
65	School Administration	Principal (Middle School)	<p>Responsible for operating the instructional program and providing educational leadership for the staff, students, and community.</p> <p>Minimum Qualifications: Doctorate preferred; Master's degree in Supervision and Administration or Curriculum and Instruction from an accredited college or university required; previous successful experience as a school-based administrator, (or other comparable leadership experience). Comparable leadership experience includes but is not limited to: school Dean, or Assistant Principal equivalent position; district or central office level Supervisor, Director or Manager. State Advanced Professional Certificate, Administrator II Certification required.</p>
66	School Administration	Principal (High School)	<p>Responsible for operating the instructional program and providing educational leadership for the staff, students, and community.</p> <p>Minimum Qualifications: Doctorate preferred; Master's degree in Supervision and Administration or Curriculum and Instruction from an accredited college or university required; previous successful experience as a school-based administrator, (or other comparable leadership experience). Comparable leadership experience includes but is not limited to: school Dean, or Assistant Principal equivalent position; district or central office level Supervisor, Director or Manager. State Advanced Professional Certificate, Administrator II Certification required.</p>

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67	School Support	In School Suspension Monitor	<p>Performs tasks which are in support of the monitoring and supervision of students serving in-school suspension. Work involves the implementation of behavior plans and monitoring assigned student work. May be assigned to reinforce the teacher's initial instructions. Monitors arrival and dismissal of students assuring that they get to correct classrooms, student behavior and maintains discipline in the in-school suspension room.</p> <p>Minimum Qualifications: At least two (2) years of college (min 60 college credits) with an emphasis on coursework in education or counseling.</p>
68	School Support	Test Administration Specialist - Data Management	<p>Performs specialized database work (Oracle, Oracle Apex, SQL, XML, FileMaker Pro) and testing and research functions in the implementation and coordination of assessment programs at the elementary, middle and high school level for the Department of Testing, Research, and Evaluation (DTRE). Uses computer-based database techniques and procedures to capture, process, provide technical training and report assessment data and other school related or student based data. The assessment program includes, but is not limited to, Partnership for Assessment of Readiness for College and Careers (PARCC), State Integrated Science Assessment, High School Assessments (HSA), Stanford Achievement Tests, Formative Assessment System Tests (FAST), and other county and state tests that support a variety of instructional programs.</p> <p>Minimum Qualifications: Master's degree with substantial course work in computer science, information management, educational measurement, statistics, testing, research, evaluation or a related area; or any equivalent combination of database experience and training which provides the required knowledge, skills and abilities necessary to perform effectively in this position.</p>
69	Security & Investigations	Security Assistant	<p>Responsible for maintaining a safe, professional and customer service orientated environment in greeting and receiving visitors at their designated location. Assists Principals in developing programs that will reduce the levels of vulnerability to criminal acts; detects weaknesses in building security such as faulty locks, broken windows and inadequate lighting; maintains a high visibility posture within the school and/or school property to discourage illegal or disruptive acts from occurring.</p> <p>Minimum Qualifications: High School Diploma and two (2) years of work experience beyond high school, preferably in a security field.</p>
70	Security & Investigations	Security Investigator	<p>Performs duties in the investigation and detection of criminal and quasi-criminal activity in the school system; assists the school administration in the maintenance of law and order in the school creating a safe environment for study. Maintains records and prepares reports of investigation, juvenile arbitration reports and charging documents as necessary to officially bring criminal actions to court. Identifies those involved in such activity by interviewing complainants and witnesses, by observation and collection of physical evidence.</p> <p>Minimum Qualifications: High School Diploma supplemented by college level training in law enforcement and criminal investigation; or any equivalent combination of experience and training which provides the required knowledge, skills, and abilities. Good knowledge of modern methods and practices of the criminal investigative field, preferably some experience as a police officer or related law enforcement field.</p>
71	Teachers, Teacher Specialists & Others on Teacher Pay Scale	Behavior Intervention Specialist	<p>Works under the direction of a supervisor in the Department of Special Education. Responsible for providing the school community, parents, students and teachers with an exemplary, ongoing professional student behavior management program which includes behavioral and academic assessments and interventions to improve the quality of life for children. Coaches Classroom Teachers and Instructional Assistants on the implementation of behavior models and general classroom management; guides the teacher learning process toward working with student behavior and classroom management in order to better implement the personal learning plans of students; assists targeted teachers to develop class-wide systems of reinforcement to promote a healthy class environment and effective planning, organization and implementation of strategies for optimum behavior management.</p> <p>Minimum Qualifications: Bachelor's Degree (Master's Degree preferred) in Education, Social Work, Counseling or related area and three (3) years of experience working with students with challenging behaviors. Must hold or be eligible for a Professional Certificate appropriate to area of assignment issued by the State Department of Education.</p>
72	Teachers, Teacher Specialists & Others on Teacher Pay Scale	Data Coach	<p>Responsible for analyzing data and working with the school administration and faculty in understanding assessment data in order to generate effective responses to the school/students' needs. Provides training to school staff in using formative assessments to enhance and engage student learning; interprets test results and provides written interpretation and analysis for school and individual teacher use and analyzes data to assist in the development of school improvement plans.</p> <p>Minimum Qualifications: Bachelor's degree and five (5) years of teaching experience, or equivalent experience in a leadership position (i.e., grade-level, department, or committee chair, current school test coordinator); experience in workshop presentations; and training in data-driven instruction. Must hold a Standard Professional Certificate and be eligible for an Advanced Professional Certificate.</p>
73	Teachers, Teacher Specialists & Others on Teacher Pay Scale	ESOL Teacher Coach	<p>Works with ESOL and content-area teachers, central office staff and school-based administrators. Responsible for assisting teachers in differentiating instruction to meet the needs of English Language Learners. Assigned to support specific schools and coordinate workshops. Conducts needs assessments to determine type of training and resources new and current ESOL schools require. Provides on-going training and other types of support to classroom teachers at new ESOL schools.</p> <p>Minimum Qualifications: Bachelor's degree and three (3) years of ESOL teaching experience required. Must hold Advanced Certification in ESOL.</p>



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74	Teachers, Teacher Specialists & Others on Teacher Pay Scale	Literacy Coach	<p>Organizes, facilitates, and supports a school's literacy initiatives. Coordinates the literacy acceleration and intervention programs for students. Works directly with adults to support the implementation of the Emphasize Rigorous Literacy instructional plan and the State College and Career-Ready Standards plan for the district. Provides feedback to teachers to assist them in improving teaching and learning. Communicates the components of the literacy plan to the community, and works with teachers to build their capacity to employ effective literacy strategies into their daily classroom practices to meet the demands of State College and Career-Ready Standards.</p> <p>Minimum Qualifications: Bachelor's degree and experience providing professional development training to teachers. Must have a minimum of five (5) years of effective or highly effective teaching experience with three (3) years in School System. Must hold a Standard Professional Certificate and be eligible for an Advanced Professional Certificate.</p>
75	Teachers, Teacher Specialists & Others on Teacher Pay Scale	Media Specialist	<p>Reports to a school principal. Performs library related services. Responsible for establishing policies and procedures for the efficient operation of the media center. Arranges schedules and supervises the daily operation of the media center; analyzes requests to determine needed information, and assisting in furnishing or locating that information; codes, classifies, and catalogs books, publications, films, audiovisual aids, and other library materials based on subject matter or standard library classification systems.</p> <p>Minimum Qualifications: Master's degree in School Library Media that included student teaching or a practicum from a program at an institute of higher education or equivalent requirements for State Department of Education certification as a Library Media Specialist. Must hold or be eligible for a Professional Certificate appropriate to area of assignment issued by the State Department of Education.</p>
76	Teachers, Teacher Specialists & Others on Teacher Pay Scale	Occupational Therapist	<p>Address child/student needs in the areas of feeding/oral motor, self- management and self- regulation, adaptive skills/activities of daily living, fine motor, social participation and support of written work production. These needs may be addressed through early-intervening consultation, assessment, intervention and support to students, families and school teams for program planning and training. Services may include therapeutic interventions, strategies, modifications/accommodations, and technical support as well as monitoring the effectiveness of interventions and strategies to promote the child's/student's ability to access, participate and make progress in his/her natural environment/educational program.</p> <p>Minimum Qualifications: Bachelor's degree, Master's degree or Doctoral degree in Occupational Therapy. Must possess a State Board of Occupational Therapy Practice License; National OT Certification Board for Pediatrics or Feeding (preferred).</p>
77	Teachers, Teacher Specialists & Others on Teacher Pay Scale	Peer Assistance and Review Consulting Teacher	<p>Provide differentiated instructional support to new and non-tenured teachers identified as below standard or underperforming. Support is provided through coaching, demonstration lessons, shared lesson planning and professional development sessions for teachers with a focus on Framework for Teaching. Observes classroom performance and provides feedback to teachers assigned to their caseload, builds the teacher's knowledge base and repertoire of teaching skills, and supports the teacher's efforts for improved student achievement. Works under the direction of the Peer Assistance and Review Panel, and collaborates with the principal and other local school staff as needed to provide maximum assistance to assigned teachers. Responsible for preparing and submitting to the PAR panel summary documentation of support provided for each teacher as well as documentation that illustrates the progress of teachers on their caseload toward district standards.</p> <p>Minimum Qualifications: Master's degree and a minimum of ten (10) years successful teaching experience. Advanced Professional Certificate required for elementary and secondary candidates; an endorsement in a core content area preferred for secondary candidates. National Board Certification preferred.</p>
78	Teachers, Teacher Specialists & Others on Teacher Pay Scale	Physical Therapist	<p>Responsible for the delivery of Physical Therapy (PT) services in order to meet the unique needs of eligible children/students who require PT to support their Individual Family Service Plans (IFPS), Individualized Education Programs (IEP) or 504 Plans. Facilitates the development of children/student abilities to access and participate in their natural environments and make progress in their educational programs. Selects, administers and interprets a variety of assessment instruments and standardized measurement tools appropriate to early intervention and/or school practice for children with special needs; designs strategies and adaptations focusing on access, functional mobility and safe participation in home, school and community activities and routines. Acts as an active participant in the development of IFSPs/ IEPs and is responsible for the delivery of PT services to meet the unique needs of a child/student and their family/caregivers/school teams.</p> <p>Minimum Qualifications: Bachelor of Science, Master of Science and/or Doctorate of Physical Therapy degree. Must hold current State Physical Therapy licensure.</p>
79	Teachers, Teacher Specialists & Others on Teacher Pay Scale	Professional School Counselor	<p>Provides counseling services that are comprehensive in scope, preventive in design and developmental in nature in the areas of academic achievement, college and/or career readiness and personal/social development for all students.</p> <p>Minimum Qualifications: Master's degree in School Counseling, with two years of experience as a school counselor preferred; or any equivalent combination of experience and training that provides the required knowledge, skills and abilities. Must hold an Advanced Professional Certificate.</p>
80	Teachers, Teacher Specialists & Others on Teacher Pay Scale	Regional Technology Coordinator	<p>Responsible for designing and delivering professional learning for cluster and school-based staff in the administrative and instructional use of technology. Provides support for all users on systemic tools to include the Student Information System, communication tools, student data systems, and other enterprise tools. Facilitates communication between central offices and their assigned schools to share technology-related information</p> <p>Minimum Qualifications: Bachelor's degree in Instructional Technology or related field and five (5) years of successful teaching experience for adult learners and/or school based staff; or the equivalent combination of experience and training which provides the required knowledge, skills and abilities necessary to perform effectively in the position. Must hold a Standard Professional Certificate.</p>

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81	Teachers, Teacher Specialists & Others on Teacher Pay Scale	School Psychologist	<p>Works within the school system, utilizing their specialized knowledge in education law, instruction, mental health and cognitive functioning and working with educators, parents and other mental health professionals to ensure that every child learns in a safe, healthy, and supportive environment. The services provided by school psychologists assure positive interaction between instructional programming and the individual student's unique development and learning style.</p> <p>Minimum Qualifications: Master's or higher degree in school psychology from a State-approved program. Must possess or be eligible for a State School Psychologist's Certificate; or possession of or eligible for Certification as a Nationally Certified School Psychologist (NCSP) issued by the National School Psychology Certification Board.</p>
82	Teachers, Teacher Specialists & Others on Teacher Pay Scale	School Social Worker	<p>Serves in the primary role of promoting the mission of the School System by serving as an advocate for all students, as the consultant to the principal, school staff, parents/guardians and appropriate resource staff. Establishes home/school community partnerships and serves as a liaison between various departments within School System.</p> <p>Minimum Qualifications: Master's degree in Social Work required and two (2) years of related experience. Must hold or be eligible for a Standard Professional Certificate. Must hold license from the State Board of Social Work Examiners as a Licensed Certified Social Worker-Clinical (LCSW-C).</p>
83	Teachers, Teacher Specialists & Others on Teacher Pay Scale	Speech Therapist	<p>Responsible for providing comprehensive speech and language services to meet the needs of students with oral communication and speech/language impairments. Responsible for screening, evaluation, assessment, diagnosis, goal development, program planning, remediation and implementation of appropriate speech and language services to improve students learning in natural environments or that supports student's ability to participate in and access the general education curriculum.</p> <p>Minimum Qualifications: Master's degree in Speech and Language Pathology. Must possess or be eligible for a Limited or Full License in Speech-Language Pathology issued by State Department of Mental health and Hygiene. Must hold or be eligible for a Professional Certificate appropriate to area of assignment issued by the State Department of Education.</p>
84	Transportation	Bus Driver	<p>Operates a school bus safely in transporting pupils and authorized personnel to and from schools. Responsible for following an assigned route and schedule in the safe operation of a school bus. General supervision and training is received from the Lot Foreman, Assistant Lot Foreman, and/or Driver Trainer.</p> <p>Minimum Qualifications: High School Diploma or GED. The State Department of Education requires that anyone operating a school bus in transporting pupils have at least five (5) years driving experience and have attained the minimum age of twenty-one (21) years. Must possess a Commercial Driver's License (CDL), Class A or B with passenger endorsement or Class B Learners Permit with passenger (P) and school bus (S) endorsements.</p>
85	Transportation	Bus Driver Foreman	<p>Performs supervisory work and coordinates the work of Transportation Attendants and Bus Drivers. Work involves the daily dispatching of Bus Drivers, Substitutes and Transportation Attendants on regularly scheduled routes. Checks buses to ensure that they are in safe mechanical condition and fully operational. Supervises work of Transportation Attendants and Bus Drivers.</p> <p>Minimum Qualifications: High School Diploma and considerable driving experience some of which shall have been at the level of bus driver, preferably supplemented by traffic safety courses and driving training courses; or any equivalent combination of experience and training which provides the required knowledge, skills and abilities. Must possess a valid State Class A or B CDL (with passenger and air brakes endorsements) motor vehicle license.</p>
86	Transportation	Operations Supervisor	<p>Under direction of the Director of Transportation, performs high level administrative duties, assisting in the overall direction of the school transportation services, supervises transportation supervisors, acts for the Director in his/her absence; does related work as required. Supervises and works with Transportation Supervisors on daily operational challenges.</p> <p>Minimum Qualifications: Bachelor's degree with major work in Transportation, Education, Public Administration, Business or other related area. Must have considerable experience in the school transportation field including field and office functions.</p>
87	Transportation	Transportation Attendant	<p>Responsible for the safety and comfort of handicapped and elementary school children riding on a school bus. Work is performed under the supervision of the Bus Driver and Bus Driver Foreman.</p> <p>Minimum Qualifications: High School Diploma preferably supplemented by training in child behavior and traffic safety. Must have some experience in working with physically handicapped and/or children with special needs</p>
88	Transportation	Transportation Supervisor	<p>Under the direction of the Director of Transportation, manages the daily operation of pupil transportation services. Work involves planning, organizing, coordinating, reporting and resolving issues and managing functions related to the safe and efficient operation of the school bus system. Supervises all transportation personnel in assigned geographic area or as directed.</p> <p>Minimum Qualifications: Bachelor's degree in transportation, education or public administration or related transportation leadership experience beyond six (6) years. At least five (5) years of experience in the school transportation field. Must possess or have the ability and willingness to obtain a Commercial Driver License (CDL).</p>

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#	Job Family	Survey Job Title (Sorted by Job Family in Alphabetical Order)	Matching Title	Please check box if Matching Title is covered by your Teacher Pay Scale	Union Status	FLSA Status (Exempt or Non- Exempt)	Standard Contract Days per Year	Standard Work Hours per Day	Work Week Definitio n (40hrs, 35hrs, etc.)	Degree of Match (+,=,-)	Scheduled Pay Ranges (effective 01/01/19)		Annual Actual Average Pay
											Annual Base Pay Minimu m	Annual Base Pay Maximu m	
1	Accounting, Finance & Payroll	Account Clerk I			[Please Select]	[Please Select]			[Please Select]	[Please Select]			
2	Accounting, Finance & Payroll	Accountant II			[Please Select]	[Please Select]			[Please Select]	[Please Select]			
3	Accounting, Finance & Payroll	Accounts Payable Clerk II			[Please Select]	[Please Select]			[Please Select]	[Please Select]			
4	Accounting, Finance & Payroll	Assistant Controller			[Please Select]	[Please Select]			[Please Select]	[Please Select]			
5	Accounting, Finance & Payroll	Budget Analyst II			[Please Select]	[Please Select]			[Please Select]	[Please Select]			
6	Accounting, Finance & Payroll	Financial Analyst - Title I			[Please Select]	[Please Select]			[Please Select]	[Please Select]			
7	Accounting, Finance & Payroll	Internal Auditor II			[Please Select]	[Please Select]			[Please Select]	[Please Select]			
8	Administrative Support	Administrative Secretary IV			[Please Select]	[Please Select]			[Please Select]	[Please Select]			
9	Administrative Support	Board Administrative Assistant			[Please Select]	[Please Select]			[Please Select]	[Please Select]			
10 - 88	---	----			[Please Select]	[Please Select]			[Please Select]	[Please Select]			

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# Appendix B – Detailed Market Data

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Please see PDF file titled “PGCPS – Detailed Market Data”



## Appendix C – Supplemental Information: Compensation Survey Findings – Geographically - Adjusted Overall Base Pay Market Position by Bargaining Unit (Excluding Teachers)

- We found that on an overall basis, with the exception of PGCEA, employee groups within PGCPs are at or above the market average at the pay range midpoint and maximum. However, the pay range minimum (starting salaries) for ASASP Unit III were found to be below the market average and the overall pay ranges for PGCEA non-classroom jobs were found below market.

Bargaining Unit	Total Number of Benchmark Jobs Selected	PGCPs as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
ACE-AFSCME	31	96%	110%	119%
ASASP II	12	102%	98%	95%
ASASP III	24	87%	95%	100%
PGCEA (non-classroom jobs only)	13	87%	92%	94%
SEIU	8	96%	103%	107%
<b>Overall</b>	<b>88</b>	<b>94%</b>	<b>98%</b>	<b>101%</b>

- Market competitiveness on a geographically-adjusted basis varies by benchmark title as shown on the following pages.

## Appendix C – Supplemental Information: Compensation Survey Findings – Distribution of Benchmark Jobs (Based on Geographically - Adjusted Data)

- Overall, 60 of the 88 benchmark jobs have sufficient data (greater than or equal to 5 job matches) and were included in the market analysis. 43 of those jobs are at or above the market average at the pay range midpoint.

Bargaining Unit	Total Number of Benchmark Jobs Selected	# of jobs with insufficient market data	# of jobs below market at midpoint	# of jobs at market at midpoint	# of jobs above market at midpoint
ACE-AFSCME	31	8	0	7	16
ASASP II	12	2	3	3	4
ASASP III	24	12	7	2	3
PGCEA (non-classroom jobs only)	13	2	7	4	0
SEIU	8	4	0	3	1
<b>Overall</b>	<b>88</b>	<b>28</b>	<b>17</b>	<b>19</b>	<b>24</b>

# Appendix C – Supplemental Information: Compensation Survey Findings – Geographically - Adjusted ACE - AFSCME Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Account Clerk I	7	92%	105%	112%
Accounts Payable Clerk II	6	100%	117%	127%
Automotive Mechanic I	8	104%	120%	128%
Bus Driver	8	104%	125%	137%
Bus Driver Foreman	2	Insufficient Market Data		
Carpenter II	8	101%	117%	125%
Clerk Typist III	5	87%	99%	106%
Coordinator, Before and After School Learning Program	1	Insufficient Market Data		
Electrician II	9	98%	113%	121%
Equipment Operator I	5	79%	98%	111%
Food Services Assistant	10	94%	110%	116%
Food Services Manager	9	93%	98%	98%

# Appendix C – Supplemental Information: Compensation Survey Findings – Geographically - Adjusted Adjusted ACE - AFSCME Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Group Activity Assistant	0	Insufficient Market Data		
HVAC Refrigeration Mechanic II	9	91%	108%	119%
In School Suspension Monitor	1	Insufficient Market Data		
IT Technician II	8	102%	115%	122%
Itinerant Special Education Assistant	5	99%	111%	116%
Licensed Practical Nurse	3	Insufficient Market Data		
Painter II	10	111%	128%	135%
Paraprofessional Educator	8	100%	143%	170%
Parent Engagement Assistant	3	Insufficient Market Data		
Plumber II	9	95%	109%	117%
School Guidance Secretary	7	93%	102%	108%
School Registered Nurse	7	93%	117%	130%

# Appendix C – Supplemental Information: Compensation Survey Findings – Geographically - Adjusted ACE - AFSCME Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
School Secretary II	8	96%	113%	122%
Secretary I	10	97%	110%	115%
Security Assistant	4	Insufficient Market Data		
Security Investigator	4	Insufficient Market Data		
Trades Helper	6	97%	105%	109%
Transportation Attendant	6	83%	99%	110%
Warehouseman I	9	107%	126%	137%

# Appendix C – Supplemental Information: Compensation Survey Findings – Geographically - Adjusted ASASP II Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Academic Dean	2	Insufficient Market Data		
Assistant Principal (Elementary School)	7	105%	102%	100%
Assistant Principal (High School)	7	108%	106%	105%
Assistant Principal (Middle School)	7	106%	104%	102%
Comprehensive Special Education Program (CSEP) Coordinator	5	116%	106%	100%
Instructional Specialist	5	124%	107%	97%
Instructional Supervisor	5	100%	98%	96%
Principal (Elementary School)	7	88%	88%	88%
Principal (High School)	7	88%	90%	92%
Principal (Middle School)	7	86%	86%	85%
Technology Instructional Specialist	5	134%	108%	94%
Wing Coordinator	2	Insufficient Market Data		

# Appendix C – Supplemental Information: Compensation Survey Findings – Geographically - Adjusted ASASP III Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Accountant II	7	100%	107%	111%
Administrative Secretary IV	5	110%	113%	115%
Assistant Controller	3	Insufficient Market Data		
Automotive Foreman III	4	Insufficient Market Data		
Board Administrative Assistant	6	114%	119%	121%
Budget Analyst II	6	87%	94%	98%
Database Administrator	7	94%	102%	107%
Employee and Labor Relations Advisor	3	Insufficient Market Data		
Financial Analyst - Title I	2	Insufficient Market Data		
Food Services Supervisor	6	75%	86%	93%
Health Services Manager	5	74%	84%	90%
HR Partner	6	85%	91%	95%
Internal Auditor II	7	81%	91%	97%

# Appendix C – Supplemental Information: Compensation Survey Findings – Geographically - Adjusted ASASP III Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Network Engineer II	6	82%	89%	94%
Operations Supervisor	6	80%	89%	94%
Oracle Developer II	4	Insufficient Market Data		
Program Coordinator - Capital Programs	3	Insufficient Market Data		
Property Equipment Auditor	2	Insufficient Market Data		
Senior Systems Engineer	4	Insufficient Market Data		
Supervisor - Web Services	3	Insufficient Market Data		
System Support Specialist	4	Insufficient Market Data		
Technology Project Manager	6	86%	95%	100%
Test Administration Specialist - Data Management	3	Insufficient Market Data		
Transportation Supervisor	4	Insufficient Market Data		



## Appendix C – Supplemental Information: Compensation Survey Findings – Geographically - Adjusted PGCEA Base Pay Market Position by Benchmark Job Title (Non-Classroom Only)

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Behavior Intervention Specialist	7	93%	99%	102%
Data Coach	4	Insufficient Market Data		
ESOL Teacher Coach	5	84%	91%	94%
Literacy Coach	6	90%	94%	96%
Media Specialist	7	93%	95%	96%
Occupational Therapist	7	90%	93%	95%
Peer Assistance and Review Consulting Teacher	3	Insufficient Market Data		
Physical Therapist	7	94%	97%	99%
Professional School Counselor	7	93%	95%	97%
Regional Technology Coordinator	5	67%	78%	85%
School Psychologist	7	84%	88%	90%
School Social Worker	7	93%	92%	91%
Speech Therapist	6	90%	92%	93%

# Appendix C – Supplemental Information: Compensation Survey Findings – Geographically - Adjusted SEIU Base Pay Market Position by Benchmark Job Title

Benchmark Job Title	Count of Matches	PGCPS as % of Market Average		
		Pay Range Minimum	Pay Range Midpoint	Pay Range Maximum
Assistant Building Supervisor I	5	102%	105%	107%
Auditorium Technician	3	Insufficient Market Data		
Building Equipment Operator II	2	Insufficient Market Data		
Building Supervisor III	6	92%	97%	101%
Cleaner	7	104%	115%	122%
Custodial Equipment Mechanic	3	Insufficient Market Data		
Night Cleaner Leadman	5	88%	97%	102%
Pest Controller	4	Insufficient Market Data		

# Appendix C – Supplemental Information: PGCEA Teacher Pay Analysis (Geographically - Adjusted) – Overall Market Average (All Peers)

	Year 1	Year 5	Year 10	Year 15	Year 20	Top Year
<b>Bachelor's Pay Lane</b>						
Overall Market Average	\$51,135	\$57,475	\$66,495	\$70,723	\$73,314	\$74,580
<b>PGCPS</b>	<b>\$47,781</b>	<b>\$53,777</b>	<b>\$62,343</b>	<b>\$64,214</b>	<b>\$64,214</b>	<b>\$64,214</b>
Percent Difference	-6.56%	-6.43%	-6.24%	-9.20%	-12.41%	-13.90%
Dollar Difference	(\$3,354)	(\$3,698)	(\$4,152)	(\$6,509)	(\$9,100)	(\$10,366)
<b>Bachelor's plus 30 Pay Lane</b>						
Overall Market Average	\$55,281	\$61,985	\$74,155	\$84,075	\$93,510	\$98,790
<b>PGCPS</b>	<b>\$50,171</b>	<b>\$56,467</b>	<b>\$65,461</b>	<b>\$75,887</b>	<b>\$85,411</b>	<b>\$85,411</b>
Percent Difference	-9.24%	-8.90%	-11.72%	-9.74%	-8.66%	-13.54%
Dollar Difference	(\$5,110)	(\$5,518)	(\$8,694)	(\$8,188)	(\$8,099)	(\$13,379)
<b>Master's Pay Lane</b>						
Overall Market Average	\$55,182	\$62,754	\$74,063	\$83,883	\$92,263	\$99,529
<b>PGCPS</b>	<b>\$52,679</b>	<b>\$59,292</b>	<b>\$68,735</b>	<b>\$79,682</b>	<b>\$89,685</b>	<b>\$89,685</b>
Percent Difference	-4.54%	-5.52%	-7.19%	-5.01%	-2.79%	-9.89%
Dollar Difference	(\$2,503)	(\$3,462)	(\$5,328)	(\$4,201)	(\$2,578)	(\$9,844)
<b>Master's plus 30 Pay Lane</b>						
Overall Market Average	\$57,079	\$65,485	\$77,987	\$88,676	\$97,582	\$104,827
<b>PGCPS</b>	<b>\$55,313</b>	<b>\$62,256</b>	<b>\$72,172</b>	<b>\$83,669</b>	<b>\$94,169</b>	<b>\$94,169</b>
Percent Difference	-3.09%	-4.93%	-7.46%	-5.65%	-3.50%	-10.17%
Dollar Difference	(\$1,766)	(\$3,229)	(\$5,815)	(\$5,007)	(\$3,413)	(\$10,658)
<b>Doctorate Pay Lane</b>						
Overall Market Average	\$60,424	\$68,784	\$80,935	\$91,515	\$100,559	\$108,466
<b>PGCPS</b>	<b>\$60,983</b>	<b>\$68,637</b>	<b>\$79,567</b>	<b>\$92,241</b>	<b>\$103,819</b>	<b>\$103,819</b>
Percent Difference	0.93%	-0.21%	-1.69%	0.79%	3.24%	-4.28%
Dollar Difference	\$559	(\$147)	(\$1,368)	\$726	\$3,260	(\$4,647)

<sup>1</sup> Alexandria City salary data based on 196-day pay scale

<sup>2</sup> Anne Arundel County salary data based on a 191-day pay scale

<sup>3</sup> Fairfax County salary data based on 194-day pay scale

<sup>4</sup> DCPS steps 17- top step reflect longevity placements for Bachelors +30 lane and above

<sup>5</sup> Does not include salary data for Baltimore City Public Schools

# Appendix C – Supplemental Information: PGCEA Teacher Pay Analysis (Geographically – Adjusted) – MD School Districts Only

	Year 1	Year 5	Year 10	Year 15	Year 20	Top Year
<b>Bachelor's Pay Lane</b>						
Maryland Market Average	\$51,187	\$56,537	\$64,662	\$66,779	\$66,779	\$66,779
<b>PGCPS</b>	<b>\$47,781</b>	<b>\$53,777</b>	<b>\$62,343</b>	<b>\$64,214</b>	<b>\$64,214</b>	<b>\$64,214</b>
Percent Difference	-6.65%	-4.88%	-3.59%	-3.84%	-3.84%	-3.84%
Dollar Difference	(\$3,406)	(\$2,760)	(\$2,319)	(\$2,565)	(\$2,565)	(\$2,565)
<b>Bachelor's plus 30 Pay Lane</b>						
Maryland Market Average	\$54,150	\$58,585	\$70,255	\$81,925	\$93,595	\$106,667
<b>PGCPS</b>	<b>\$50,171</b>	<b>\$56,467</b>	<b>\$65,461</b>	<b>\$75,887</b>	<b>\$85,411</b>	<b>\$85,411</b>
Percent Difference	-7.35%	-3.61%	-6.82%	-7.37%	-8.74%	-19.93%
Dollar Difference	(\$3,979)	(\$2,118)	(\$4,794)	(\$6,038)	(\$8,184)	(\$21,256)
<b>Master's Pay Lane</b>						
Maryland Market Average	\$54,469	\$60,855	\$71,072	\$82,185	\$91,917	\$102,083
<b>PGCPS</b>	<b>\$52,679</b>	<b>\$59,292</b>	<b>\$68,735</b>	<b>\$79,682</b>	<b>\$89,685</b>	<b>\$89,685</b>
Percent Difference	-3.29%	-2.57%	-3.29%	-3.05%	-2.43%	-12.14%
Dollar Difference	(\$1,790)	(\$1,563)	(\$2,337)	(\$2,503)	(\$2,232)	(\$12,398)
<b>Master's plus 30 Pay Lane</b>						
Maryland Market Average	\$56,787	\$63,628	\$74,197	\$85,706	\$95,776	\$106,299
<b>PGCPS</b>	<b>\$55,313</b>	<b>\$62,256</b>	<b>\$72,172</b>	<b>\$83,669</b>	<b>\$94,169</b>	<b>\$94,169</b>
Percent Difference	-2.60%	-2.16%	-2.73%	-2.38%	-1.68%	-11.41%
Dollar Difference	(\$1,474)	(\$1,372)	(\$2,025)	(\$2,037)	(\$1,607)	(\$12,130)
<b>Doctorate Pay Lane</b>						
Maryland Market Average	\$59,165	\$66,256	\$77,138	\$88,997	\$99,374	\$110,268
<b>PGCPS</b>	<b>\$60,983</b>	<b>\$68,637</b>	<b>\$79,567</b>	<b>\$92,241</b>	<b>\$103,819</b>	<b>\$103,819</b>
Percent Difference	3.07%	3.59%	3.15%	3.65%	4.47%	-5.85%
Dollar Difference	\$1,818	\$2,381	\$2,429	\$3,244	\$4,445	(\$6,449)

<sup>1</sup> Anne Arundel County salary data based on a 191-day pay scale

<sup>2</sup> Does not include salary data for Baltimore City Public Schools

## Appendix C – Supplemental Information: PGCEA Teacher Pay Analysis (Geographically - Adjusted ) – Comparative Ranking by Lane & 25-Year Career Progression

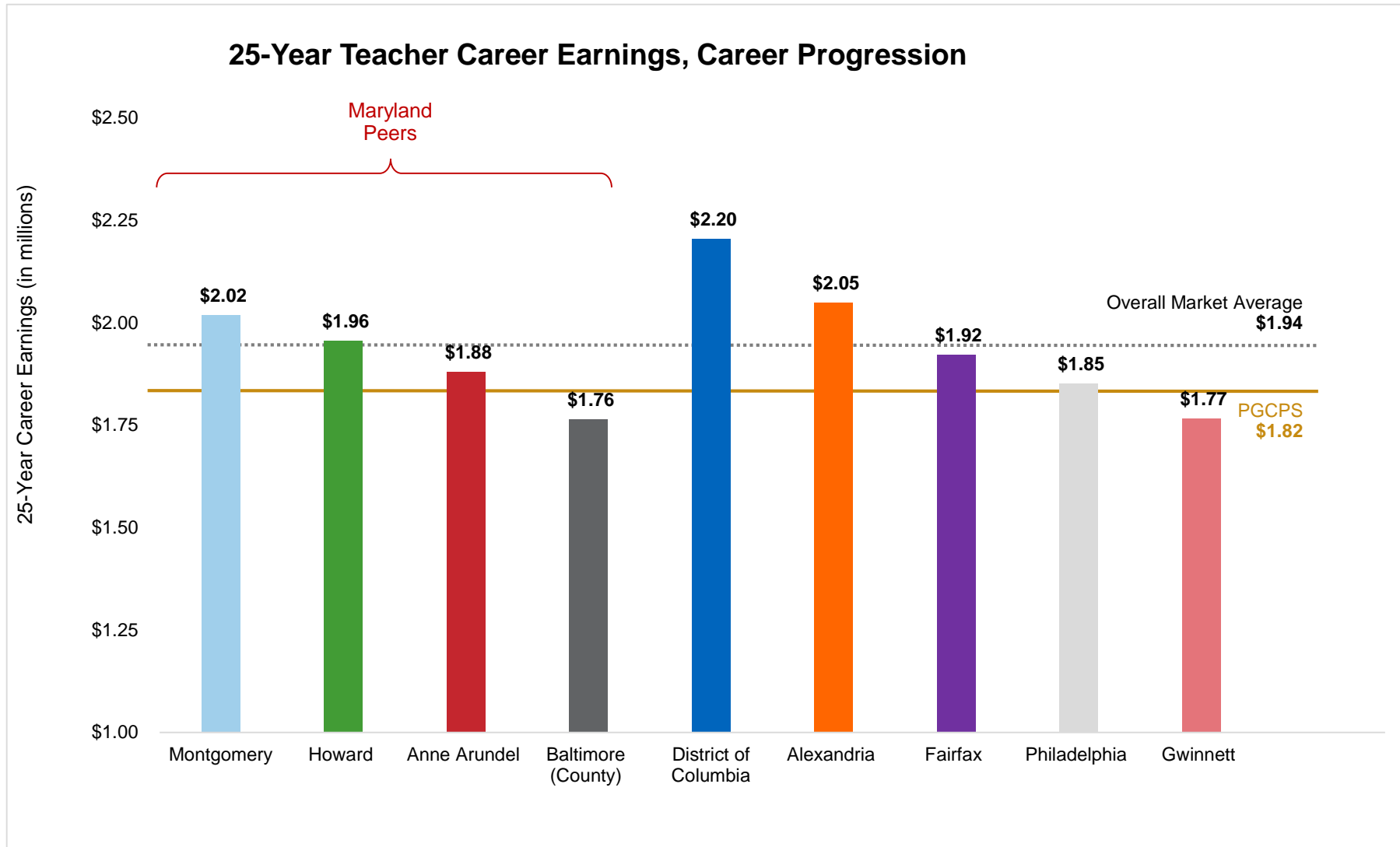
Rank	Educational Lane			
	BA	MA	MA+30	Career Progression
1st	District of Columbia	District of Columbia	District of Columbia	District of Columbia
2nd	Alexandria City	Alexandria City	Alexandria City	Alexandria City
3rd	Philadelphia	Montgomery	Montgomery	Montgomery
4th	Fairfax	Howard	Howard	Howard
5th	Anne Arundel	Fairfax	Philadelphia	Fairfax
6th	Howard	Anne Arundel	Fairfax	Anne Arundel
7th	Gwinnett	Philadelphia	Anne Arundel	Philadelphia
8th	Montgomery	<b>Prince George's</b>	<b>Prince George's</b>	<b>Prince George's</b>
9th	<b>Prince George's</b>	Gwinnett	Baltimore (County)	Gwinnett
10th	Baltimore (County)	Baltimore (County)	NA	Baltimore (County)

<sup>1</sup> Gwinnett County Public Schools does not have a MA+30 educational lane

<sup>2</sup> Career Progression = 7 Years on the BA lane, followed by 18 years on the MA lane.

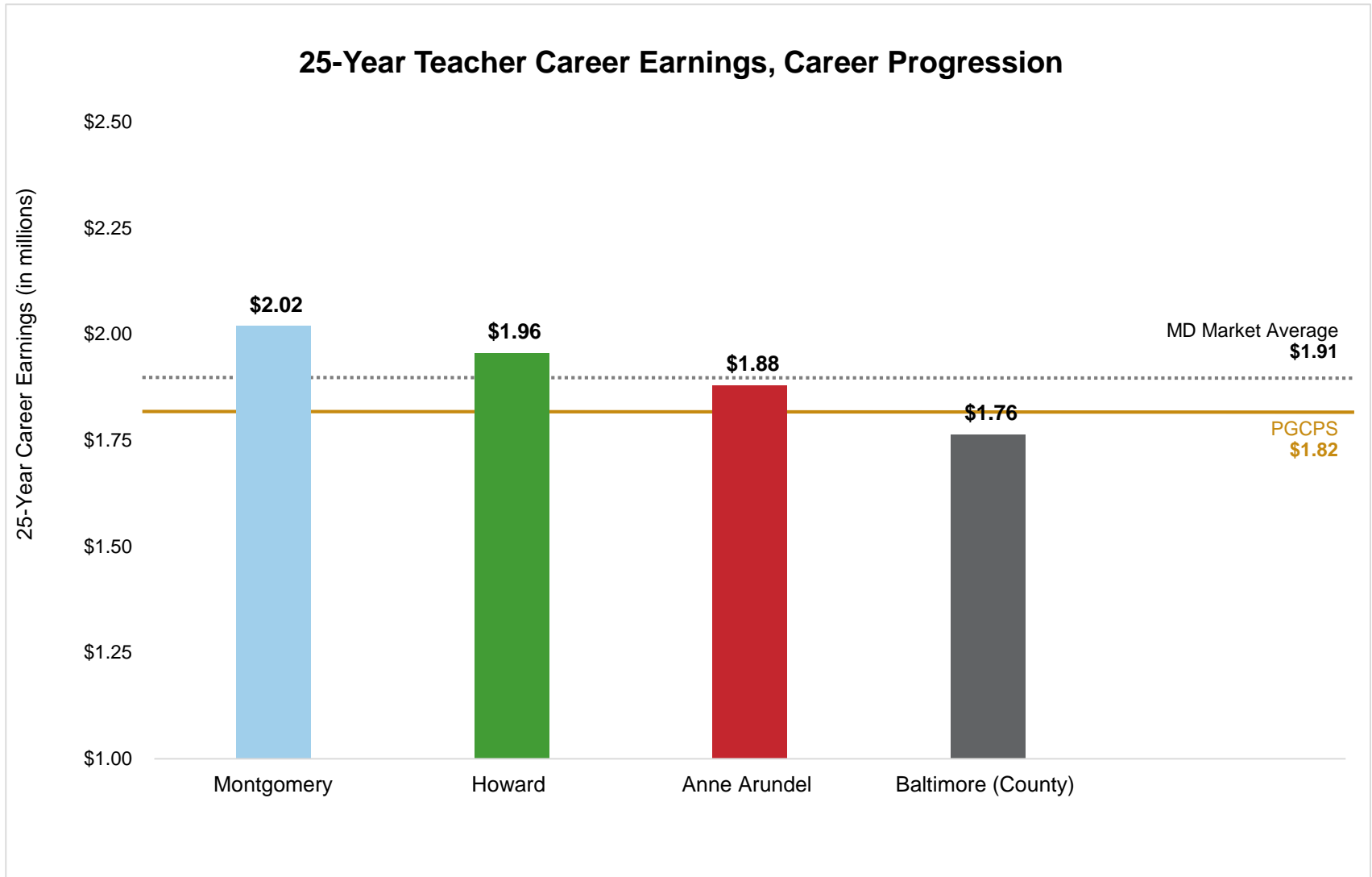
**From a 25-year career - earnings perspective based on geographically- adjusted data, PGCPs ranks 4<sup>th</sup> place compared to Maryland school districts and 8<sup>th</sup> place when compared to all school districts almost consistently across educational lanes**

# Appendix C – Supplemental Information: PGCEA Teacher Pay Analysis (Geographically - Adjusted ) – All School Districts, 25-Year Career Earnings, BA to MA Lane



Career Progression = 7 Years on the BA lane, followed by 18 years on the MA lane.

# Appendix C – Supplemental Information: PGCEA Teacher Pay Analysis (Geographically - Adjusted) – MD School Districts Only, 25-Year Career Earnings, BA to MA Lane



Career Progression = 7 Years on the BA lane, followed by 18 years on the MA lane

## Appendix C – Supplemental Information: PGCEA Teacher Pay Analysis (Geographically - Adjusted) – Detailed Market Data, BA Lane

School District	Year 1	Year 5	Year 10	Year 15	Year 20	Top Step
Alexandria City	\$49,192	\$56,715	\$69,328	\$77,295	\$83,666	\$87,048
Anne Arundel	\$51,343	\$60,641	\$66,953	\$71,747	\$71,747	\$71,747
Baltimore County	\$51,378	\$54,411	\$58,617	\$58,617	\$58,617	\$58,617
District of Columbia	\$55,878	\$61,424	\$74,191	\$82,198	\$88,604	\$88,604
Fairfax	\$50,087	\$55,789	\$64,481	\$71,753	\$77,284	\$77,284
Gwinnett	\$51,974	\$55,982	\$60,992	\$66,002	\$71,012	\$79,028
Howard	\$52,283	\$55,902	\$66,405	\$70,081	\$70,081	\$70,081
Montgomery	\$49,745	\$55,195	\$66,672	\$66,672	\$66,672	\$66,672
Philadelphia	\$48,331	\$61,213	\$70,815	\$72,140	\$72,140	\$72,140
<b>Prince George's County</b>	<b>\$47,781</b>	<b>\$53,777</b>	<b>\$62,343</b>	<b>\$64,214</b>	<b>\$64,214</b>	<b>\$64,214</b>
Overall Market Average	\$51,135	\$57,475	\$66,495	\$70,723	\$73,314	\$74,580
PGCPS as % of Overall Average	<b>93%</b>	<b>94%</b>	<b>94%</b>	<b>91%</b>	<b>88%</b>	<b>86%</b>
Maryland Market Average	\$51,187	\$56,537	\$64,662	\$66,779	\$66,779	\$66,779
PGCPS as % of Maryland Average	<b>93%</b>	<b>95%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>

<sup>1</sup> MD Market Average includes Anne Arundel, Baltimore, Howard, and Montgomery Counties



# Appendix C – Supplemental Information: PGCEA Teacher Pay Analysis (Geographically - Adjusted) – Detailed Market Data, MA Lane

School District	Year 1	Year 5	Year 10	Year 15	Year 20	Top Step
Alexandria City	\$56,153	\$64,276	\$77,448	\$90,658	\$100,558	\$106,714
Anne Arundel	\$54,463	\$64,325	\$71,022	\$78,414	\$87,423	\$97,469
Baltimore County	\$52,590	\$56,231	\$65,756	\$76,222	\$83,130	\$98,390
District of Columbia	\$59,603	\$68,966	\$84,862	\$94,790	\$106,559	\$109,327
Fairfax	\$55,095	\$61,752	\$72,784	\$84,387	\$93,228	\$99,476
Gwinnett	\$58,159	\$62,942	\$68,922	\$74,901	\$80,880	\$90,447
Howard	\$56,018	\$60,453	\$72,123	\$83,793	\$95,464	\$108,534
Montgomery	\$54,804	\$62,411	\$75,386	\$90,312	\$101,650	\$103,937
Philadelphia	\$49,752	\$63,431	\$78,265	\$81,470	\$81,470	\$81,470
<b>Prince George's County</b>	<b>\$52,679</b>	<b>\$59,292</b>	<b>\$68,735</b>	<b>\$79,682</b>	<b>\$89,685</b>	<b>\$89,685</b>
Overall Market Average	\$55,182	\$62,754	\$74,063	\$83,883	\$92,263	\$99,529
PGCPS as % of Overall Average	<b>95%</b>	<b>94%</b>	<b>93%</b>	<b>95%</b>	<b>97%</b>	<b>90%</b>
Maryland Market Average	\$54,469	\$60,855	\$71,072	\$82,185	\$91,917	\$102,083
PGCPS as % of Maryland Average	<b>97%</b>	<b>97%</b>	<b>97%</b>	<b>97%</b>	<b>98%</b>	<b>88%</b>

<sup>1</sup> MD Market Average includes Anne Arundel, Baltimore, Howard, and Montgomery Counties

## Appendix C – Supplemental Information: PGCEA Teacher Pay Analysis (Geographically - Adjusted ) – Detailed Market Data, MA + 30 Lane

School District	Year 1	Year 5	Year 10	Year 15	Year 20	Top Step
Alexandria City	\$58,409	\$66,218	\$79,791	\$93,399	\$103,598	\$110,070
Anne Arundel	\$57,774	\$68,237	\$75,338	\$83,181	\$92,738	\$103,395
Baltimore County	\$55,075	\$58,889	\$68,864	\$79,823	\$87,056	\$103,037
District of Columbia	\$61,465	\$71,640	\$87,524	\$97,454	\$109,276	\$112,046
Fairfax	\$56,748	\$63,807	\$74,998	\$86,886	\$95,836	\$102,460
Gwinnett	NA	NA	NA	NA	NA	NA
Howard	\$57,885	\$62,320	\$73,990	\$85,660	\$97,331	\$110,401
Montgomery	\$56,413	\$65,068	\$78,596	\$94,159	\$105,978	\$108,363
Philadelphia	\$52,865	\$67,699	\$84,799	\$88,842	\$88,842	\$88,842
<b>Prince George's County</b>	<b>\$55,313</b>	<b>\$62,256</b>	<b>\$72,172</b>	<b>\$83,669</b>	<b>\$94,169</b>	<b>\$94,169</b>
Overall Market Average	\$57,079	\$65,485	\$77,987	\$88,676	\$97,582	\$104,827
PGCPS as % of Overall Average	<b>97%</b>	<b>95%</b>	<b>93%</b>	<b>94%</b>	<b>97%</b>	<b>90%</b>
Maryland Market Average	\$56,787	\$63,628	\$74,197	\$85,706	\$95,776	\$106,299
PGCPS as % of Maryland Average	<b>97%</b>	<b>98%</b>	<b>97%</b>	<b>98%</b>	<b>98%</b>	<b>89%</b>

<sup>1</sup> MD Market Average includes Anne Arundel, Baltimore, Howard, and Montgomery Counties

# Appendix C - Supplemental Information: Pay Increase Guarantees

Most school districts surveyed offer a minimum pay increase to employees who are promoted (ranging from 3% to 10% and sometimes depending on employee classification or the nature of the promotion). Fewer school districts guarantee a minimum pay increase to employees who are reclassified to a higher grade.

School District	Minimum Guaranteed Pay Increase for Promotions?	Amount	Minimum Guaranteed Pay Increase for Reclassification to Higher Grade?	Amount	Policy Summary
Alexandria City	Yes	Licensed Staff: 10% Support Staff: 3% (single-grade promotion) 9% (multi-grade) Administrators: 10%	Yes		
Anne Arundel	Yes	10%	Yes	5%	
Baltimore County	Yes	5%	Yes	2%	
Fairfax	Yes	10%	No		
Gwinnett	No		No		
Howard	No		No		
Montgomery	No – Teachers Yes – Administrators Yes – Support Employees	6% (Administrators) lowest step of such higher grade that exceeds his/her existing step by two steps (Support Employees)	No		
Philadelphia	No		No		
<b>Prince George's County</b>	<b>No</b>		<b>No</b>		

# Appendix C - Supplemental Information: Employee Rewards & Bonuses

Few peers offer spot bonuses or retention bonuses to their employees.

School District	Spot Bonuses			Retention Bonuses			Additional Policy Information
	Eligible Employee Types	Amount	Frequency	Eligible Employee Types	Amount	Frequency	
Alexandria City	NR	NR	NR	NR	NR	NR	
Anne Arundel	NA			NA			
Baltimore County	NA			NA			
Fairfax		Outstanding Employee of the Year - \$4,000 Excellence Awards - \$1,000		NA			
Gwinnett	Teachers	Varies	Annual	Bus Drivers	\$700	Semi-Annual	Bus Driver retention Bonuses- \$350 paid in the spring, \$350 paid in the fall
Howard	NA			NA			
Montgomery	NA			NA			
Philadelphia	NA			NA			
Prince George's County	NA			NA			

# Appendix C - Supplemental Information: Hiring Bonuses for Teachers

PGCPS is the only school district that offers hiring bonuses to employees paid on the teacher pay scale.

School District	No	Yes	Policy Summary
Alexandria City	X		
Anne Arundel	X		
Baltimore County	X		
Fairfax	X		
Gwinnett	X		
Howard	X		
Montgomery	X		
Philadelphia	X		
<b>Prince George's County</b>		X	<b>As supported by grant funds (i.e., Teacher and School Leader Incentive Program (TSL) Grant)</b>

## Appendix C - Supplemental Information: Hiring Rates

Most school districts surveyed have policies in place which allow new employees to be paid above the starting rate in cases where they have prior job-related experience to the job.

School District	Starting pay above pay range minimum commensurate with years of job related experience?	Policy Summary
Alexandria City	No	
Anne Arundel	Yes	Limits based on negotiated agreement
Baltimore County	Yes	On pay scales that are a grade/step structure, the starting salary may be negotiated based on the incumbents years of experience at a comparable level
Fairfax	Yes	
Gwinnett	Yes	The district requires that new employees provide proof/verification of prior related experience. Experience that is verified and determined to be related is granted as credit/experience on the salary scale, as appropriate.
Howard	Yes	A new hire does not need to be placed at the minimum on the scale corresponding to the position for which they are being hired. They may be credited for job-related experience, and placed at the appropriate step commensurate with the years assessed as relevant and creditable.
Montgomery	NA	
Philadelphia	Yes	Teachers, School Nurses and School Psychologists can start above the minimum with verification of their prior work experience. Principals can also start above the minimum.
<b>Prince George's County</b>	<b>No</b>	

# Appendix C - Supplemental Information: Longevity Pay for Non-Teachers

Less than half of school districts reported having longevity pay programs for employees. School districts that do offer such supplemental pay typically do so as a part of negotiated agreements with specific populations of their workforce.

School District	Policy Information
Alexandria City	Not Offered
Anne Arundel County	Not Offered
Baltimore County	Hourly Longevity Differential: AFSCME: From \$1.01 to \$6.77/hour, increasing every other year, beginning at 8 years of service Non-Exempt Office Professionals, Clerical, and Classified Employees: \$.71 to \$7.15/hour increasing every other year, beginning at 11 years of service
Fairfax County	Not Offered
Gwinnett County	Not Offered
Howard County	Hourly Longevity Differential: HCEAESP: From \$.25 to \$1.00/ hour (compounding) every year beginning at 13 years of service. AFSCME: From \$.50 to \$1.75/ hour (compounding) every year beginning at 15 years of service. HCFSA: From \$.46 to \$1.00/ hour (compounding) every year beginning at 15 years of service.  Longevity Stipend: HCAA - All administrators, except leadership interns, become eligible to receive a \$1,000 stipend upon completion of ten (10) consecutive years of service in the same position within the bargaining unit provided the administrator is evaluated as satisfactory or higher during each year in that position. Those administrators who continue in the same position within the bargaining unit become eligible to receive a \$1,000 longevity stipend every five (5) years thereafter provided the administrator is evaluated as satisfactory or higher during each of those years in that position.
Montgomery County	Administrators: \$1,500 at completion of 5, 10, 15, and 20 years of service SEIU Employees: Longevity increases on completion of 10, 14, 18, and 22 years of MCPS service. One-grade increase (on the Supporting Services Pay Schedule) on completion of 10, 14, and 18 years if service. 2.5% raise after 22 years of service.
Philadelphia	Not Offered
<b>Prince George's County</b>	<b>Not Offered</b>

# Appendix C - Supplemental Information: Initial Placement of Teachers

PGCPS appears to use similar criteria for determining initial teacher placement. In general, the market appears to reward a variety of prior work experience. No surveyed school district reports considering a “high needs” school status in making this initial placement determination.

School District	Prior K-12 Teaching Experience	Prior Teaching Experience in Other Setting	Prior Para - professional Education Experience	Prior Non-Instructional Work Experience	Educational Attainment	Licensing/ Certification/ Other Credentials	Teaching Discipline, Field, or Subject	Special Education	High Needs School or Environment
Alexandria City	X			X	X				
Anne Arundel	X				X	X	X	X	
Baltimore County	X	X	X		X		X	X	
Fairfax	X	X	X	X	X	X			
Gwinnett	X	X	X	X	X	X			
Howard	X	X	X	X	X	X			
Montgomery	X				X				
Philadelphia	X	X	X	X	X				
<b>Count of Peers</b>	<b>8/8</b>	<b>5/8</b>	<b>5/8</b>	<b>5/8</b>	<b>8/8</b>	<b>4/8</b>	<b>2/8</b>	<b>2/8</b>	<b>0/8</b>
<b>Prince George’s County</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>		<b>X</b>	



# Appendix D - Summary of Stakeholder Interview Findings

Topic	Stakeholder Comments
<b>1. Compensation</b>	<ul style="list-style-type: none"> <li>• Salaries are not competitive relative to peers in region</li> <li>• Part-time employees in lower pay grades do not earn a livable wage and may be below the Federal Poverty threshold (e.g. Food Assistants, Bus Drivers and Cleaners)</li> <li>• Teachers leave to work for other districts and return to PGCPs so that they can be placed on correct step on pay scale based on years of experience</li> <li>• New teachers qualify for Habitat for Humanity programs</li> <li>• Pay compression exists between supervisors and their employees</li> <li>• No pay differentiation to account for differences school size (elementary vs. middle vs. high schools)</li> <li>• Benefits are generally seen as an competitive and an incentive to remain with District</li> </ul>
<b>2. Competitors</b>	<ul style="list-style-type: none"> <li>• Local jurisdictions – non-certificated jobs</li> <li>• Hospitals and other healthcare-affiliated organizations - nurses</li> <li>• Surrounding school districts</li> <li>• WMATA – bus drivers and cleaners</li> </ul>
<b>3. Recruitment &amp; Retention</b>	<p><b><u>Hard-to-fill Positions</u></b></p> <ul style="list-style-type: none"> <li>▪ Bus drivers</li> <li>▪ Language teachers (ESOL &amp; foreign language)</li> <li>▪ Special education teachers</li> </ul> <p><b><u>Retention</u></b></p> <ul style="list-style-type: none"> <li>• Bus Drivers</li> <li>• Cleaners</li> <li>• Food Service Assistants</li> <li>• School Nurses</li> <li>• Teachers at Title I schools</li> </ul> <p><b><u>Other issues</u></b></p> <ul style="list-style-type: none"> <li>• Hiring of temporary employees for up to two years without benefits</li> <li>• Inequity in step placement between recent hires and current employees</li> </ul>

# Appendix D - Summary of Stakeholder Interview Findings (Continued)

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Topic	Stakeholder Comments
<b>4. Working Conditions</b>	<ul style="list-style-type: none"><li>• Lack of adequate staffing, training and/or support system has led to employee burnout, which adversely impacts retention</li><li>• Teachers are faced with the challenges of non-native English speaking students, behavioral and parenting issues associated with changing demographics in the County</li><li>• Lack of appropriate safety equipment for security employees</li></ul>