

# SALARY SCALE PLACEMENT PROCEDURES



***Every Student Succeeds***

FOR NEW HIRES AND EXISTING EMPLOYEES

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**Salary Scale Placement Procedure**  
**For New Hires and Existing Employees**

**Salary Scale Placement Procedures**

## Salary Scale Placement Procedure

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## Salary Scale Placement Procedure

Alexandria City Public Schools' salary decisions are a collaborative effort between the hiring supervisors, administrators and Human Resources. The implementation of consistent and appropriate practices is instrumental to our ability to attract, motivate, and retain qualified employees, and to ensure compliance with appropriate rules, regulations, and laws. The success of our compensation program is contingent on our ability to appropriately compete with surrounding school divisions and external labor markets. ACPS procedures must consistently and uniformly be applied in our hiring and promotion practices in order to maintain a shared sense of internal equity and fairness.

The Office of Human Resources is responsible for the administration of the program; however, every employee and administrator has a responsibility to ensure the success of the program. In accordance with federal guidelines, enforced by the Equal Employment Opportunity Commission (EEOC), it is unlawful to knowingly or unknowingly discriminate in pay or application of employment practices, and therefore all salary decisions must be made without regard to age, race, national origin, ancestry, disability, religion, gender, gender identity, gender expression, sex, sexual orientation, genetic information, pregnancy, marital status, status as a parent, or political affiliation.

### **Promotion – Licensed Staff**

When a licensed staff member is selected for another licensed position on the same salary scale which has a longer contract length (days), they will remain on their current step. Their annual pay will be increased by the additional days in the new contract.

When a licensed staff member is selected for an administrator position, the salary calculation for the new position is as follows:

- (1) Determine the employee's current daily rate of pay.
- (2) If employee will be promoted at the beginning of the following contract year and the School Board has approved a step increase, the step increase should be included for the promotion calculation. In order to qualify for the step increase under this provision, an employee must complete a minimum of 80% of the previous years contract.
- (3) Multiple daily rate of pay by ten (10) percent (promotion calculation).
- (4) Multiply new daily rate by the days in the work contract.
- (5) Finding the closest, but greater step on the new salary grade.

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### Promotion - Support Staff

Job Families – the following job family groupings govern promotional placement guidelines:

- A. Administrator
- B. Licensed
- C. Administrative Support
- D. Bus Driver/Bus Monitor
- E. Custodial/Maintenance
- F. Paraprofessional
- G. School Nutrition Worker/Manager
- H. Security Officer/Cafeteria Aide

When an employee moves from a lower to a higher pay grade within the SAME job family;

- An employee moving up one grade will be placed on the step that provides a three (3) percent increase; the current salary or the closest above the current salary is found on the new salary lane. From that point, take one step forward to establish the new salary.
- An employee moving up more than one grade will move to the first step of the new grade or the step which provides a nine (9) percent increase, whichever is greater.
- An employee must work ninety (90) contract days or more in the new position in order to be eligible for an increase (if granted via budget by the School Board) at the end of that specific school year.
- If employee will be promoted at the beginning of the following contract year and the School Board has approved a step increase, the step increase should be included for the promotion calculation. In order to qualify for the step increase under this provision, an employee must complete a minimum of 80% of the previous years contract.
- When an employee is reassigned or transferred to another position within the same level, no change is made in step placement on the salary scale.

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### **Promotion - Administrator**

Salary calculations for an employee being promoted shall be made by:

- (1) Determine the employee's current daily rate of pay.
- (2) If employee will be promoted at the beginning of the following contract year and the School Board has approved a step increase, the step increase should be included for the promotion calculation. In order to qualify for the step increase under this provision, an employee must complete a minimum of 80% of the previous years contract.
- (3) Multiply the daily rate of pay by ten (10) percent (promotion calculation).
- (4) Multiply new daily rate by the days in the work contract.
- (5) Find the closest, but greater step on the new salary grade.

### **Voluntary Demotions**

An employee who accepts a position at a lower level voluntarily and/or for personal reasons will be placed on the same step at the lower level. If the employee's salary in the higher graded position exceeds the highest rate payable for the lower graded job, his or her salary shall be set at the top step of the lower grade.

### **Involuntary Transfers**

An administrator who is assigned to a licensed position shall be placed on the appropriate scale, based on their educational attainment, which is the closest step possible to their daily rate on the administrator salary scale.

An employee who accepts a position of lower level because of reorganization or elimination of the employee's position will retain his/her current rate for the remainder of the contract year. However, if the employee's current rate exceeds the maximum rate of the new position, the employee's rate will be reduced to the maximum rate of the new position at the beginning of the new contract year.

### **Salary Placement of Rehired, Former ACPS Employees**

Former employees rehired within one year of leaving ACPS will be placed at their previous step placement. If the rehired employee has been separated for more than one year, their experience will be re-evaluated for step placement. Retired ACPS employees who return to work will be placed at Step 10 of the appropriate grade for the position for which they are being hired.

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### **Salary Determination of Hourly, Casual Employees**

When an external hire is made to fill a contract position on a temporary basis, Step 5 of the appropriate salary grade will be used to establish the rate of pay. The exception would be in the case of an employee being rehired who is a retired ACPS employee; in which case, the previous section would apply.

When employment is for a job categorized as ongoing, casual employment, Step 1 of the appropriate grade will be used and will not be lower than the City of Alexandria's living wage. This section is not meant to replace those pay rates found at the end of these guidelines under the heading of Additional Duty Pay.

### **Salary Advancement for Educational Attainment**

Teachers who have completed the requirements to move to the appropriate licensed salary scale (i.e., BA to MA or MA to MA+30) are responsible for providing timely notification to Human Resources by submitting an Application for Teacher Salary Upgrade form to Human Resources with evidence (transcripts, letters of certification, etc.) to initiate their request for a scale change.

### **Temporary Upgrades**

Acting - when an employee is selected for an acting role on a temporary basis at a higher pay grade, they may receive a 10% increase on current pay rate for the duration of the assignment. Upon returning to their regular assignment, the employee's salary shall revert to the former rate. Employees may be assigned to perform duties of positions of a higher level for periods up to 30 days without a change in level or compensation. A request for additional pay under this category shall be submitted by the appropriate Chief Officer and receive Superintendent approval.

Paraprofessional as Teacher – Paraprofessionals may be asked to fill in for a teacher. When this occurs, the paraprofessional will receive a \$7.75 supplemental payment added to their regular hourly rate for each hour worked in this capacity.

### **Planning Periods**

In the event that a scheduling necessity prevents a licensed staff member from having a planning period, they are to be compensated according to the following formula:

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Employee Hourly Rate times Hours per Day (specific to the additional teaching period) times number of student days (total number of days specific to the additional class).

### **Annual Step Increases**

Annual step increases are contingent upon funding and School Board approval. An employee must work a minimum of 90 contract days in the previous year to be eligible for a step increase the following year. Any employee who receives an unsatisfactory evaluation shall not receive a step increase in pay the next year if employment continues.

### **Living Wage**

If the salary at the first step of the pay range for the job falls below the “living wage” established by the City of Alexandria, the new employee’s salary shall be set at the lowest step of the pay range that equals or exceeds the living wage. The minimum salary for hourly assignments, except high school student assignments, shall be set at the living wage.



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### Licensed and Specialty Staff – New Hires – Experience Credit for Salary Placement

<p style="text-align: center;"><b>Every year of work applicable to position being filled will be recognized for salary placement purposes with respect to the following guidelines:</b></p>	<p style="text-align: center;"><b>One year for every two years of work-related experience if the work experience was full-time and the work was not in a public school setting:</b></p>	<p style="text-align: center;"><b>ACPS does not recognize the following work experience for salary placement purposes:</b></p>
<p>~Full-time experience (160 or more consecutive work days) under a PK-12 public school contract</p>	<p>~Technical Professional License holders (i.e. auto mechanic, cosmetology, drafting, and others)</p>	<p>~Part-time work experience is not recognized and may not be combined to constitute full-time experience</p>
<p>~Full-time experience served under a “One Year Only” or “Remainder of the Year” contract that met the 160 workday or more guidelines</p>	<p>~Experience as a non-licensed teacher in a private or parochial school, or any other type of nationally accredited educational institution is recognized</p>	<p>~Long-term substitute experience is not recognized</p>
<p>~Full-time experience in a Department of Defense K-12 School</p>	<p>~Experience in a university, college, community college, hospital, PreK-12 teacher in a private or parochial school, or any other type of organization of higher learning that is not recognized as a nationally accredited education institution.</p>	
<p>~Full-time experience while employed at the following requiring a teaching license:</p> <ul style="list-style-type: none"> <li>● a public school teacher in a preschool program that was part of a public school system.</li> <li>● a university, college, community college, hospital</li> <li>● private or parochial school, or any other type of nationally accredited institution</li> </ul>		
<p>For licensed student support positions - counselors, social workers, psychologists, therapists and nurses -</p>		

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full-time experience in a non-school setting may be considered valid experience for salary placement.		
~Full time experience employed as a teacher in a country outside the United States will be reviewed in accordance with the same public teaching guidelines referenced above.		

### Step/Experience conversion guidelines – Licensed Staff

Step/Experience conversion guidelines - Years are full-time, classroom teaching experience		
Maximum experience credited is 16 years - Special Education qualifies for additional step.		
STEP 1 0 and 1 year experience	STEP 7 7 years' experience	STEP 13 13 years' experience
STEP 2 2 years' experience	STEP 8 8 years' experience	STEP 14 14 years' experience
STEP 3 3 years' experience	STEP 9 9 years' experience	STEP 15 15 years' experience
STEP 4 4 years' experience	STEP 10 10 years' experience	STEP 16 16 years' experience
STEP 5 5 years' experience	STEP 11 11 years' experience	
STEP 6 6 years' experience	STEP 12 12 years' experience	

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### Support Staff hired as Teacher

If an active full time support staff should be hired to teach, only the employee’s recent continuous ACPS experience will count toward placement on the teacher salary scale. Experience as a support staff in any other school division will not be applicable to the employee’s placement. The employee’s ACPS step placement is based on converting every two years of ACPS support staff experience to one step on the teacher scale for a maximum of step 17 years for special education teaching positions and step 16 for all other teaching positions. Any deviation from this procedure requires superintendent’s approval.

<b>Step/Experience conversion guidelines - Years are full-time, ACPS Support staff experience</b>		
<b>Maximum experience credited is 16 years - Special Education qualifies for additional step.</b>		
STEP 1 at least 2 years of ACPS experience	STEP 7 at least 14 years of ACPS experience	STEP 13 at least 26 years of ACPS experience
STEP 2 at least 4 years of ACPS experience	STEP 8 at least 16 years of ACPS experience	STEP 14 at least 28 years of ACPS experience
STEP 3 at least 6 years of ACPS experience	STEP 9 at least 18 years of ACPS experience	STEP 15 at least 30 years of ACPS experience
STEP 4 at least 8 years of ACPS experience	STEP 10 at least 20 years of ACPS experience	STEP 16 at least 32 years of ACPS experience
STEP 5 at least 10 years of ACPS experience	STEP 11 at least 22 years of ACPS experience	
STEP 6 at least 12 years of ACPS experience	STEP 12 at least 24 years of ACPS experience	

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**Administrative Support – New Hires – Experience Credit for Salary Placement**

Every year of work experience will be recognized for salary placement purposes with respect to the following guidelines:	One year for every two years of work-related experience if the work experience was full-time and the work was not in a public school setting.	ACPS does not recognize the following work experience for salary placement purposes:
~Full-time experience (must have worked a minimum of 10 consecutive months) as an administrative assistant in a K-12 public school setting.	~Experience related to but not as an administrative assistant in a private business or organization or school	~Part-time experience in multiple positions may not be recognized as full-time work experience, however part-time work in a single position for a long period of time (2 years or more) may be combined to constitute full-time experience.
~Full-time experience in a business office setting in either public or private sector organization.		~Long-term substitute experience is not recognized
		~Non-administrative assistant work experience

**Custodial/Maintenance – New Hires – Experience Credit for Salary Placement**

Every full year of custodian or custodial like work will be recognized for salary placement purposes with respect to the following guidelines:	One year for every two years of work-related experience if the work experience was full-time and the work experience required some custodial, maintenance or trade - like duties.	ACPS does not recognize the following work experience for salary placement purposes:
~Full-time experience (must have worked a minimum of 10 consecutive months) in a custodial/maintenance or trade capacity.		~Part-time experience in multiple positions may not be recognized as full-time work experience, however part-time work in a single position for a long period of time (2 years or more) may be combined to constitute full-time experience.

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### Paraprofessionals – New Hires – Experience Credit for Salary Placement

Every year of work will be recognized for salary placement purposes with respect to the following guidelines:		ACPS does not recognize the following work experience for salary placement purposes:
<p>~Full-time experience (160 or more consecutive work days) in a K-12 public setting to include DOD schools. Full-time is defined as working a full school day or at least 6 hours per work day.</p> <p>~Full-time experience while employed as an instructional or clerical aide in a non-public school, private school, or parochial school setting. This may include working in a pre-school or day care facility.</p>		~Part-time experience in multiple positions may not be recognized as full-time work experience, however part-time work in a single position for a long period of time (2 years or more) may be combined to constitute full-time experience.

### Transportation – New Hires – Experience Credit for Salary Placement

Every year of work will be recognized for salary placement purposes with respect to the following guidelines:	One year for every two years of work-related experience if the work experience was full-time and the work was not in a public school setting.	ACPS does not recognize the following work experience for salary placement purposes:
~Full-time school bus driving or experience (160 or more consecutive work days) in a K-12 public setting. Full-time assignment is defined as at least 6 hours per day.	~Full-time experience in a position a job which requires a CDL.	~Part-time experience in multiple positions <i>may</i> not be recognized as full-time work experience, however part-time work in a single position for a long period of time (2 years or more) may be combined to constitute full-time experience.
~Full-time experience in a position which (1) involves transporting more than one passenger at one time, or (2) involves any type of position requiring supervision of school-aged	<p>~Full-time experience as a driver position in a day-care operation.</p> <p>~Full-time experience in a position as a cab driver (excluding Lyft and Uber)</p>	~Temporary substitute bus driving experience (less than 10 consecutive months) unless it exceeds 500 paid hours.

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children, (3) involves any type of position requiring care of people in an assisted living		
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### School Nutrition – New Hires – Experience Credit for Salary Placement

<b>Every year of work in a public school setting will be recognized for salary placement purposes with respect to the following guidelines:</b>		<b>ACPS does not recognize the following work experience for salary placement purposes:</b>
~Full time experience – as defined by a full day of school cafeteria operating hours. ~Full time experience in a for-profit restaurant which must include food preparation and/or food delivery.		~Part-time experience in multiple positions may not be recognized as full-time work experience, however part-time work in a single position for a long period of time (2 years or more) may be combined to constitute full-time experience.

### Step/Experience conversion guidelines for Non-Licensed Staff

Step/Experience conversion guidelines - Years are full-time experience in field in which candidate is applying		
Maximum experience credited is 8 years		
STEP 1    0 and 1 year experience	STEP 4    4 years' experience	STEP 7    7 years' experience
STEP 2    2 years' experience	STEP 5    5 years' experience	STEP 8    8 years' experience
STEP 3    3 years' experience	STEP 6    6 years' experience	

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### Additional Duty Pay

Work Provided	Rate	Notes
<i>Extended Time:</i> teaching before school, after school, Saturday school and Homebound	\$46/hour	The minimum time for after school at the elementary level is 90 minutes due to bus constraints.
<i>Test Administration</i> This payment is for teachers administering assessments outside of the contracted position. For example, teachers working during the summer to assist with ELL registration and assessment.	\$30/hour	
<i>Professional Learning Facilitator</i> (only if building administrator or the Professional Development Coordinator has made these arrangements) Examples of this include facilitating Skillful Teacher or Metacognition in Literacy workshops for teachers from across the division either during the summer or during the evening (3 hours or more) during the school year.	\$300/day of 6 hours \$150/half-day of 3 hours	Workshop Feedback Form must be submitted within 10 days of the last workshop date to the Professional Learning Coordinator for payment to be authorized.
<i>Professional Learning Participant</i> (Only if required by all building staff for site specific programming and coordinated by building administrator or Professional Learning Coordinator on non contract days or for 3 or more hours after school. Shorter professional learning sessions after school are an expectation of normal responsibilities. )	\$150/day of 6 hours \$75/half-day of 3 hours	Participants must sign in to the workshop for payment to be authorized.
<i>Paraprofessionals, after school tutoring, extended learning and bus duty.</i>	Their hourly rate of pay.	
<i>Paraprofessionals substituting for teachers</i>	\$7.75/hour	

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<i>Adult Education Instructor</i>	\$30/hour for licensed teacher \$25/hour for non-licensed teachers	
<b>Work Provided</b>	<b>Rate</b>	<b>Notes</b>
<i>Substitute Teachers</i> <i>Substitute Paraprofessionals</i> <i>Substitute Nurses</i> <i>Intersession Teacher (Licensed)</i> <i>Intersession Teacher (Non-Licensed)</i> <i>Paraprofessionals</i> <i>New Paraprofessionals</i> <i>Cafeteria Aides</i>	\$110.00 per day \$105.00 per day \$200.00 per day \$46.02/hour \$25.72/hour Their hourly rate of pay \$14.44/hour Their hourly rate of pay	\$157.59 Long-Term
<i>Summer School - Teachers</i>	\$48.00/hour	
<i>Paraprofessional I</i>	\$21.86/hour	
<i>Paraprofessional II</i>	\$22.51/hour	
<i>Substitute Teacher - Summer School</i>	\$15.33/hour	
<i>Curriculum Development/Writing</i> For teachers who have been tapped by Curriculum Design to assist with curriculum writing and have: <ul style="list-style-type: none"> <li>● Demonstrated expertise in the grade level and content for which</li> <li>● Demonstrate understanding of end of mind curriculum development and the elements of the ACPS curriculum.</li> </ul>	\$30/hour	Writers must complete materials according to timelines and quality established jointly with Curriculum Design at project initiation.