

General School Administration

Administrative Classification and Compensation

Philosophy

The basic philosophy of the District in the area of administrative compensation is to be able to attract, develop, motivate, and retain highly-qualified professional staff for Board-approved administrative positions. A comprehensive program to achieve those ends should include:

1. A classification system which differentiates the relative importance of administrative positions on the basis of:
 - Education
 - Experience
 - Complexity of Analysis
 - Deadlines/Interruptions
 - Decision Making Responsibility
 - Risk/Safety Factors
 - Seriousness of Error
 - Confidential Data
 - Organizational Knowledge
 - Type of Supervision (applies only to Supervisors)
 - Inside/Outside Contacts
 - Nature of Relationships
 - Physical/Sensory Demands
2. A compensation system which is internally equitable and generally competitive with prevailing wage rates in relevant markets and recognizes that compensation is comprised of both salary and benefits.
3. The compensation and classification program for administrative staff should be:
 - ◆ fully articulated to Board and staff,
 - ◆ administered uniformly among all involved staff,
 - ◆ reviewed at least every two years and updated to accommodate changing circumstances, and
 - ◆ consistent with the letter and the spirit of equal employment opportunity and affirmative action guidelines.

Objectives

The approved program should be consistent with the philosophy stated above, and its two subsystems should achieve the following specific objectives:

1. The classification system should take into account substantive, identifiable differences in job content related to:
 - ◆ Scope of responsibility as measured by, for example, numbers of students, teachers, and programs supervised,
 - ◆ Differences in line versus staff relationships,
 - ◆ Financial responsibility, in terms of both dollar amounts and degree of authority, and
 - ◆ Other related differences in position scope and content.

2. The compensation system should be based on a number of elements, including:
 - ◆ A rational explicit classification system to reflect the criteria outlined above.
 - ◆ Internal equity, so that persons with similar job responsibilities are paid at comparable levels, and the number of instances where a subordinate is paid more than his or her supervisor is minimized.
 - ◆ For each classification a discrete salary range having an explicit maximum and minimum salary with enough breadth within the range for compensation growth.
 - ◆ Annual increments based primarily on merit determined by a performance evaluation system.
 - ◆ The market, defined as prevailing rates of pay for comparable positions in other comparable Chicago suburban districts. The District desires to be in a leadership range for administrative positions, targeting administrative salaries at 75th percentile of other comparable Chicago area school districts.
 - ◆ The provision of meaningful opportunities for professional growth within the position, as well as upward mobility for qualified, recommended personnel.
 - ◆ Salary administration procedures that encourage hiring at the midpoint of established salary ranges and progression through the ranges based on performance and other relevant considerations.

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