

February 26, 2020

AMEND BOARD REPORT 17-1206-PO3
AMEND BOARD REPORT 08-0123-PO1
COMPENSATION AND PAY PLAN POLICY

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education ("Board") amend Board Report 17-1206-PO3 Compensation and Pay Plan Policy.

PURPOSE: On December 17, 2017, the policy was amended to establish policies with respect to compensation and pay of Board employees and to replace former Board Rules 4-1.1 and 4-28 which were repealed August 24, 2005. This The December 2017 amendment will aligned policy to current practice for salary increases to (1) remove the 10% cap for salary increases; (2) include specific reference to eligibility for Clinical and Juris Doctorate Degrees for Lane VI; and (3) update specific reference to "Office of Human Resources" and rename as Talent Office throughout.

The purpose of this February 2020 amendment is to (1) increase the step credit for newly hired and experienced teachers; (2) enable continuously employed existing teachers to be granted a limited, one-time step adjustment for uncredited years of teaching experience prior to their date of first hire; and (3) include guidance counselors with all other clinicians allowed to use continuing education credits for increased lane credit. In addition, various outdated information has been updated.

POLICY TEXT:

I. **Schedule of Basic Salaries.** As contemporaneously as possible with the start of each fiscal year, the Chief Talent Officer shall establish a schedule of basic salaries for all positions, which may include flat rated pay tables and/or salary schedules with lane and/or step progressions. The Schedule of Basic Salaries shall be consistent with annual wage resolutions adopted by the Board. Employees shall be placed on the appropriate pay table or salary schedule at the time of hire and may be transferred to a different pay table or salary schedule upon promotion, transfer or reclassification of the position. Rules with respect to placement of appointed teachers, temporarily assigned teachers who hold Professional Educator License (PEL) or Educator License with Stipulations (ELS) and educational support personnel on salary schedules are set forth in Sections III and IV of this Policy. The Chief Talent Officer may adopt additional guidelines, procedures, including application forms, and handbooks to effectuate this policy and shall notify employees of the requirements of the policy.

II. **Annual Salary and Wage Increases.** Except as limited by the Board Rules, the Talent Office, with the authority of the Chief Executive Officer may grant salary and wage increases based on merit or other adjustments for employees who are not covered by collective bargaining agreements. Annual salary and wage increases for employees covered by collective bargaining agreements shall be in accordance with the collective bargaining agreement and/or annual wage resolutions adopted pursuant to those collective bargaining agreements.

III. **Teachers' Salaries.** A newly appointed teacher shall be placed at the first step and appropriate lane of the salary schedule from the date of such appointment, unless eligible for salary adjustment as provided herein.

A. ***Definitions.*** The following definitions apply to this section.

1. "Salary Schedule" as used in this section refers to the salary schedules for appointed and temporarily assigned teachers set forth in the collective bargaining agreement between the Board and the Chicago Teachers Union.
2. "Step" as used in this section means the vertical position upon the salary schedule.

3. "Lane" means the horizontal position upon the salary schedule at which a teacher is placed, based upon the training and education of such teacher.
4. "Licensed professional" as used in this section means an employee licensed or professionally certified in the following fields: occupational therapy, physical therapy, orientation mobility specialty, and audiology.
5. "Original appointment" as used in this section means the first full-time appointment of a teacher to the Chicago Public Schools system with a valid and acceptable license issued by the State of Illinois which has been registered with the Illinois State Board of Education.
6. "Reappointment" as used in this section means any reappointment of a teacher with a valid and acceptable license issued by the State of Illinois.

B. Lane Placement and Adjustment on the Teacher's Salary Schedule. Teachers will be placed on an appropriate lane of the teachers' salary schedule in accordance with this Policy. Teachers may seek lane adjustments in accordance with the Policy. Teachers bear sole responsibility for applying for lane adjustments and must submit appropriate applications and supporting documentation when seeking lane placement adjustments. Procedures for obtaining lane placement adjustments shall be established by the Chief Talent Officer. The effective date for lane adjustment on the salary schedule shall be the date on which all requirements were completed for the degree or the date on which the course work for the fifteen (15), thirty (30), or forty-five (45) hours beyond the master's degree was completed, provided, however, that proper claim and documentary proof are on file with the Talent Office, within sixty (60) calendar days of completion ~~and of~~ said degree requirements or course work. After sixty (60) calendar days, the effective date for lane placement shall be the date on which proper claim and documentary proof are on file with the Talent Office. The full burden of responsibility for submitting such claim and for filing documentary proof to substantiate such claim with the Talent Office rests upon the teacher.

C. Lane Placement Requirements. The following are the requirements for placement on Lanes I through VI of the Salary Schedule.

1. *Placement on Lane I.* Lane I placement requires a bachelor's degree except for vocational teachers who fully meet the requirements of the Department of Education to Careers, Chicago Public Schools, and who are teaching in a vocational reimbursable program.
2. *Placement on Lane II.* Lane II placement requires a master's degree from an accredited college or university except with respect to special education teachers, in which case, Lane II placement requires thirty (30) semester hours of approved graduate credit in the area of special education. The teacher must be working in a special education position number in order to receive Lane II placement based on thirty (30) graduate credit hours in special education. Termination of service in the area of special education shall cause said teacher who was granted Lane II placement based on thirty (30) semester hours of approved graduate credit in the area of special education to revert to Lane I. Lane II placement is not granted for degrees in Medicine or Theology.
3. *Placement on Lanes III, IV and V.* Effective September 1, 1990, Lane III requires a master's degree from an accredited college or university plus fifteen (15) semester hours of graduate credit from an accredited college or university beyond the master's degree requirement, Lane IV requires a master's degree from an accredited college or university plus thirty (30) semester hours of graduate credit from an accredited college or university beyond the master's degree requirement, Lane V requires a master's degree from an accredited college or university plus forty (45) semester hours of graduate credit from an accredited college or university beyond the master's degree requirement approved by the Talent Office. No credit is granted for graduate courses in the field of medicine or theology. Beginning July 1, 2016 all course work in the field of law is acceptable for the determination of Lane III, IV and V

placement. All coursework for graduate credit must have been successfully completed at a college or university fully accredited by a regional accrediting association except:

- a. *Alternative Lane Placement Credit for Master Degree and Successful Completion of CPS-offered Courses.* Effective September 1, 1990, Lane III, IV, and V credit may also be granted to those teachers who hold a master's degree, or who subsequently receive a master's degree, for successful completion of all such courses offered by ~~bureaus and departments~~ within the Chicago Public Schools authorized and approved in advance by the Talent Office up to a maximum of four (4) semester hours per course.
- b. *Alternative Lane Placement Credit for Non-degree Undergraduate Courses.* Lane III, IV and V credit will also be granted for undergraduate courses successfully completed in accredited colleges or universities, provided that said credits have not been used for the fulfillment of a bachelor's or the master's degree requirements and provided that the courses are either designed to enable teachers to meet state qualifications in the field of special education or are designed to enable teachers in schools located in Spanish-speaking communities to communicate more effectively with pupils and parents in such communities, and provided that the courses are pre-approved by the Talent Office for the specific teacher applying for Lane III, IV, and V placement.
- c. *Alternative Lane Placement Credit for Industry Workshops.* Subject to the provisions hereinafter set forth in Paragraph III.B credit for purposes of lane placement shall be granted to teachers for participation in subject-related workshops or training sessions which are conducted by industry and other approved organizations and which have been approved in advance by the Talent Office. Requests for such approval shall be submitted in writing to the Talent Office and submitted sufficiently far in advance to permit appropriate investigation by the Talent Office. A reviewing committee set up by the Talent Office shall approve or disapprove promotional credit for particular training sessions or educational programs which do not bear university credit and determine credit hour equivalences of such attendance.
- d. *Special Consideration for Lane III, IV and V Credit for School Social Workers, School Psychologists, School Nurses and Speech Pathology Teachers Continuing Education Units.* Effective September 1, 1990, Lane III, IV and V consideration shall also be granted to school social workers, school psychologists, school nurses, and speech pathology teachers for the successful completion of continuing education units in their respective field, provided that the course work has been completed at professional training/educational institutions and approved by the Office Diverse Learners, Chicago Public Schools. The Talent Office, Chicago Public Schools, shall determine the credit hour equivalency of such attendance. Beginning March 1, 2020, Lane Placement III, IV and V may be granted to School Counselors pursuant to the terms of this paragraph.
- e. *Special Rules with Respect to Lane II, IV, V Placement or Adjustment for Vocational Teachers.* Vocational teachers who fully meet the requirements of the Care, Chicago Public Schools, and who are teaching in vocational reimbursable programs are eligible for Lane II placement provided they hold a bachelor's degree from an accredited college or university, and for Lane IV placement provided they hold a master's degree from an accredited college or university, and for Lane V placement provided they hold a master's degree from an accredited college or university plus fifteen (15) hours of graduate credit from an accredited college or university beyond the master's degree requirement.
- f. *Special Rules for Lane III, IV and V Placement or Adjustment for Certain Teachers with Spanish-language Course Work.* Teachers who are not fluent in Spanish and who are teaching in schools with at least ten (10%) percent Spanish-speaking student population are eligible to apply a maximum of twelve (12) undergraduate semester hours of Spanish-language course work toward Lane III, IV, or V placement. The course work must have been pre-approved by the Talent Office and successfully completed at a college or university fully accredited by a regional accrediting association.

- g. *Special Rules for Lane III, IV and V Placement or Adjustment for Special Education Teachers.* Regularly appointed teachers assigned to Special Education classes designed to enable the teachers to meet state licensure requirements may apply successfully completed undergraduate courses toward Lane III, IV and V placement or advancement, provided that: 1) the courses were not used to fulfill requirements for a Bachelor's or Master degree; 2) the college or university where the course was taken submits a letter that indicates the names and numbers of courses taken in excess of Bachelor's or Master's degree; 3) the courses were successfully completed at a college or university fully accredited by a regional accrediting association; and, 4) the teacher did not receive remuneration for taking the course(s).
4. *Lane VI Placement.* Lane VI requires a Ph.D., or an Ed.D. All graduate credits mentioned in this and the aforementioned paragraphs must have been successfully completed at a college or university fully accredited by a regional accrediting association and must be in a field for which a state teaching license is offered by the State of Illinois. Lane VI placement is not granted for degrees in Medicine or Theology. Beginning July 1, 2016, Lane VI Placement may be granted for Clinical Doctorates for current clinicians and Juris Doctorates.
- D. *Step Placement on the Teachers Salary Schedule.* Appointed teachers and temporarily assigned teachers shall be initially placed on Step 1 of the appropriate lane as determined in Sections III.B and III.C of this Policy unless the teacher applies for and receives credit for inside or outside service as set forth in III.D.1 and 2 below. Policies and procedures with respect to obtaining step placement credit for outside and inside service are set forth in Sections III.E, III.F, III.G, III.H, III.I and III.J of this Policy. Procedures for obtaining step placement adjustments shall be established by the Chief Talent Officer. Teachers bear sole responsibility for applying for step placement adjustments and must submit appropriate applications and supporting documentation when seeking step placement adjustments including obtaining and registering all licenses and course work with the Talent Office. Step adjustment for outside or inside service shall be made only once for any teacher and shall be effective from the date of initial placement as a probationary or temporarily assigned teacher who holds a Professional Educator License (PEL), Educator License with Stipulations (ELS), or other valid professional license issued by the State of Illinois, provided that proper claim and documentary proof are on file with the Talent Office, Chicago Public Schools, within ninety (90) calendar days of said initial placement but no later than one (1) year after initial placement. If proper claim and documentary proof are filed after ninety (90) calendar days of said initial placement, the effective date for such salary adjustment shall be the date when such claim and documentary proof, satisfactory to and approved by the Talent Office, are on file with the Talent Office, Chicago Public Schools, but in no case shall such claim and proof be considered if filed after one (1) year from the date of such initial placement.
1. *Initial Step Placement Credit for Inside or Outside Teaching Service for an employee with a valid license. Effective March 1, 2020.* Appointed teachers and temporarily assigned teachers who have a valid license may be placed at a higher step based upon certain service and experience outside the Chicago Public Schools and prior service to the Chicago Public Schools as set forth in Sections III.E, III.F, III.G, III.H, III.I, and III.J, provided, however, that the maximum adjustment based on service and experience outside and/or inside the Chicago Public Schools shall be ~~the third~~ Step 8 in all lanes of the salary schedule regardless of the length of service; or
2. *Step Placement Credit for Service as an Educational Support Personnel Employee.* An appointed teacher or temporarily assigned teacher who was a Chicago Public Schools' Educational Support Personnel employee with five (5) years of consecutive service immediately preceding his/her appointment or assignment as a teacher may be placed on Step 5.
- E. *Step Placement Adjustments Based on Outside and Inside Service – Procedures for Claiming Adjustment.* A teacher seeking step placement credit based on outside or inside service under Sections III.D, III.E, III.F, III.G, III.H, III.I, and III.J must submit a claim for such credit in

accordance with this Policy. Teachers bear sole responsibility for applying for step adjustment and for filing documentary proof to substantiate such claim, including but not limited to registration of teaching ~~licenses~~ ~~certificates~~ with the Talent Office. A claim for salary adjustment based upon service and experience outside or inside the Chicago Public Schools system must be accompanied by a certified statement from an authorized official of the school system or agency designating the grade of work or subject taught. Step adjustment for outside or inside service shall be made only once for any teacher and shall be effective from the date of initial placement as a probationary or temporarily assigned teacher who holds a valid State of Illinois license, provided that proper claim and documentary proof are on file with the Talent Office, within ninety (90) calendar days of said initial placement but no later than one (1) year after initial placement. If proper claim and documentary proof are filed after ninety (90) calendar days of said initial placement, the effective date for such salary adjustment shall be the date when such claim and documentary proof, satisfactory to and approved by the Talent Office, are on file with the Talent Office, but in no case shall such claim and proof be considered if filed after one (1) year from the date of such initial placement. Credit for outside or inside service for a period of less than one (1) school year of teaching service in any school district, and/or less than one calendar year of employment by any agency will not be allowed. Credit shall be given for service over and above a school year in the case of teaching service only on a full school month basis and in the case of employment by agencies only on a full calendar month basis. For purposes of this Policy, nineteen (19) days, in the aggregate, not in excess of six and a quarter (6.25) hours in any day, shall be considered as one month of service. Thirty-eight and six-tenths (38.6) work weeks, in the aggregate, of such service shall be considered one school year of service, provided, however, that when a teacher has been employed for more than thirty-eight and six-tenths (38.6) work weeks in one calendar year a maximum of thirty-eight and six-tenths (38.6) work weeks within such calendar year shall be considered as one year of service for salary adjustment.

F. Step Placement Adjustments for Outside Service – Types of Outside Service. Step placement adjustments will be granted for the following types of outside service.

1. *Prior Service in another School District for Teacher who holds state licenses.* Appointed teachers and temporary assigned teachers shall be granted credit for service and experience as a full-time, day school teacher in a school outside of the Chicago Public Schools system which has been accredited by a regional accrediting association, a state department of education, or equivalent authority satisfactory to the Talent Office, provided that such service and experience occurred subsequent to receiving a bachelor's degree from an accredited college or university. Credit for teaching experience in a preschool program, day care center, or nursery school program is allowed if the program is funded by the Board.
2. *Step Placement Credit for Professional Experience.* An appointed or temporarily assigned teacher shall be granted step placement credit for the following professional experience:
 - a. *School Nurses.* A school nurse shall be allowed credit for service and experience outside the Chicago Public Schools system as a teacher of public school health or as a public health nurse employed full-time by an agency recognized by the appropriate state authority satisfactory to the Talent Office, provided that such service and experience occurred subsequent to receiving a bachelor's degree from an accredited college or university. Effective September 1, 1990, all new full-time school nurses shall be allowed credit for full-time nursing experience provided that such services and experience occurred subsequent to receiving a bachelor's degree from an accredited college or university.
 - b. *School psychologists.* A school psychologist shall be allowed credit for service and experience outside of the Chicago Public Schools system as a psychologist employed full time by an agency recognized by the appropriate state authority satisfactory to the Talent Office, provided that such service and experience occurred subsequent to receiving a master's degree from an accredited college or university.

- c. *Trade practical nursing teachers.* A teacher of trade practical nursing shall be allowed credit for service and experience outside of the Chicago Public Schools system as a registered nurse employed full time by an agency recognized by the appropriate state authority satisfactory to the Talent Office, provided that such service and experience occurred subsequent to receiving a bachelor's degree from an accredited college or university.
- d. *Teacher-librarians.* A teacher-librarian shall be allowed credit for full-time service and experience as a teacher-librarian in a school system outside of the Chicago Public Schools system, which has been accredited by a regional accrediting association satisfactory to the Talent Office, provided that such service and experience occurred subsequent to receiving a bachelor's degree from an accredited college or university.
- e. *Speech Pathology Teachers.* A speech pathology teacher shall be allowed credit for full-time service and experience as a certified speech pathologist in an accredited school or appropriate agency outside the Chicago Public Schools system, satisfactory to the Talent Office provided that such service and experience occurred subsequent to receiving a master's degree from an accredited college or university.
- f. *Occupational and physical therapists.* A certified professional including occupational therapists, physical therapists, orientation mobility specialists shall be allowed credit for service and experience as a licensed, certified professional employed full-time by an agency outside the Chicago Public Schools system provided the certified professional is working on ~~in~~ a license or certificate recognized by the appropriate state authority or professional certifying body, satisfactory to the Talent Office, provided that such experience occurred subsequent to certification or licensure.
- g. *School Social Workers.* A school social worker shall be allowed credit for service and experience outside of the Chicago Public Schools system as a social worker employed full time by an agency recognized by the appropriate State authority satisfactory to the Talent Office, provided that such service and experience occurred subsequent to receiving a master's degree from an accredited college or university.
- h. *Peace Corp Teachers.* A Peace Corps teacher, effective as of September 6, 1965, shall be allowed credit for service and experience outside the Chicago Public Schools system as a teacher employed full time by the United States Peace Corps in a foreign country provided that such service and experience occurred subsequent to receiving a bachelor's degree from an accredited college university.
- i. *Drafting and Industrial Arts Teachers.* A teacher of drafting, industrial arts, or unit shop subjects shall be allowed credit for salary step placement up to and including the third step for service and experience as a registered architect; a registered professional engineer or drafter senior level or above; a journey level crafts worker qualified through completion of a registered apprenticeship program; or an industrial experience or above in the areas to be taught in the industrial education curriculum gained through full-time employment in a position satisfactory to the Chief Executive Officer or designee, provided that such service and experience occurred subsequent to receiving a bachelor's degree from an accredited college or university.
- j. *Drafting Shop Teachers.* A teacher of drafting shop with a trade license ~~certificate~~ shall be allowed credit for salary step placement up to and including the third step for full-time service and experience as a registered architect, a registered professional engineer, a draftsman at the senior level or above, or a journeyman craftsman qualified through completion of a registered apprenticeship program, or an industrial technician in the occupation for which certification is used, in a position satisfactory to the Talent Office.

G. Credit for Inside Service with the Chicago Public Schools at Initial Placement. At his/her initial appointment or assignment as an appointed teacher or a temporarily assigned teacher, who has registered his/her ~~initial or standard~~ State license certificate with the Talent Office, an appointed teacher or temporarily assigned teacher shall receive step placement credit for the following service with the Board:

1. *Prior teaching service with the Chicago Public Schools. Effective March 1, 2020.* A teacher shall receive step placement credit for all teaching service in the Chicago Public Schools system, except evening school and/or summer school service, provided, however, that in no case shall the step placement of a teacher be adjusted under this Section or on combined claims under this and other Sections at a step in the teacher's appropriate salary lane which is higher than the ~~third~~ eighth step in all lanes of the salary schedule regardless of the length of service.
2. *Service as a Paraprofessional and School Related Personnel (PSRP) or Educational Support Personnel (ESP).* When the Board appoints a PSRP/ESP to a full-time teaching position and the PSRP/ESP has been employed by the BOARD for a minimum of one full school year without a break in service prior to appointment to the teaching position, the Board shall place the PSRP/ESP on a step equivalent to his or her years of service as a PSRP/ESP with the Board up to Step 5. The employee shall retain all accumulated sick and personal business days accumulated as a PSRP/ESP. All additional applicable benefits shall be transferred to said new teacher and such teacher shall be granted one year of teacher seniority for the years employed as a PSRP/ESP.

H. Step Credit for Service by Former FTBs and TATs and Appointed Teachers- Original Appointment.

1. *Former FTBs and TATs who were assigned with a temporary State of Illinois teaching licensure.* Effective September 1, 1990, a full-time-basis substitute teacher, or, on or after July 1, 2004, a temporarily assigned teacher, who now holds a State of Illinois initial or standard license who is appointed as a regularly assigned teacher shall be placed on the same step and lane of the current salary schedule which said teacher had attained at the time of the teacher's appointment adjusted to comply with the then current compressed salary schedule. Teaching service rendered outside the Chicago Public Schools subsequent to the termination as a full-time-basis substitute teacher, or, on or after July 1, 2004, a temporarily assigned teacher holding a State of Illinois initial or standard license and prior to said teacher's original appointment will be creditable to permit a total salary adjustment to the third step in all lanes of the salary schedule.
2. *Other Appointed Teachers.* Effective September 1, 1990, in addition to any credit allowed under Subsections of this section, the salary of a teacher originally appointed who has not served as a full-time-basis substitute teacher, or on or after July 1, 2004, a temporarily assigned teacher holding a valid license from the State of Illinois shall be adjusted at a step and appropriate lane of the salary schedule which will allow full-time credit for all teaching service in the Chicago Public Schools except evening school and/or summer school service provided, however, that in no case shall the salary of such an originally appointed teacher be adjusted on combined claims under this Section at a step in the teacher's appropriate salary lane which is higher than the third step in all lanes of the salary schedule. All such salary adjustments based on full-time employment inside and/or outside the Chicago Public Schools shall be made in compliance with the September 1990 compressed salary schedule. A salary adjustment for teaching service shall be made only once for any teacher originally appointed who has not served as a full-time-basis substitute teacher, or, on or after July 1, 2004, a temporarily assigned teacher who held a State of Illinois initial or standard license.

- I. Step Credit on Reinstatement. A former appointed teacher or assigned F.T.B. with a valid license in the Chicago Public Schools system who is reappointed shall be placed on the same step of the current salary schedule, adjusted to comply with the September 1990, compressed salary schedule, which the teacher attained at the time of the teacher's termination of service and in addition the teacher shall be placed at the appropriate lane of the salary schedule based upon degrees and graduate credits the individual possesses as of the date of reappointment. Credit for service as a substitute teacher as provided in this Subsection will be computed from the date of termination of the most recent previous appointment.

- J. Service Credit - Transfer from Administrative or Supervisory Position. A regularly appointed principal or teacher who is transferred from a teacher licensed administrative or supervisory position shall be allowed salary step credit for the full time the individual served in the teacher-licensed administrative or supervisory position.

- K. July 2020 Service Credit Adjustment for Existing Teachers. A current appointed or assigned teacher who has been continuously employed as such by the Chicago Public Schools since their date of hire as a teacher may receive a one-time adjustment in recognition of previously uncredited teaching experience, provided that such an adjustment shall not move a teacher beyond step 8 on the existing salary schedule. Procedures for obtaining this one-time step placement adjustment shall be established by the Chief Talent Officer, in alignment with other step placement procedures. Adjustment under this provision shall be effective July 1, 2020 or the date of application for the adjustment, whichever is later. In no instance will an existing teacher receive retroactive pay for previously unrecognized credit as a result of this Policy.

IV. **Paraprofessional and School Related Personnel (PSRP) or Educational Support Personnel (ESP) Paid on CPS' Grade and Step Pay Schedule.**

A. Definitions.

- 1. "Original date of hire" as used in this section means the date of the first appointment to the Chicago Public Schools. For the purposes of this section, there can be only one original date of hire in the Chicago Public Schools system.

- 2. "Reinstatement" means the return to service subsequent to the original date of hire.

- 3. "Continuous service and experience" as used in this section means continuously paid employment without a break or interruption. Any absence or leave without pay, or layoff for 30 days or less, or absence in individual cases adjudged eligible for duty disability compensation or absence on military leave as provided in 50 ILCS 120/2 shall not affect the continuity of service. All suspensions, time after layoff for more than thirty (30) days and prior to reinstatement, and all absences without leave, and unpaid supplemental leaves of absence to the extent permitted by the Board's Policy on Supplemental Family and Medical Leaves of Absence, shall be deducted in computing total continuous service.

- 4. "Break in Service" as used in this section means all discharges, separations, and resignations not followed by rehire within one year. A break in service shall interrupt continuous service and shall result in the loss of all prior service credit.

- 5. "Former teacher" as used in this section means any person who has held a position as a regularly appointed teacher or as a substitute teacher in the Chicago Public Schools system.

- B. Step Placement upon Initial Placement. Effective October 14, 1981, subject to the terms, provisions, and conditions of the appropriation for salaries and positions in the annual school budget and the schedule of basic salaries, PSRP/ESP with no previous creditable experience shall be placed on step one of the salary schedule for the applicable title and grade, subject to the exceptions below. In the case of positions involving professional and highly technical duties

and responsibilities, the original appointment may be made on the recommendation of the Chief Executive Officer or the General Counsel at a level above step one of the salary schedule.

- C. Step Placement Credit for Inside Teaching Service - Date of Hire. The salary of an eligible employee shall be adjusted at the year and appropriate grade on the salary schedule which will allow full-time credit for all full-time continuous service and experience as a former teacher in the Chicago Public Schools system prior to the individual's original date of hire, provided such original date of hire is within one (1) year of the termination of such prior teaching service. The salary adjustment shall be made only once. The full burden of responsibility for submitting such claim for salary adjustment and filing documentary proof to substantiate such claim rests upon the employee.
- D. Step Placement Credit on Reinstatement. A former PSRP/ESP employee in the Chicago Public Schools system who returns to service after a separation of not more than one year, which separation was not due to resignation or discharge for cause, shall be placed at the same grade and year of the then current salary schedule which the former employee had attained at the time of the individual's termination of service.
- E. Credit on Rehire. A former PSRP/ESP employee of the Chicago Public Schools who is rehired after a break in service of more than one year will be placed on step one of the appropriate grade.
- F. Credit for Service upon Promotion. When a PSRP/ESP employee is promoted from one position to another position in a higher graded title, such employee shall be placed on that step of the higher grade based on creditable years of service.
- G. Anniversary Dates for PSRP/ESP Step Increases. A PSRP/ESP employee paid on a graded salary schedule shall be eligible for advancement to the next step provided that the employee has completed the period of continuous service required for such advancement.

V. **Flat Rate Positions – Represented Educational Support Personnel Positions and Employees.** Flat-rated positions for represented employees are established by collective bargaining agreement. Pay rates for those positions shall be established and adjusted in accordance with the provisions of applicable collective bargaining agreements.

VI. **Flat-Rated Positions – Non-represented Positions and Employees.**

- A. Establishment of flat-rated positions and system of titles for non-represented positions. The Chief Executive Officer or designee shall establish a system of titles and pay for non-represented employees. Non-represented positions may include any category of employee defined in Board Rule 4-3, including principals, teachers, licensed administrators, educational support personnel and miscellaneous employees. Non-represented positions shall be assigned to flat rate pay tables by the Talent Office, in accordance with guidelines established by the Chief Executive Officer's Compensation Plan for Non-Represented Employees of the Chicago Public Schools. Flat rate pay tables shall not have steps or lanes and positions on flat rate pay tables are not eligible for step or lane adjustments.
- B. Increases and Adjustments for Flat Rate Positions. Salary increases and adjustments for flat rate positions and employees in flat rate positions shall be made in accordance with the Chief Executive Officer's Compensation Plan for Non-Represented Employees.
- C. National Board Certification Increment Pay for Non-Represented Employees in Certain Flat Rate Positions. Teacher-licensed employees in flat-rated positions created to support National Board Certified Teachers ("NBCT") and who hold current NBCT licensure shall be eligible to receive the NBCT increment pay offered to teachers in the Chicago Teachers' Union bargaining unit on the same terms and conditions as those teachers in the Chicago Teachers' Union bargaining unit.

Approved for Consideration:

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