

Compensation

Guidelines

2011-2012



**COMPENSATION
GUIDELINES**

2011-2012 School Year

These Guidelines are subject to and must be interpreted in compliance with all applicable federal and state laws and district policies. If a Guideline conflicts in whole or part with any law or policy, the law or policy will control to the extent of any such conflict.

*2011 – 2012 School Year
September 1, 2011*

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Dallas ISD Compensation Plan and Philosophy

The Dallas Independent School District's *compensation philosophy** is to ensure that each component of its compensation program supports the mission and needs of the organization and its employees. Dallas ISD seeks to provide compensation that is competitive within the parameters of the Board of Trustees approved annual budget. Decisions regarding salaries will be made without regard to race, sex, creed, color, religion, national origin, age, sexual orientation, or physical or mental disabilities. Goals of the Dallas ISD compensation plans include:

- Program designs that support having the RIGHT person in the RIGHT job at the RIGHT time
- Alignment with the organization's strategy and mission
- Promoting an atmosphere that attracts, engages, and retains high functioning employees that will provide superior support toward Dallas ISD's mission to educate students for success
- Providing an equitable pay structure for all employees
- Supporting fiscal responsibility and stewardship of public funds
- Compliance with all state and federal laws and regulations governing compensation practice

Compensation Plan Description

*Total compensation** is designed to attract, engage, and retain high quality personnel needed to accomplish the District's goals. Dallas ISD compensation plans include wage and salary structures, stipends, benefits, and incentives. Administrative guidelines are contained within District policy (DEA-LOCAL) and the Compensation Resource Book which consists of the Compensation Guidelines, the Salary Handbook, and the Supplemental Earnings Handbook. These documents are maintained on the District's I-net.

There are four major categories of employee salary schedules in the Dallas ISD:

- Teachers, Related Instructional and Professional Support Employees (23-step schedule)
- Campus leadership (6-grade range schedule)
- Central staff (12-grade range schedule)
- Support staff (39-grade, 24-step schedule)

Salary ranges and step rate schedules are determined primarily by the market rates paid for jobs that are comparable to the District's jobs. To ensure that the Dallas ISD salary ranges are competitive with the market, the Compensation Department conducts *market pricing** studies to determine current compensation levels for similar positions.

Compensation Roles and Responsibilities

➤ Compensation Department

The function of the Compensation Department is to direct the strategic planning, design, implementation, administration, and communication of all District Compensation Programs, ensuring the Programs are aligned with the District's strategy and organizational culture.

Responsibilities of the Compensation Department include:

1. Strategizing and consulting with Senior Leadership to educate employees and bring about culture change related to Compensation Programs
2. Researching and evaluating organizational needs and market trends for the purpose of ensuring the District's Compensation Programs are competitive and provide the ability to attract, engage and motivate highly qualified employees
3. Continually evaluate compensation practices to ensure adherence with the compensation philosophy by conducting market pricing surveys:
 - Pay Scale
 - TASB
 - Other surveys
4. Developing and maintaining competitive salary structures
5. Performing *job evaluations** to determine the appropriate *grade** for each job, taking into consideration:
 - Job description(s)
 - Market data
 - Internal equity
 - Preservation of consistency between divisions
 - Interviews with appropriate Executive Director and other key employees
6. Considering the various types of pay decisions, and making appropriate pay recommendations based on the organization's need, considering:
 - Market data
 - Individual future potential and likely future jobs
 - Business issue/need
 - Individual capability and performance
 - Need for a specific individual
 - Pay of others on the same career track
 - Confines of the budget
7. Providing consultation on various types of pay decisions
8. Providing integrated advice and support to the client constituencies on a wide range of compensation-related issues
9. Overseeing the design, implementation and administration of compensation, reward and incentive programs

10. Recommending and administering written policies and procedures to ensure competitive and consistent practices in compensation and to ensure adherence with the compensation philosophy
11. Conducting compensation reviews, as needed. Compensation reviews for individual employees should be facilitated through the employee's manager.
12. Referring all policy and procedure exceptions to the Human Resources Executive Director
13. Collaborating with managers on:
 - Reviewing the functions performed by each employee of their staff to provide advice to the manager on the preparation of *job descriptions** that are to be submitted to the Compensation Department
 - Reviewing and appraising the *performance** of each employee of their staff

Job Evaluation and Classification

➤ **Compensable Factors in Job Evaluation**

Job evaluation is a systematic approach to comparing different jobs within an organization for the purpose of determining relative value. Job evaluation is conducted using a defined set of compensable factors that are linked to compensation.

These compensable factors include the knowledge, skills, abilities, responsibility levels, and type of working conditions required for each job.

Some of the specific compensable factors used to evaluate jobs at the Dallas ISD are listed below:

- Education/Experience
- Qualifications/Certifications
- Computer Software
- Analytical Reasoning/Problem Solving
- Communication/Interaction
- Decision-Making
- Supervisory Responsibility
- Working Conditions

Depending on the nature of the job, some compensable factors are present in differing amounts. For example, management jobs have greater emphasis on decision-making than non-management jobs. Similarly, not all factors are present for all jobs, such as student care and instruction. Once a job is profiled against the compensable factors, it is assigned to a grade based on its overall evaluation and/or priced against job market data.

➤ **Classification of New Positions**

The creation of any new job/position must adhere to the new job creation process (Rationale to Create a New Position Form) that is coordinated between Accounting Services, Budget Services and Human Resources. The creation of any new position must be approved by the Superintendent of Schools. It is the Compensation Department's responsibility to perform job analysis and evaluation of each new position created in the District to determine appropriate placement in the compensation plan relative to other jobs.

➤ **Classification Review of Existing Positions**

If a supervisor determines that a position is improperly classified or that the content and scope of responsibilities have changed substantially, they may request a review from the Compensation Department. To initiate a review, the supervisor completes the Compensation Review Form ("CRF") (Appendix C), describing the conditions that justify the review, and submits it to the Division Chief for consideration and support.

Each Division Chief shall review the CRF and if in agreement with the request, forward the CRF to the Executive Director, Human Resources to begin the job evaluation process.

- In the absence of an accurate job description, the supervisor, along with the assistance of the Compensation Department, will complete a Job Analysis Questionnaire (JAQ).
- The Compensation Department will analyze the JAQ and assist the supervisor in preparing an updated job description that accurately reflects the current requirements, duties and responsibilities of the job.
- The Compensation Department will recommend a pay grade assignment, based on the updated job description, job evaluation results and applicable market data.
- The Compensation Department will submit the job evaluation results and a written rationale and recommendation to the Executive Director, Human Resources, who will approve or disapprove the recommendation and communicate directly with the appropriate Executive Director.
- The supervisor may request an appeal of the decision through their Division Chief to the Chief Financial Officer. The decision of the Chief Financial Officer will not be subject to further appeal.

Hiring Rates

Any exceptions to hiring rates need to be documented and approved by the Executive Director, Human Resources or the Chief of Staff.

➤ **Teachers; Related Instructional; and Professional Support Staff**

Newly hired teachers/related instructional personnel and professional support employees will be placed on a step schedule according to their degree, creditable years of service (“CYS”), and allowable work experience as outlined in the Salary Handbook. All persons hired must possess, at a minimum, a bachelor's degree and certification as required by the Texas Education Agency (“TEA”) and the School Board of Educator Certification (“SBEC”). See the Salary Handbook for determination of salary step by degree and creditable years of service. ROTC and Vocational Instructors are not required to have a bachelor’s degree.

➤ **Supplemental Earnings**

Supplemental compensation is available to employees who qualify or who take on additional responsibilities for the District. A summary of supplemental earnings provided by the Dallas ISD is included in the Supplemental Earnings Handbook.

➤ **Athletic Coach/Teacher**

Coaches/teachers shall be paid the teachers’ scheduled salary for the number of days authorized plus supplemental earnings specified in the Supplemental Earnings Handbook.

➤ **Occupational and Physical Therapists**

Therapists newly hired shall be placed in a salary range in the Central Staff salary schedule.

➤ **Campus Leadership and Central Staff**

Campus Leadership and Central Staff positions are placed on a salary grade and range schedule. Hire rates are based on each candidate’s prior job-related experience, external market pay data, and the pay rates of their job peers in Dallas ISD. The Compensation Department determines the starting rate for new hires within their pay range based on a review of the job candidate’s credentials and comparison with the pay and experience of job peers in the same department or pay grade within Dallas ISD. Human Resources will communicate with the hiring supervisor concerning starting rates for new employees. Hiring rates that are not in accordance with these guidelines will be referred by the Compensation Department to the Executive Director, Human Resources for review and approval.

New hires with job-related experience above the average of their peers may be placed above the median of their peer group.

Two examples of determining a starting salary range for new hires are presented below:

Example 1	Example 2
Salary range for grade x: \$44,000 to \$75,000	Salary range for grade x: \$44,000 to \$75,000
Median of salary range of grade x: \$59,500	Median of salary range of grade x: \$59,500
Median actual pay of employees in the job: \$67,000	Median actual pay of employees in the job: \$67,000
Candidate has <i>little or no related</i> experience than peers, consider hiring rate ranging from \$44,000 to \$52,000	Candidate is experienced and fully qualified as peers, consider hiring rate ranging from \$60,000 to \$70,000

➤ **Returning Employees**

Former Dallas ISD employees, who return to their same position within 6 months of their departure as new hires, will be placed on the corresponding step, or position within the range that they were in before they left the District.

➤ **Support Staff**

The Compensation Department determines the starting pay for new hires based on a review of the new employee’s job experience in comparison to the pay and experience of job incumbents in the same department and pay grade. Human Resources will communicate with the hiring supervisor concerning starting rates for new employees. Hiring rates that are not in accordance with these guidelines will be referred by the Compensation Department to the Human Resources Executive Director for review and approval.

In no case can an employee be assigned a pay rate that is less than the minimum (base) pay for the position.

➤ **Custodial Lead Levels**

Campus-based custodial supervisors and lead persons are assigned to pay levels based on allocation formulas for square footage.

Level	No. of Employees	Square Footage
I	0 – 3	0 – 60,500
II	4 – 6	60,501 – 132,500
III	7 – 9	132,501 – 204,500
IV	10-12	204,501 – 276,500
V	13 and higher	276,501 and higher

➤ **Police and Security Services**

Persons in Police and Security Services positions must possess the certification or license required by law and/or the Dallas ISD policy to be eligible for pay in their designated pay grade.

The level of pay is determined using the following Texas Commission on Law Enforcement Officers Standards and Education (“TCLEOSE”) licensing criteria:

Step 1 = Basic Peace Officer

Step 4 = Intermediate Peace Officer

Step 8 = Advanced Peace Officer

Step 12 = Masters Peace Officer

The salary quotations for Police and Security Services employees will be approved by the Compensation Director in accordance with the Annual Compensation Plan.

Supplemental compensation is available to employees for additional safety protection for school police and patrol officers positions in the Police and Security Services (Body Armor). A summary of supplemental earnings provided by the Dallas ISD is included in the Supplemental Earnings Handbook.

Documentation of Service Credit for Instructional and Related Personnel

➤ **Documentation of Salary Credit for Experience**

All prior accredited experience must be documented and submitted to Human Resources/Records Department on an official TEA approved Service Record that must be duly signed by the appropriate institutional official.

Direct service and related experience must be documented prior to determination of salary credit. The following forms of documentation are acceptable for review by the Records Department:

- Service record from previous school employment (required for all service covered by the TEA regulations)
- Contracts/letters of appointment
- Tax returns for private practice
- Completed “Verification of Prior Work Experience” Form (available in Human Resources/Records department) submitted from previous employers specifying position held, dates of employment, and hours worked

The Compensation Department may request additional documentation as necessary to substantiate prior experience for salary credit. The final decision of acceptance of prior work experience must be approved by the Executive Director, Human Resources.

The salary credit for Creditable Years of Service (CYS) will be granted upon receipt of an official service record. Applicable salary adjustments will be made effective on the date of hire or date of new assignment honoring CYS, as long as the employee provides the official service records within 60 calendar days from the assignment start date; otherwise, the effective date is the date upon which the Records Department receives the official service record. It is the employee's responsibility to provide all official documents to properly accredit their CYS.

➤ **Salary Credit for Degrees**

Salary credit for advanced degrees (master's and doctorate) will be granted upon receipt of the official transcript showing the date the degree was conferred. The salary adjustment will be effective on that day, as long as the employee provides the official transcript within 60 calendar days of the degree being granted; otherwise, the effective date is the date upon which the Records Department receives the transcript. If the contract year has ended, the effective date will be the beginning of the following school year calendar contract. It is the employee's responsibility to provide all the official documents to properly accredit his/her education level. In exceptional circumstances, such as difficulty in receiving documents from foreign countries, etc., the employee is given a specific period of time to present the documents to accredit any degrees and certifications. Colleges and universities granting the degrees must be accredited in accordance with the TEA rules.

➤ **Professional Support Staff**

(Counselor, Licensed Psychologist, Licensed Specialist in School Psychology, Educational Diagnostician, Speech Therapist, Visiting Teacher, Social Worker)

Persons new to the District shall be awarded salary step placement for experience in accordance with the following guidelines:

- One year of service credit on schedule will be awarded for each 12-month period of directly related full-time experience in any of the following assignments:
 1. Full-time professional employment according to approved TEA regulations; or
 2. Any full-time employment in certified or licensed public agencies that provide social services and/or psychosocial treatment for children, youth or families. (This is a non-TEA or Teacher Retirement System approved service. This service is for salary credit only.); or
 3. Any full-time employment in private practice/private agency employer providing social services and/or psychosocial treatment to children, youth or families. (This is a non-TEA or Teacher Retirement System approved service. This service is for salary credit only.)

- Less than full-time related experience in which one year on schedule is awarded for each 24-month period employed in any part-time work in public

or private agencies, or private practice providing social services and/or psychological treatment to children, youth, or families. (This is a non-TEA or Teacher Retirement System approved service. This service is for salary credit only.) Such service will first be converted to full-time equivalent service, i.e., 40 hours per week, for consideration as creditable service.

➤ **Career and Technology Education (CATE) Teachers**

Beginning with the 1982-83 school year, the Legislature authorized the recognition of work experience as if it were teaching experience, not to exceed two years, with the following limitations: (1) the work experience must have been required for certification; (2) the teacher must have been employed in a CATE position during the 1982-83 school year or thereafter; (3) the work experience is not creditable toward teacher retirement service. If the CATE teacher is reassigned at the direction of the District, the work experience may be retained.

CATE teachers without degrees may be employed for reimbursable career or technological work, provided they possess an appropriate certificate. Positions that require work experience for certification (cooperative vocational teachers and pre-employment teachers) may receive extra degree credit. In the absence of a bachelor's degree, eight years of specifically related work experience will be credited for salary purposes as though a bachelor's degree was held.

Prior work experience, not accredited by the TEA, for which vocational teachers may receive salary credit, should be documented on a statement of qualifications form provided by the Career and Technology Department.

➤ **Junior Reserve Officers Training Corps (JROTC)**

The Senior Army Instructor (SAI) is the department chairman and chief instructor of the JROTC unit. He or she will be in the grade of Captain, Major, Lieutenant Colonel or Colonel and possess a college degree from an accredited university. Additionally, they will be certified by Cadet Command in order to be employed by the District.

The Army Instructor (AI) assists, as directed by the SAI, in the instruction of cadets and manages the JROTC unit IAW Army regulations. Army Instructors will be in the grade of E-6 (Staff Sergeant), E-7 (Sergeant First Class), E-8 (Master Sergeant and First Sergeant), or E-9 (Sergeant Major). An AI can be hired to be an SAI if he or she is in the grade of E-8 or higher and holds a college degree from an accredited university. Additionally, he or she must have a certified letter from Cadet Command.

JROTC instructors will be paid on the 195-day teacher salary schedule, or according to active duty Armed Forces pay requirements as advised by the coordinator - JROTC, if that amount is greater. Both school experience and active duty experience may be counted for local salary credit according to the Subchapter CC. Commissioner's Rules on Creditable Years of Service, §153.1021.

Should the JROTC instructor transfer into a full-time teaching position, military experience will not be allowed unless it meets the TEA guidelines. JROTC personnel

will be paid in compliance with active duty Armed Forces pay requirements stated on his/her Military Instructor Pay (MIP) letter of assignment.

➤ **Credit for Prior Teacher Assistants**

Effective May 5, 2005, a teacher assistant receiving a standard Texas teaching certificate during the 2004-05 academic year, or any subsequent year, must be credited with up to two years of full-time student instruction equivalency for salary increment purposes when employed as a teacher, and it must be verified on the teacher service record (Amendment 19 TAC §153.1021m). The teacher assistant will be placed at the equivalent pay rate of any other teacher hired with two years of teaching experience, and such experience must be verified on the teacher service record.

➤ **Creditable Experience for Military Service**

Employees, who were actively engaged in teaching, either in the Dallas ISD or another school system, prior to serving in the armed services during war time on a military leave of absence, shall be given salary credit for their military service, according to the TEA rules, as though it were an uninterrupted teaching experience.

Military experience will be allowed according to the TEA rules for career and technology teachers. Total allowable experience will be applied to step and salary according to the teacher salary schedule and formula for step placement in the Salary Handbook, but military experience will not be included in official service records unless it meets the TEA guidelines for creditable experience.

➤ **School Nurse**

Staff nurses shall receive one year of service credit for each year of professional school district nursing experience as approved by the TEA guidelines. Newly employed staff nurses shall be given credit for work experience in a hospital; private medical practice; community health practice that includes assignment to a community health agency; industrial nursing; or an out-patient clinic which involves family contact. Newly employed staff nurses shall not receive credit for work experience acquired during the contract period for the current work year, until after that contract period has ended. Such credit shall be given on the basis of one year for every year of approved experience, as long as a Statement of Qualifications and Work Experience are presented to the Records Department. (**NOTE:** All final interpretations are subject to the TEA regulations.)

➤ **Highly Qualified Teacher Assistants and Bilingual/Deaf Education Paraprofessionals**

To be considered Highly Qualified and to comply with the No Child Left Behind Act, Teacher Assistants and Bilingual/Deaf Education Paraprofessionals need to: A) have an Associate Degree; or B) have at least 48 hours of college credit; or C) pass the Dallas ISD Highly Qualified Teacher Assistant Academic Assessment Test administered by the Professional Development and Staff Training Department; or D) have an Educational Aide certificate.

Salary Adjustments

➤ **General Pay Increases**

Personnel shall advance on salary schedules or salary ranges, in accordance with the annual compensation plan approved by the Board of Trustees in the Annual Budget.

➤ **Approvals for Salary Changes**

All salary changes, regardless of the circumstances, must be approved by the Compensation Department in collaboration with the employee's supervisor, and within the Board approved budget. Any exceptions to the current guidelines need to be documented and approved by the Executive Director, Human Resources or the Chief of Staff or the Superintendent of Schools. Any previous exceptions or grandfathering granted to specific employee(s) are included in the *List of Dallas ISD Historical Compensation Exceptions* at the end of these guidelines.

➤ **Promotion Adjustments**

Promotion is defined as movement from a job in a lower grade to a job in a higher grade level. Promotional salary increases for all employees in step or range structures shall be applied to the employee's daily or hourly rate of pay. The amount of the increase to the daily rate may be up to the greater of:

1. Five percent of the employee's current daily rate; or
2. The minimum amount of the new salary range; or
3. An amount determined by the Compensation Department taking into consideration the job's market data and the employee's related experience compared to peers in the new job.

NOTES:

1. *Increases will be adjusted to the next highest step for employees on step schedules.*
2. *Exceptions for Maintenance Supervisors:* If the employee is being promoted to a supervisory position in maintenance, the amount of the promotional increase should be sufficient to bring the new salary to a level above subordinate employees' average earnings inclusive of overtime pay (contingent upon available budget and equity relationship with peers).

In cases in which promotions occur at the beginning of the school year and the promotional increase coincides with any general salary increase authorized by the Board of Trustees, the general increase shall be applied to the employee's new salary (after the promotional increase).

Any employee who receives a promotion to a higher grade and returns to their previous job within 30 days will receive the same salary that the employee had. After 30 days, standard demotion guidelines will apply.

Any promotion which would result in a 15% or greater increase to an employee’s daily rate is subject to approval by the Director, Compensation or the Executive Director, Human Resources or the Chief of Staff or the Superintendent of Schools.

Two examples of the process for determining the appropriate salary increase for a promoted employee (in annual amounts) are presented below.

Example 1	Example 2
<p>Employee’s Current Pay: \$50,000</p> <p>Median actual pay of employees in the job: \$55,000</p> <p>Candidate has little related experience than peers, consider promotional rate of 5%</p> <p><i>Potential promotional increase: \$2,500</i></p>	<p>Employee’s Current Pay: \$50,000</p> <p>Median actual pay of employees in the job: \$55,000</p> <p>Candidate is seasoned and more experienced than peers, consider promotional rate of 10 – 15%</p> <p><i>Potential promotional increase: \$5,500 - \$8,250</i></p>

➤ **Demotion Adjustments**

Demotion is defined as movement from a job in a higher grade to a job in a lower grade level. In the event of a demotion that results in a reduction in compensation, an employee’s daily or hourly rate may be reduced by the greater of:

1. Five percent of the employee’s current daily rate; or
2. The amount required to equal the median salary of other peer job incumbents in the department.

Any demotion which would result in a 15% or greater decrease to an employee’s daily rate is subject to approval by the Director, Compensation or the Executive Director, Human Resources or the Chief of Staff or the Superintendent of Schools.

An administrative decision to reassign an employee to a lower grade level position must be accompanied by a letter of assignment signed by the Director, Compensation or the Executive Director, Human Resources or the Chief of Staff or the Superintendent of Schools. The letter shall clearly state the conditions under which the employee is reassigned, and whether there will be a reduction in current compensation.

Salaries that are frozen following a demotion can only be maintained for the duration of the employee’s contract or for the duration of the current school year. If the employee remains in the lower level job assignment after a new school year starts, their salary will be adjusted according to the Dallas ISD compensation guidelines.

➤ **Lateral Transfer**

Lateral transfer is defined as movement to another job with equal responsibilities. In most cases, lateral transfers are not eligible for salary increases, except for adjustments required to reflect the work calendar days of the new job. A peer equity adjustment may be given for lateral transfers when the median salary of peer employees exceeds the salary of the new employee in the department. Any adjustment that exceeds 5% must be approved by the Executive Director, Human Resources or the Chief of Staff or the Superintendent of Schools.

➤ **Transfers between Pay Groups**

The compensation structure and placement guidelines for each employee pay group are unique and not interchangeable. For example, teachers may earn supplemental pay that would not transfer to an administrative position. The Compensation Department will determine the equivalent grade and base salary when an employee transfer occurs between different pay groups. The compensation for employees who transfer from a job on salary range or step schedule to a job on a different schedule will be determined solely within the guidelines for the new position.

Pay Periods and Pay Reporting

➤ **Workweek and Pay Reporting for Biweekly Payroll**

The workweek for hourly employees who are paid biweekly is a seven-day period beginning on Friday and ending the following Thursday. The biweekly payroll reporting period is 14 days, beginning on Friday and ending through and including the second Thursday.

➤ **Workweek and Pay Reporting for Monthly Payroll**

The workweek for salaried employees who are paid monthly is a seven-day period beginning on Sunday and ending the following Saturday. The monthly payroll reporting period begins on the first day of each month and extends through the last day of each month.

Note: Pay report periods are noted on the official school calendar

Part-Time and Temporary Employees

Part-time employees are paid a percentage of the corresponding full-time salary. The rate of pay is determined by multiplying the full-time salary by the employee's FTE (Full-Time Equivalent) percentage.

Temporary employees are paid at the minimum hourly rate for the position.

Non-Duty Days, Holidays, and Vacation Days

Twelve-month central staff employees will observe the holidays designated for central staff (non-scheduled work days) and may schedule other non-duty days to be taken as time off during the school year. Exceptions may be made with approval of the department head. Employees should observe all non-duty days before August 31st of each school year. If an employee is unable to schedule non-duty days before the end of the school year, non-duty days that have not been taken may be carried over for use by December 31 of the following school year with approval of the supervisor. Unused days expire on December 31 and are not eligible for additional carry over or compensation.

Twelve-month employees hired after September 1st will be paid a prorated annual rate for the balance of the school year based on the number of scheduled duty days remaining in the year.

Paid vacation days apply only to biweekly paid employees assigned to a 260-day duty calendar.

Overtime Work and Compensation

➤ **Eligibility for Overtime Compensation**

Exempt employees are not entitled to overtime compensation. Overtime compensation guidelines apply only to nonexempt employees.

➤ **Authorization for Overtime Work**

Overtime work for nonexempt employees must be authorized by the supervisor in advance. Unauthorized overtime is strictly prohibited and both employees and their supervisors shall be subject to disciplinary action if such occurs. Supervisors who fail to properly document and enforce overtime rules may be subject to disciplinary action or dismissal.

If unauthorized overtime has been worked and verified, the overtime shall be compensated by either overtime pay or compensatory time.

Some job assignments may require overtime work because of emergency situations or critical deadlines. Employees are expected to work overtime when necessary. Supervisors shall give employees as much advance notice as possible. Employees who refuse to work overtime when advance notice has been provided may be subject to disciplinary action.

➤ **Overtime Compensation**

Nonexempt employees will be compensated for all hours worked in excess of 40 in a workweek. Vacation, holidays, sick leave, and other days not worked are not included in the calculation of hours worked in a workweek. Employees who work overtime shall be compensated in one of two ways:

1. Pay at time and a half rates; or
2. Compensatory time off at time and a half rates.

Supervisors shall inform the employee of how the person will be compensated prior to performing the overtime work.

➤ **Compensatory Time Accrual and Use**

Earned compensatory time may not accumulate beyond a maximum of 80 hours per school year. Compensatory time should be used within the following two pay periods if possible. Unused compensatory time will be paid at the employee's current rate of pay upon separation from employment. An employee may be required to use compensatory time before taking other types of leave available.

➤ **Flex-Time**

Flexible time within the work week is provided hour for hour on a daily schedule. Supervisors may use flex-time within the week by changing daily work schedules to avoid exceeding a total of 40 work hours. The supervisor is responsible for maintaining accurate documentation of actual hours worked on a daily basis.

APPENDIX A

Dallas ISD Historical Compensation Exceptions

1. **Career Ladder:** For those employees under the salary schedule for Teachers, Related Instructional and Professional Support who had Career Ladder (Level II \$1,500 or Level III \$3,000) back in the 1999-2000 school year, their Career Ladder was added to their 1999-2000 annual base salary to determine the 2000-2001 Board approved salary increase in the 2000-2001 15 step compressed salary schedule. This decision had the effect of placing those employees in higher steps than their corresponding creditable years of service (See the Compensation Book for 2000-2001 school years).
2. **Career and Technology/Vocational Teachers:** Based on recruitment needs for these type of employees, the Dallas ISD offered to recognize up to seven (7) years of practical business related experience (first two years one for one year, and thereafter one year for every two). As of the 2001-2002 school year, the recognition of such experience was strictly based on the Texas Education Code for recognition of Creditable Years of Service for Vocational teachers that only grants two years (See Texas Education Code).
3. **ROTC High School Instructors:** The recognition of Creditable Years of Service was using the same criteria mentioned for Vocational teachers, and additionally, they were also granted the next degree level to the one they actually had (this practice was also stopped by the 2001-2002 school year), and the annual base salary is always the higher of the Dallas ISD salary and step that is closest to the ROTC military level or the Dallas ISD approved increase (See ROTC Grievance decision).
4. **Longevity:** For those employees receiving Longevity pay in the 2007-2008 school year, the Board approved salaries for the 2008-2009 school year were determined by adding to their 2007-2008 base annual salary, the higher of the Board approved increase (step up salary on the 2007-2008 salary schedule) or the Longevity. As a result of this decision, their salaries are out of step in reference to the 2008-2009 salary schedule, and until future salary increases exceed their 2008-2009 salary, will continue receiving such salary (See Board document of June 26, 2008). This Board decision has been over ruled by the Board approved decision of August 27, 2009 that granted a salary increase for these employees giving them the difference to their next 09-10 step, plus \$851 WADA calculated amount. If the new 09-10 was still lower than their 08-09 salary, then they received only \$851 of WADA.
5. **Retired/Rehired TRS Subsidy:** Starting with the 2007-2008 school year, the salary of employees who are not eligible to receive the Texas Retirement System (TRS) subsidy paid by the District are paid only 85% of the normal full time salary.
6. **New hires who did not work 90 days for a full Creditable Year of Service:** Employees who did not have a complete CYS but were granted the Board approved increase because the Board did not specifically limit the increase to those with a complete CYS by having worked at the District for at least 90 days the previous school year (See Board document of June 26, 2008).

APPENDIX B

Glossary of Terms

The following compensation terms are commonly used throughout the Compensation Resource Handbook and in Compensation discussions:

A

Ability to Pay

The ability of a firm to pay a given level of wages or to fund a wage increase while remaining profitable. A frequent issue in union contract negotiations.

Across-the-Board Increase/Decrease (“ATB”)

An identical pay raise/decrease – either in a flat rate such as cents per hour or as a percentage of salary – given to a defined group of eligible employees.

B

Base Pay

The fixed compensation paid to an employee for performing specific job responsibilities. It is typically paid as a monthly salary or hourly rate.

Base Rate

The hourly rate or salary paid for a job performed. Does not include shift differentials, benefits, overtime, incentive premiums, or any pay element other than the base rate.

Benchmark Job

A job commonly found in the marketplace which is used as a reference point for making pay comparisons. Pay data for these jobs are readily available in published surveys. Benchmark jobs are found in other organizations, have job specifications that relate to what, why and how work is done on a consistent

level, and are fairly stable over time with respect to job content.

C

Common Review Date

The date on which all (or a group of) employees receive pay increases. For example, an organization may implement increases for all employees on April 1; employees hired off cycle usually receive prorated increases. Also known as focal point review date.

Compa-ratio

The ratio of the employee’s actual pay rate (numerator) to the midpoint of their pay range (denominator). Compa-ratios are used primarily to measure and monitor an employee’s actual rate of pay to the midpoint of their range. A compa-ratio can be calculated for a group, a department or an entire organization. (*Also, see Market Compa-ratio*).

Compensable Factor

Any factor used to assess the value of job content in a job evaluation method. Typical compensable factors are knowledge and skill, problem solving, decision making, impact, accountability, and communication skills.

Compensation

Cash provided by an employer to an employee for services rendered. Compensation is comprised of elements of pay such as base pay, variable pay, stock, etc. that an employer offers an employee in return for their services.

Compensation Cost

The total cost to the organization, including the unrealized or unknown future cost effects of today's compensation decisions regarding the total compensation program. Included are base pay, incentive opportunities, benefits costs and liabilities, perquisite costs, time-off programs (vacations, sick pay, etc.)

Compensation Philosophy

The principles that guide the design, implementation, and administration of a compensation program at an organization. The strategy ensures that a compensation program supports the organization's mission, goals and business objectives. The philosophy ensures that a compensation program supports an organization's culture.

Compensation System

A system of components developed to maintain internal and external equity between employees, including but not limited to job descriptions, job analysis, job evaluations, pay structures, salary surveys, and policies and regulations.

Competency

A behavior, attribute or skill that is a predictor of personal success.

Competitive Pay Policy

The strategic decision of an organization makes about which labor markets to use as comparison groups and how to set pay levels with respect to those groups. After choosing the comparison group, the organization must decide its market position with respect to the group.

Compression

Pay differentials too small to be considered equitable. The term may

apply to differences between (1) the pay of supervisors and subordinates, (2) the pay of experienced and newly hired personnel of the same job, and (3) pay-range midpoints in successive job grades or related grades across pay structures.

D**Demotion**

The (re)assignment of an employee to a job in a lower position in the organization's job worth hierarchy. Demotions may be the result of poor performance, a re-organization or re-engineering, or an employee request.

Downgrading

The movement of a job to a lower job grade and pay range within a pay structure.

Downsizing

Reducing the size of the work force.

E**Exempt Employees**

Employees who are exempt from the Fair Labor Standards Act of 1938 (FLSA) minimum wage and overtime provisions due to the type of duties performed.

External Equity

A standard that fairly establishes pay levels that correspond to each job's relative value compared to that of its labor market competitors, as determined by market pricing.

F

Fair Labor Standards Act (FLSA)

A federal law passed on 1938 governing minimum wage, overtime pay, child labor, and record-keeping requirements.

G

Grade (Pay Grade)

One of the levels or groups into which jobs of the same or similar value is grouped into the same salary range.

H

Hourly

The rate of pay per hour for a job being performed. An “hourly” worker may be assigned to various rated jobs during any pay period and is paid the “rate” applicable to each job while working on it. The term hourly also is used to distinguish between nonexempt and exempt employees, even though so-called hourly or nonexempt employees often are paid on a salaried basis.

I

Internal Equity

A standard that fairly establishes pay levels that correspond to each job's relative value within Dallas ISD.

J

Job

The total collection of tasks, duties and responsibilities assigned to one or more individuals whose work has the same nature and level. Also called a position.

Job Analysis

The systematic, formal study of the duties and responsibilities that comprise job content. The process seeks to obtain important and relevant information about the nature and level of the work performed and the specifications required for an incumbent to perform the job at a competent level.

Job Analysis Interview

A method for gathering information about a job by conducting a question-and-answer session with a person who is knowledgeable about that job.

Job Description

A document that outlines the most important features of the job including the major responsibilities, physical conditions, work environment and the skills, experience, and education required to perform the job duties. A job description should describe and focus on the job itself and not on any specific individual who might fill the job.

Job Evaluation

A formal process used to develop a job hierarchy within an organization in order to determine the relative value of jobs.

Job Family

A group of jobs having the same nature of work (e.g., engineering) but requiring different levels of skill, effort, responsibility or working conditions (e.g., entry-level vs. senior engineer).

Job Grade

One of the classes, levels or groups into which jobs of the same or similar value are grouped for compensation purposes. Usually, all jobs in a grade have the same pay range; minimum, midpoint, and maximum. However,

sometimes different jobs in the same pay grade have different pay ranges, due to market conditions for some of the jobs.

Job Responsibility

One or a group of duties that identifies and describes the major purpose or reason for the existence of the job.

Job Title

A label for a job that uniquely identifies it. Job titles should describe the nature and level of work performed.

M

Market Compa-ratio

The ratio of internal pay to competitive pay for a company, group or individual, calculated by dividing the internal weighted average pay by the related market weighted average pay.

Market Pricing

A process that sets the pay range for a job as determined by what other organizations pay employees performing a similar job. To assign a range to a position, at least two market data sources are used. Consideration is given to variations in: 1) industry, 2) range of responsibilities, 3) complexity of the organization, and 4) size of the organization.

Market Rate

The employer's best estimate of the wage rate that is prevailing in the external labor market for a given job or occupation.

Mean

A simple arithmetic average obtained by adding a set of numbers and then

dividing the sum by the number of items in the set.

Median

The middle item in a set of ranked data points containing an odd number of items. When an even number of items are ranked, the average of the two middle items is the median.

Merit Based Compensation

Salary adjustments to an individual's pay that is based on performance as measured through a performance appraisal.

Merit Rating

A method for appraising the performance of an employee with respect to their job. It frequently serves as a basis for making pay adjustments, promotion decisions, or work reassignments.

Midpoint

The salary that represents the middle of a given salary range or pay grade.

Minimum Wage

The lowest allowable hourly pay level for most Americans, established by Congress as part of the Fair Labor Standards Act (FLSA). Some states have laws that mandate higher minimum wages for some employees.

N

Nonexempt employees

Employees who are not exempt from the minimum wage and overtime pay provisions of the Fair Labor Standards Act of 1938 (FLSA).

O

Overtime

Under the Fair Labor Standards Act of 1928 (FLSA), nonexempt employees must be paid one-and-a-half times their normal wage rates for all hours worked in excess of 40 in any work week.

P

Performance Appraisal

A system to determine how well an employee has performed during a period of time, frequently used as a basis for determining merit increases.

Performance Management

A managerial process that consists of planning performance, managing performance (through observation and feedback), improving performance through development, appraising performance and rewarding performance.

Promotion

The (re)assignment of an employee to a job in a higher pay grade or range in the organization's job worth hierarchy.

R

Red Circle Rate

An employee pay rate that is above the established range maximum assigned to the job grade. The employee is usually not eligible for further base pay increases until the range maximum surpasses the individual pay rate.

S

Salary Budget

An amount or pool of money allocated for payment of salaries during a

specified period. Salary budgets must be taken into account when planning structure adjustments or individual employee adjustments.

Salary Grade

A group of jobs of the same or similar value, used for compensation purposes. All jobs in a salary grade have the same salary range: minimum, midpoint, and maximum.

Salary Range

The Market rates of pay, from minimum to maximum, established for a pay grade based on Market salary surveys.

Salary Structure

The hierarchy of job grades and pay ranges established within an organization. The salary structure may be expressed in terms of job grades, job-evaluation points or policy lines.

Salary Survey

The gathering of data on wages and salaries paid by other employers for benchmark jobs.

Step Rates

Standard progression pay rates that are established within a pay range. Step rates usually are a function of time in grade and are often referred to as automatic. However, they also can be variable or can be used in conjunction with merit programs.

T

Total Compensation

The yearly total amount paid to an employee in base salary, benefits, and supplemental earnings.



Dallas Independent School District

Human Resources -Compensation Review Form (CRF)

APPENDIX C – Compensation Review Form

Step 1: Position Evaluation & Justification	
Supervisor Name:	Supervisor Job Title:
Organization Name:	
Department Unit or School:	
Employee Name to be Evaluated:	Employee ID Number to be Evaluated:
Job Title to be Evaluated:	
Reason for requesting the re-evaluation:	
Attach job description or job analysis questionnaire (JAQ) to form. Contact the Compensation Department for an updated version of the job description or JAQ.	
_____ Supervisor Signature	_____ Date
_____	_____

Note: CRF documents must be forwarded to the Compensation Department vial mail (Box 85) or by email (notifycomp@dallasisd.org) once signed by the department's respective Division Chief.



Dallas Independent School District

Human Resources -Compensation Review Form (CRF)

Step 1: Position Evaluation & Justification	
Employee Signature	Date
Step 2: Executive Director/Deputy Chief Endorsement	
Endorsed <input type="checkbox"/>	Not Endorsed <input type="checkbox"/>
Additional comments:	
Failure to endorse will not prevent this form from going to the Compensation Review Committee for analysis.	
_____	_____
Executive Director/Deputy Chief Signature	Date

Note: CRF documents must be forwarded to the Compensation Department via mail (Box 85) or by email (notifycomp@dallasisd.org) once signed by the department’s respective Division Chief.



Dallas Independent School District

Step 3: Compensation Department	
Date Received: _____	Date Analyzed: _____
Recommendation:	
Rationale:	
_____ Director of Compensation Signature	_____ Date
<input type="checkbox"/> Approved <input type="checkbox"/> Denied	
_____ Human Resources Executive Director	_____ Date
<input type="checkbox"/> Approved <input type="checkbox"/> Denied	
_____ Chief Financial Officer	_____ Date

Note: CRF documents must be forwarded to the Compensation Department via mail (Box 85) or by email (notifycomp@dallasisd.org) once signed by the department’s respective Division Chief.



Dallas Independent School District

Human Resources -Compensation Review Form (CRF)

INSTRUCTIONS

The purpose of the CRF is to review positions that have been improperly evaluated and/or whose content and scope of responsibilities have changed substantially. The immediate supervisor is required to initiate the compensation review request and complete the CRF with all of the information requested for each employee for whom a request is being made.

Position Evaluation & Justification

The immediate supervisor needs to provide specific reasons with regard to duties and responsibilities, job qualification requirements, working conditions, and other information that would support the request (i.e. how and the reasons why the job has changed in complexity). Specifically address the reasons why the job requirements have changed from those reflected in the official job description on file with the Compensation Department.

A completed job description and/or job analysis questionnaire (JAQ) must be attached to support the request of this review. Supervisors should contact the Compensation Department to discuss the JAQ. All compensation forms, including the JAQ and CRF, are located at the following website:

http://www.dallasisd.org/employment/nas/comp_review_for.pdf

Compensation Review Committee

This part will reflect the specifics of the decision and rationale related to job, pay grade, final salary, effective date of implementation, and the corresponding signatures of the Compensation Review Committee.

Signatures

All signatures are intended to indicate knowledge, support, or denial of the request.

Communications

The final decision of the committee will be communicated by the Compensation Review Committee representative to the immediate supervisor by e-mail, who shall then communicate the decision to the employee.