

# **AGREEMENT**

BETWEEN THE

**BOARD OF EDUCATION**  
WINTHROP HARBOR SCHOOL DISTRICT #1  
LAKE COUNTY, ILLINOIS

AND THE



**WINTHROP HARBOR COUNCIL**  
LAKE COUNTY FEDERATION OF TEACHERS  
LOCAL 504, IFT-AFT/AFL-CIO

**2018-2019**

**2019-2020**

**2020-2021**

**2021-2022**

**2022-2023**

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# **ARTICLE 1**

## **GENERAL PROVISIONS**

### **(1) Section A - Parties to the Agreement/Recognition**

The Board of Education, Winthrop Harbor School District No. 1, Lake County, Illinois, hereinafter referred to as the "Board", recognizes the Winthrop Harbor Council, Lake County Federation of Teachers, Local 504, IFT-AFT/AFL-CIO, hereinafter referred to as the "Union", as the sole and exclusive bargaining agent for all regularly employed certificated personnel, full-time and regularly employed part-time secretaries, instructional aides, inclusional aides, lunch and playground supervisors/coordinators, custodians, health aides, attendance clerk, bookkeepers, hearing impaired interpreters, maintenance workers and bus drivers and excluding all supervisors, managerial, and confidential employees including Secretary to the Board of Education/Superintendent, and Administrative Secretary as defined in the Illinois Educational Labor Relations Act.

### **(1) Section B - Bargaining Unit/Scope**

As used in this Agreement, the term "employees" shall mean all members of the bargaining unit, the term "teachers" shall mean members of the bargaining unit possessing a Professional Educator License (PEL), and the term "classified staff" shall mean members of the bargaining unit not possessing a PEL whose job is listed in Article 2 Section G of this Agreement. Where the parties intend to limit language to a specific category within the bargaining unit, that category shall be named (i.e., secretary, instructional aide, custodian, teacher, etc.).

## ARTICLE 2

### EMPLOYEE RIGHTS

#### **(2) Section A - Seniority**

As used hereinafter the term "seniority" shall be defined as the length of an employee's continuous service with the Board from date of hire. Continuous service is defined as service rendered as a full-time employee and member of the bargaining unit except as specified below. Seniority shall not accrue or be deemed interrupted during any unpaid leave of absence except for FMLA leave or otherwise agreed upon by the parties hereto.

Tenured teachers reduced to part time shall accrue seniority in proportion to their employment status. Classified staff reduced to part time shall accrue seniority in proportion to their employment status.

#### **(2) Section B - Disciplinary Conference**

When any employee is required to appear before an administrator, an employer committee, or Board of Education, or Board of Education member concerning any matter which is disciplinary in nature, the employee shall be given reasonable prior written notice of the reasons for such meeting or interview and shall be entitled to have a union representative present to advise the employee and represent the employee during such meeting or interview. In the event the employee is a first year teacher, the mentor will be present for such meeting unless attendance by the mentor is refused by the first year teacher.

Disciplinary action may be imposed upon an employee only for just cause. While the Board agrees generally with the tenets of progressive discipline, it also reserves the right to issue a suspension or discharge an employee without prior warning for serious infractions or misconduct. The Board also reserves the right to place an employee on leave without pay, pending a discharge determination by the Board. In these instances, lost wages will be reimbursed to the employee in the event that no discipline is issued.

#### **(2) Section C - Student Discipline**

A teacher shall be responsible for the conduct of his/her class and for maintaining discipline and order in his/her presence, in the school building, and on the school grounds. The Board also recognizes its responsibility to give support and assistance to the employees with respect to the maintenance of control and discipline in the classroom. Teacher's Assistants may share in writing a discipline concern with certified staff when the need arises.

A referral process that includes communicating discipline consequences and related responsibilities will be established, with input from staff via a joint L/M committee, to assist staff when they need assistance with discipline in the classroom. The process will be shared within the first 30 days of the school year.

#### **(2) Section D - Parent Complaints**

Any complaint by a parent(s) of a student directed toward an employee shall be reported to the employee. The Principal will encourage the parent(s) to contact the employee regarding the complaint.

#### **(2) Section E - Assignments**

An employee shall be given written notice of his/her assignment no later than April 30 for the following school year. Assignment may be changed if there is a resignation, termination, or other emergency affecting the employee's assignment.

**(2) Section F - Classified Staff Job Descriptions**

Job descriptions shall be given to all classified staff and shall be reevaluated for content from time to time by the immediate supervisor.

The Union President shall be given one (1) copy of all current job descriptions and shall also be given one (1) copy of any newly created or altered job descriptions as they occur.

**(2) Section G - Classified Staff Job Category**

For purposes of reduction-in-force (layoff) and other rights as may be outlined in this Agreement the classified staff shall be divided into the following job categories or subcategories:

**1. Secretaries**

- a. Full-Time Secretaries
- b. Part-Time Secretaries

**2. Instructional Aides**

- a. Full-Time Instructional/Inclusional Aides
- b. Part-Time Instructional/Inclusional Aides

**3. Lunch and Playground Supervisors/Coordinators**

- a. Full-Time Playground Supervisors/Coordinators
- b. Part-Time Playground Supervisors/Coordinators

**4. Custodians**

- a. Coordinator of Buildings and Grounds and Full-Time Maintenance Workers
- b. Part-Time Custodians

**5. Health Aides**

- a. Full-Time Health Aides
- b. Part-Time Health Aides

**6. Attendance Clerks**

- a. Full-Time Attendance Clerks
- b. Part-Time Attendance Clerks

**7. Bus Drivers**



Short term temporary classified staff are not governed by the terms of this Agreement.

The definition of full-time classified staff shall be thirty-seven and one-half (37½) paid hours worked per week. The job categories which are presently receiving full-time benefits at a thirty (30) paid hours per week level or more, shall continue to receive full-time benefits for the current classified staff for the duration of this Agreement.

## **(2) Section H - Vacancies - Teachers/Classified Staff**

1. A "vacancy" occurs when there is an unfilled position within the bargaining unit.
2. Employees may submit applications in advance to fill vacancies should they occur. Applications may be filed at any time and shall be held on file by the District until the commencement of the next school year.
3. Whenever teacher vacancies occur when school is in session, a notice shall be posted for five (5) school days in each faculty lounge or lunchroom.
4. Should a vacancy occur, employees who have expressed an interest in said position in writing shall also be contacted by the Administration and notified of the vacancy. Should the vacancy occur when school is not in session, the Administration shall notify teachers in writing who have previously expressed a written interest in possible vacancies in a specific grade level or subject.
5. The teachers so notified shall have the responsibility of contacting the Administration indicating their interest in the position within three (3) days of receipt of such notice.
6. In filling a vacancy, the District shall follow the standards used in cases of voluntary transfers except that employees returning from leaves of absence shall be given additional consideration.
7. In the event a classified staff position becomes vacant, the vacancy shall be posted for three (3) school days in each building. Any member of the bargaining unit may apply to fill the vacancy and if qualified shall be granted an interview. Should a vacancy occur when school is not in session, the Administration shall notify classified staff employees in writing who have previously expressed written interest in possible vacancies.

## **(2) Section I - Teacher Reassignment**

### **1. Definitions**

A "reassignment" occurs when a teacher's instructional duties change from one grade level to another.

A "voluntary reassignment" is one which is agreed to by the teacher.

An "involuntary reassignment" is one which is not agreed to by the teacher.

### **2. Procedures**

- a. Prior to any reassignment, a notice shall be posted for five (5) school days in each elementary faculty lounge or lunchroom or in each junior high faculty lounge or lunchroom as may be appropriate. Teachers applying for the reassignment shall state the reasons for their request. If a teacher who requests a reassignment does not receive the reassignment, he/she shall be given in writing the reason(s) why his/her request was denied.

- b. In selecting a teacher for reassignment, the Administration shall consider among other things, teacher input, education and training, evaluations, and the best interests of the District.
  - c. No teachers shall be involuntarily reassigned until all volunteers have been considered.
  - d. The District shall promptly notify a teacher of his/her reassignment. A teacher involuntarily reassigned shall be given the reason(s).
3. An involuntary reassignment will be reviewed by the Superintendent upon written request within ten (10) days of the request.

## **(2) Section J - Non-Promotional Transfers - Teachers/Classified Staff**

### **1. Definitions**

A "transfer" occurs when there is relocation of a teacher from one building to the other.

A "voluntary transfer" is a transfer which is agreed to by the teacher.

An "involuntary transfer" is a transfer which is not agreed to by the teacher.

### **2. Procedures**

- a. When it is necessary to transfer teachers, to the extent possible, all volunteers shall first be considered.
- b. Prior to any teacher transfer, a notice shall be posted for five (5) school days in each faculty lounge or lunchroom asking for volunteers. Teachers applying for the transfer shall state the reasons for their request. If a volunteer is not selected, the teacher volunteering shall be given reasons why his/her request was denied.
- c. In selecting a teacher for voluntary transfer, the Administration shall consider, among other things, teacher input, length of teaching experience, education and training, evaluations, and the best interests of the District. If the qualifications of two (2) or more teachers are equal, length of service within the District shall be the determining factor.
- d. A teacher involuntarily transferred shall be given the reasons in writing for his/her selection. No teacher shall be transferred for arbitrary or capricious reasons.

### **3. Classified Staff Transfers**

A classified staff transfer is defined as a relocation from one building to another or a move from one job to another within the same job category and at the same rate of pay. A voluntary transfer is defined as one requested and/or agreed to by the classified employee. An involuntary transfer is defined as one invoked by the Board. The Board shall have the right to make involuntary transfers. No classified staff employee shall be transferred for arbitrary or capricious reasons. A classified staff employee who is involuntarily transferred shall receive reasons for the transfer in writing. Involuntary transfers must be reviewed by the Superintendent within ten (10) days if requested in writing by the classified staff employee. Prior to any involuntary transfer to a vacant existing position, or a newly created position, a notice shall be posted for three (3) school days in each building.

Classified staff shall receive voluntary transfers over any non-bargaining unit member. As between two (2) or more classified employees who make application for a transfer to a vacant posted position, the

position shall be filled on the basis of seniority. The final decision shall be within the sole discretion of the Board/Administration.

**(2) Section K - Promotions - Teachers/Classified Staff**

**1. Teachers**

A teacher may submit an application for a promotional position at any time; and, if no position is open, he/she may indicate the type and kind of position desired.

**2. Classified Staff**

A classified staff promotion is defined as a change from a lower paying job to a higher paying job. For purposes of this section, total annual salary shall be used to determine whether a change is from a lower paying job to a higher paying job.

All classified staff are eligible to apply for promotions by making written application pursuant to the directions of the job posting. Both current classified staff and outside applicants are eligible for consideration. Current classified staff who apply shall be guaranteed an interview. If the qualifications of two (2) or more current classified staff applicants are equal, length of service within the District shall be the determining factor. The final decision shall be within the sole discretion of the Board/Administration.

**(2) Section L - Classified Staff Reduction-in-Force/Notice/Recall Rights**

When the Board orders a reduction in force, it shall designate such reduction by job category. Classified staff shall be dismissed in an order inverse to their seniority within each job category (i.e., the least senior in each category is the first to receive a layoff). If the Board has any vacancies for the following school term or within one (1) calendar year from the beginning of the following school term, classified staff shall have recall rights to the job category from which they were laid off if they are qualified to hold the open position.

It shall be the responsibility of the classified staff to notify the District of his/her current address for recall purposes. The Board shall mail recall notices by certified mail, return receipt requested. Recalled classified staff shall have ten (10) calendar days from the date of mailing to notify the Board of acceptance and shall have fifteen (15) calendar days from the date of mailing of the recall notice to report to duty. Recalled classified staff shall be restored to their proper place on the pay schedule and shall retain all previously accumulated benefits and seniority. Any recalled classified staff who fails to give notice of acceptance or report within the prescribed time limits shall forfeit all rights herein.

**(2) Section M - Classified Staff Suspension and Dismissal**

The first ninety (90) days following the initial date of employment shall be the classified staff probationary period. During this time, the classified staff may be suspended without pay or dismissed with or without just cause. Upon request, the classified staff shall be given a written explanation.

The following procedures are to be followed generally before suspension or dismissal of any classified staff employee who has fulfilled the probationary period.

- a. The classified staff employee shall be warned orally of the deficiencies by the building principal or supervisor.

- b. The building principal or supervisor shall explain in writing to the classified staff employee the deficiencies and the expectations.
- c. If the classified staff employee does not meet the building principal's or supervisor's expectations, then the Superintendent is to be notified in writing and appropriate action shall be taken by the Board of Education as prescribed below.
- d. The District reserves the right to suspend or discharge any employee for serious misconduct without undergoing the above warning steps.

After the probationary period, if the Superintendent issues a recommendation to the Board for suspension without pay and/or dismissal, the Board shall afford the classified staff the opportunity to know the charges and evidence, and to present a defense prior to rendering a final decision. Dismissal of any non-probationary employee shall be for just cause. The Superintendent may suspend without pay for up to ten (10) working days pending the Board hearing. Pending Board decision, lost wages shall be compensated if no discipline issued to the employee.

**(2) Section N - Reinstatement of Former Classified Staff**

Former classified staff who are rehired, other than those recalled from layoff, shall be treated as new employees.

**(2) Section O - SEDOL Programs**

If the Board decides to bring back SEDOL programs, then prior to notifying SEDOL of such a decision, the Board shall post the open positions for all teachers to see. Teachers shall have an opportunity to apply for such a position and if qualified shall be hired prior to any outside applicants being considered.

If the Board were compelled by law to take back a SEDOL program, the parties shall commence bargaining with respect to the above Section A.

**(2) Section P - Meetings**

Administration shall provide a minimum of a twenty-four (24) hour written notice to employees for faculty, staff, or other administratively called group meetings unless an emergency requires otherwise.

**(2) Section Q - Curriculum Night/Orientation Night**

If an employee is required to attend one hundred percent (100%) of the scheduled times for both the curriculum night and orientation night, he/she may schedule one and a half (1.5) hours of compensation time off with the principal.

**(2) Section R - Graduation Night/Teacher Workshop**

Staff who attend Graduation Night may leave at student dismissal time, **which is 1:25pm at North Prairie and 1:40pm at Westfield**, on the Wednesday of Graduation week.

## ARTICLE 3

### UNION RIGHTS

#### **(3) Section A - Information**

Upon written request, at the beginning of each school year, the Board shall provide the Union with a list of all new teachers for the current school year showing their lane and step placement on the salary schedule and their years of experience used for salary schedule placement purposes, and a list of all continuing faculty with current salaries showing lane and step placement on the salary schedule. The Board shall provide the Union the above information for a teacher hired after the beginning of the current school year within ten (10) school days of receipt of the Union's written request for this information.

Upon written request, at the beginning of each school year, the Board shall provide the Union with a list of all new classified staff hires for the current school year, their hourly rates, their work experience and education used for salary determination, and a list of all continuing classified staff showing their hourly rates. The Board shall provide the Union the above information for a classified staff employee hired after the beginning of the current school year within ten (10) school days of receipt of the Union's written request for this information.

The Board at its expense shall provide the Union with the agenda and minutes of all Board meetings. Information requested by the Union for collective bargaining purposes or grievance preparations shall be paid for by the Union at the rate currently in effect for documents furnished pursuant to Illinois Freedom of Information Act requests.

The Board may, at its expense, secure needed information from the Union for the same purposes, such as salary settlements and contracts from negotiations in other districts. The Board shall pay all reasonable costs for the procurement of this information

#### **(3) Section B - Union Use of District Facilities and Equipment**

The Board shall allow the Union to use District facilities for committee, general or building teacher meetings, outside of school attendance hours. If the facility is unavailable, another District facility shall be provided. Union members shall be allowed to store Union materials in their rooms or desks in a place not available to students. The Union may use the District's inter-school mail system and mailboxes without charge and may have a bulletin board in each staff lounge or dining room. In addition, the Union shall have the right to use equipment including typewriters, duplicating or printing equipment, binding equipment, calculating machines, audio-visual equipment, and computer or word processing equipment at reasonable times when such equipment is not in use. The Union shall pay for the reasonable cost of all materials, supplies, and operator (when necessary) incidental to such use. However, in the event that the use of facilities requires janitorial or maintenance services, the Union shall provide same. The use of facilities and equipment shall not be provided to the Union when such use or availability would interfere with the educational program.

#### **(3) Section C - Business by Union Representatives on School Property**

Representatives for the Union shall be permitted to transact Union business on school property as long as it does not interfere with normal teaching responsibilities provided that they make their presence known to the proper official upon entering buildings.

#### **(3) Section D - Union Meeting Days**

The administration shall make a good faith effort to not schedule after school meetings at times previously set for Union meetings.

**(3) Section E - Union Dues**

Employees are entitled to have Union dues and COPE contributions deducted from their wages upon presentation to the District of appropriate payroll deduction authorization forms. The Authorization forms shall be furnished by the Union. The deduction authorization shall remain in effect from year to year except that the employee may revoke it as specified under the policies of the IFT. Upon receipt of any revocation it shall be the responsibility of the Union to notify the District in writing of same.

Payroll deductions shall begin with the first pay check in October of each year, and shall continue through the last pay check in May.

COPE contributions shall be deducted one (1) time each year on the last pay day in October. The Union shall certify to the District the annual amount of dues to be deducted. The Board shall remit the deducted dues to the Union within ten (10) days following each deduction.

The Union agrees to hold the District harmless from any and all liability under this provision.

**(3) Section G - Union Leave**

The Union shall be entitled to a total of ten (10) school days of Union leave per year for the purpose of sending representatives to LCFT/IFT/AFT sponsored conferences, conventions, or workshops. For purposes of this section, Union leave shall only apply to full time employees. Employees authorized by the Union to take such leave shall be released from duties without loss of pay subject to the following:

1. The Union shall give the Superintendent or designee written notice of the name of the employee authorized to take such leave at least ten (10) days in advance of the day such employee shall be absent; and
2. The Union shall reimburse the District in an amount equal to the existing substitute rate each leave day on which a substitute is actually employed.

**(3) Section H - New Employees**

The Board shall notify the Union president in writing of any new employee(s) within five (5) calendar days of hire date. Notification shall include name, title, date of hire, work assignment and rate of pay.

The Board shall allow the Union to provide each newly hired bargaining unit employee an orientation concerning the Union contract and benefits, during the employee's scheduled onboarding.

Union orientation may be delivered in a group setting for all new employees during new employee orientation. The Union shall be provided an orientation period of up to one hour.

## ARTICLE 4

### EVALUATION AND FILES

#### **(4) Section A - Teacher Evaluation**

The Evaluation Plan as developed by the parties and submitted to the State Board of Education shall not be changed and shall be followed. Each teacher shall receive a copy of the plan within the first two (2) weeks of school. Teachers shall not be evaluators under any circumstances (this shall not preclude the District from developing a non-evaluative peer coaching program).

Any teacher who receives an overall evaluation composite rating of Needs Improvement shall be placed on a Professional Development Plan. The purpose of the Professional Development Plan is to increase the teacher's proficiency in the area(s) identified in the summative evaluation as in need of improvement. The Professional Development Plan must

1. Be developed by the evaluator in consultation with the teacher and may include another colleague of the teacher's choosing
2. Focus on areas identified as in need of improvement
3. Include a description of the goals to be addressed, expectations for improvement, a plan for assessing the teacher's improvement with indicators that denote progress, and supports that will be provided to assist the teacher in his/her professional improvement.

Upon execution of this Agreement, a committee, as appointed by the Superintendent and Union President, shall be formed to begin discussion about changes to the evaluation instrument and procedures required by the Performance Evaluation Reform Act (PERA) and the administrative rules for Part 50 propagated by the Board of Education of the State of Illinois. These discussions will not be construed as beginning the one hundred and eighty (180) day negotiations window as outlined in the legislation but will serve as time for the group to research, develop ideas, pilot any necessary constructs, and obtain stakeholder feedback prior to the district's PERA implementation date. Changes will not occur prior to approval by the parties, nor shall they occur prior to the school's required PERA implementation date unless by mutual agreement between the parties.

#### **(4) Section B - Classified Staff Evaluation**

1. A common evaluation instrument for each job category shall be used in the evaluation of classified staff. The Union may submit recommendations to the administration concerning evaluation instruments. The evaluation instrument shall then be developed by the District for each job category.
2. Within a reasonable time after employment or following a significant change in the evaluation instrument, classified staff shall be notified of the evaluation instrument in use and the expectations for their job performance. No evaluation of classified staff shall take place until ten (10) days following such notice.
3. Generally, work shall be evaluated on an informal, ongoing basis. When deemed appropriate by the administration, the evaluation shall include an observation of performance. Observations shall be of reasonable length.
4. Within five (5) days following the writing of the evaluation, the evaluator shall have a meeting with the classified staff to discuss the evaluation. At such conference, the evaluator shall give a copy of the evaluation to the classified staff and, thereafter, promptly place the evaluation in the classified staff personnel file. As part of such evaluation, the evaluator shall seek to identify ways by which the classified staff may overcome deficiencies which are noted. The classified staff shall acknowledge

receipt of such copy by signing the evaluation. The signature of the classified staff does not necessarily indicate agreement with the evaluation. Within ten (10) days of receipt of the evaluation, the classified staff may attach any rebuttal or comments. The attachment shall be placed in the personnel file.

5. Teachers shall not be asked to formally evaluate classified staff. An administrator may request input from a teacher regarding the performance of a classified staff member in his/her classroom.

**(4) Section C - Personnel File**

Each employee shall have the right to review the contents of his/her personnel file. Upon request, arrangements shall be made for the employee to do so within three (3) school days. In addition, any material added to the personnel file shall be given to the employee concurrently with such addition. The employee has the right to attach written comments to any material in his/her file within thirty (30) days of receipt of the material added to his/her personnel file. No non-supervisory personnel may review the file, with the exception of District administrative personnel, without the expressed, written permission of the employee. Files shall be updated every three (3) years. Any material removed shall be discussed with the affected employee.



## ARTICLE 5

### LEAVES OF ABSENCE

#### **(5) Section A - Sick Leave**

All employees who work an average of at least 30 hours per week shall be granted fifteen (15) days of sick leave at full pay in each school year. Unused sick days shall accumulate without limit.

- a. "Sick leave" shall be interpreted to mean personal illness, quarantine at home, or serious illness in the immediate family.
- b. "Serious illness in the family" shall be interpreted as having had the service or attendance of a physician.
- c. "Immediate family" shall include: parents, spouse, domestic partner brother, sister, children, grandparents, grandchildren, parents-in-law, sister-in-law, brother-in-law, and legal guardian.
- d. Appointments for routine dental or medical check-ups during working hours do not qualify for sick leave.

Part-time employees shall be granted sick leave on a pro-rata basis.

For any absence not covered by sick leave, the daily rate of pay shall be deducted.

For purposes related to sick leave, domestic partner must meet the following criteria:

1. The proposed domestic partner and the employee are responsible for each other's common welfare;
2. Neither party is married;
3. The partners are not related by blood closer than would bar them from marriage in the State of Illinois;
4. Each partner is the same sex and resides at the same residence;
5. Two of the following conditions exist for the partners;
  - a. The partners have been residing together for at least twelve (12) months prior to the request;
  - b. The partners have common or joint ownership of a residence;
  - c. The partners have at least two of the following arrangements;
    - i. joint ownership of an automobile;
    - ii. a joint credit card;
    - iii. a joint bank account;
    - iv. a lease for residence identifying both partners as tenants.
  - d. The employee declares that the domestic partner is identified as a primary beneficiary in the employee's will, life insurance or 401(k) or similar account.

Provision of proof of the above requirements, including execution of an affidavit if appropriate, will allow for designation of an individual as a domestic partner.

#### **(5) Section B - Personal Leave**

Each employee who works an average of at least 30 hours per week shall be entitled to three (3) days of personal business leave per school year without loss of pay for matters which cannot be handled during non-school days or hours. Unused personal days may be carried over to subsequent years as personal

days to a maximum of four (4) days, inclusive of the three (3) days for that year. All personal days in excess of four (4) shall be added to accumulated sick leave days.

The use of personal days shall be subject to the following conditions:

- a. Employees may use one (1) personal day per year in conjunction with a school holiday, provided such holiday does not fall within the first five (5) days or the last five (5) days of the school term unless otherwise approved by the Superintendent or designee.
- b. Written or e-mail notification of personal leave shall be made to the Superintendent or designee at least twenty-four (24) hours prior to the onset of such leave, except in an emergency such application may be made at a later time with an explanation of the emergency. The Superintendent or designee shall confirm receipt of the personal leave request form to the employee in writing or via e-mail prior to the date of the personal leave day.
- c. Personal leave may not be used in increments of less than one-half (1/2) day at a time.

#### **(5) Section C - Funeral Leave**

In the event of death to a member of the immediate family, absence from work for the first three (3) days shall not be deducted from available sick leave or personal leave. Any additional time must be approved by the Superintendent.

For purposes of funeral leave only, the definition of immediate family is expanded to include nieces, nephews, aunts, uncles, cousins, grandparent-in-laws, and significant others.

#### **(5) Section D - Parental Leave**

Only full time employees shall be eligible for a parental leave. An employee shall be eligible for a parental leave subject to the following:

1. The employee shall advise the Superintendent or designee of the fact of pregnancy no later than the fifth (5th) month of pregnancy and shall provide a written statement from an obstetrician indicating the expected date of delivery.
2. Application for such leave shall be made in writing to the Superintendent or designee at least ninety (90) calendar days prior to the birth of the child.
3. The employee and Superintendent or designee shall agree upon a plan for the commencement and termination of such leave, taking into consideration the particular time factor that pertains. In the case of a teacher, the primary consideration shall be that continuity of instruction for the students be maintained to the maximum possible degree. In no event shall the leave exceed the balance of the school year in which it commences. An employee may apply for one (1) additional year to be granted at Board discretion, provided that such discretion shall not be unreasonably withheld. All leaves which commence during the summer recess shall begin July 1. An employee shall not be entitled to a second leave without first returning to full-time employment for at least one (1) complete school year.
4. Sick leave shall not be applicable during the period of leave, but any accumulated sick leave available upon termination of such leave and return to employment in the District shall apply.
5. The period of leave shall be without salary.
6. An employee not eligible for, or not desiring parental leave, may utilize accumulated sick leave during any period of illness related to her pregnancy and/or to the delivery of the child.

7. A male employee shall be entitled to a parental leave of absence. Such leave shall be unpaid and shall be subject to all of the applicable notice and other requirements of this Section. Eligibility for such leave shall arise upon the anticipated birth of a child which the employee has fathered.
8. An employee who shall adopt a child shall likewise qualify for parental leave as hereinbefore set forth, except that the initial notice to the Superintendent shall be given upon the making of application for adoption and if the employee also files a second notice ninety (90) days before delivery of the child.

**(5) Section E - Jury Duty**

The Board shall pay the regular salary to employees called to serve as member of a jury or subpoenaed to appear before a legal or legislative panel as witnesses reduced by the amount of compensation received by the employees for such service. Employees on such service shall make every effort to meet their classes or their employment obligations when their services are not required.

**(5) Section F - Pre-Arranged Leave When School is Closed**

On days when school is officially closed, any pre-arranged leave days charged against employees shall be re-credited to their allowances.

**(5) Section G - Sabbatical Leave**

On the recommendation of the Superintendent, the Board shall permit teachers to take sabbatical leave for the purpose of self-improvement and benefit to the school district. Sabbatical leaves may be combined with programs of study, research, or travel which are financed by outside non-commercial agencies such as universities or foundations. Qualified teachers shall be permitted the following:

MINIMUM CONSECUTIVE YEARS OF SERVICE IN DISTRICT 1: 6

LENGTH OF LEAVE: 1 YEAR

PORTION OF REGULAR SALARY PAID ON LEAVE: **50% OR MINIMUM SALARY, WHICHEVER IS GREATER**

A maximum of one (1) teacher may be on sabbatical leave at any one time. The teacher guarantees to remain with the District for a minimum of two (2) years after the completion of the sabbatical or reimburse a pro-rata share of the salary paid while on leave. This policy shall comply with all provisions of Section 24-6-1 of the Illinois School Code.

**(5) Section H - Extended Leaves**

At the discretion of the Board, provided that such discretion shall not be unreasonably withheld, a leave of absence shall be granted for up to one (1) year by the Board. Such leave of absence is to be without pay, but with no interruption of seniority for reasons such as the following:

1. Travel for educational purposes.
2. Additional teaching experience, domestic or foreign.
3. Involuntary military service.
4. A long period of illness.

**(5) Section I - Advancement on Salary Schedule**

For the purposes of advancement on the salary schedule, a teacher shall be entitled to advancement thereon as though the entire year had been completed if the teacher worked for at least one hundred twenty (120) days in a school year, or at least sixty (60) days but less than one hundred twenty (120) days in each of two (2) school years except for the 2007-08 school year where teachers' placement will be two steps beyond the teachers' 2005-06 step placement. Teachers will be entitled to column movement if eligible.

**(5) Section J – Job Sharing Leave**

A full-time employee may, at the discretion of the Board, obtain a part-time leave to participate in a job sharing arrangement on an annual basis. Such part-time leave shall have no effect on contractual continued service (tenure) status of a certified staff employee, and any agreement for such leave shall so state. A tenured certified staff employee shall maintain tenure status, and all employees shall accumulate seniority on a pro-rata basis.

It is understood that non-tenured teachers on job sharing leave will restart the process for tenure acquisition upon return from such leave.

The employee shall receive sick leave, personal business leave, and Board paid medical, dental and life insurance on a pro-rata basis. The Board shall pay a pro-rated portion of the fifty percent (50%) benefit provided for under Article 7. I. for full-time employees toward family/dependent medical and dental coverage. Should the staff member not choose insurance they would not be eligible for the additional compensation listed in Articles 7. A. 2. or 7. C.

An employee who is job sharing will do so with a substitute, or other certified or non-certified staff employee approved by the building principal whose decision shall not be grievable. This arrangement shall continue until such time as the employee wishes to return to full-time status or the job sharing agreement is deemed ineffective by the building principal. Should a job sharing agreement discontinue prior to the agreed upon date, the employees shall have the alternative to return to full-time employment or apply for a leave as defined under Article 5. D. 3.

Notification of non-continuation of job sharing leave must be made to the Superintendent by March 1 of the school year prior to the year in which the employee on leave wishes to return to a full-time schedule.

**(5) Section K – Sick Leave Bank**

The Board and the Union shall establish a Sick Leave Bank and fund the bank by deposits in the following manner:

1. Rules

- a. Each employee who wishes to be eligible for use of the Sick Leave Bank shall deposit two (2) sick leave days from the employee's personal supply of sick leave days.
- b. All employee deposits must be made by October 15 of each year.
- c. After the initial year, only new employees or those employees who previously made no deposit shall be asked if they wish to deposit two (2) days and become eligible for use of the Sick Leave Bank.

- e. Should the number of days in the Sick Leave Bank fall below twenty (20) days, each participating employee shall be required to deposit one (1) additional day to remain eligible for use of the bank.
- 6. Any employee who leaves the bank shall lose all days deposited.

## 2. Administration and Rules

The purpose of this bank shall be to aid those employees who have used all available Sick Leave because of lengthy and catastrophic illnesses of the employee. For each lengthy or catastrophic illness of the employee, a maximum of twenty (20) sick leave days may be requested by the employee.

To administer this bank, a Sick Leave Bank Committee shall be established composed of three (3) employees who shall include three (3) Union officers appointed by the Union and three (3) administrators who shall include three (3) administrators appointed by the Superintendent or designee for a total of six (6) Sick Leave Bank Committee members.

Those employees who desire to withdraw days must have used all available sick leave. When an employee's sick leave reserve has been reduced to ten (10) or less, such employee may apply in writing to the Sick Leave Bank Committee, explaining the reason for the request. The committee shall perform an initial review of the request within five (5) week days at which time the committee may request additional documentation from the employee. Within ten (10) week days after receipt of any additional documentation, the Sick Leave Bank Committee must report to the employee either denying or granting the sick leave bank day request.

In cases of a tie vote amongst the members of the Sick Leave Bank Committee, the Superintendent shall be the tiebreaker.

Any other rules and regulations governing the Sick Leave Bank shall be established by the committee.

# ARTICLE 6

## WORKING CONDITIONS

### **(6) Section A - Working Hours - Teachers**

The contract day for all full-time teaching staff shall be seven (7) hours and fifteen (15) minutes long. The regular school day for all students Monday, Tuesday, Thursday, and Friday shall be six (6) hours and thirty seven (37) minutes long. Wednesday shall be five (5) hours and forty (40) minutes long. Teachers shall report to their teaching or assignment stations at least fifteen (15) minutes before the school day begins and remain thirty (30) minutes after the school day ends in order to be available for meetings with students, parents, and professional personnel, including administrators and other support supervisory personnel. On Fridays, days before school observed holidays, one open house (curriculum night) day, and Parent-Teacher conference days, teachers may leave after the school day ends. Should a meeting called by the administration extend beyond the teacher work day teachers shall receive an equal amount of compensatory time to be used at a later date.

### **(6) Section B - Work Year - Teachers**

The work year shall consist of one hundred eighty (180) teacher attendance days. The calendar shall consist of the one hundred seventy-six (176) pupil attendance days, four (4) institute days, and ten (10) emergency days. If the emergency days are unused, they shall not become teacher work days. The Superintendent shall meet with the Union President or designee to discuss the calendar prior to its recommendation to the Board.

The first teacher institute day will consist of at least two hours of the day dedicated to teachers preparing their classrooms for the school year.

The fall semester parent-teacher conferences shall be conducted on one day only when classes are not in session. Fall parent-teacher conferences shall be conducted between the hours of 12:00 pm and 8:00 pm.

Spring semester parent-teacher conferences may be conducted on one day when classes are in session for a half day. Spring parent-teacher conferences may be conducted on this half day from 1:00 pm to 6:00 pm. Teachers and other employees required to work this day will be released three (3) hours early on the day before the onset of spring break to compensate for the additional three (3) hours worked on spring parent-teacher conferences day.

The parties agree to discuss the time and schedule for the fall and spring parent-teacher conference days no later than April 1 of each school year as it relates to the subsequent school term calendar.

Parent-teacher conferences will be limited to twenty-five (25) students' parent(s) per teacher to coincide with the scheduled time slots. Teachers will prioritize the scheduling based on which students' parent(s) they most need to see. Teachers will make a good faith effort to meet with the parents of other students not meeting mid-year criteria or whose parents request a conference within a week before or after the scheduled parent-teacher conference night.

When the fall parent-teacher conference day falls during the week immediately preceding a Friday Veterans' Day holiday, employees shall have fall parent-teacher conferences on the Wednesday evening of that week (preceding Veterans' Day holiday) beginning one-half (1/2) hour after student dismissal and ending promptly at 8:00 p.m. The following day, Thursday, employees shall conduct parent-teacher conferences beginning at 8:00 a.m. and ending promptly at 10:00 a.m. with dismissal for the remainder of the day thereafter.

If the fall parent-teacher conference day does not fall during the week immediately preceding Veterans' Day holiday, employees shall be allowed to revert to the conference day schedule that is published in the 2004-2005 Collective Bargaining Extension Agreement between the District and the Union. Martin Luther King Jr. Day, President's Day, and Pulaski Day are the only holidays to be used for emergency days. All other emergency days are to be made up at the end of the school year.

**(6) Section C - Preparation Time**

Teachers will receive not less than 475 minutes of non-instructional student time per week, which includes 75 minutes of administrative-determined planning, 400 minutes of teacher-determined planning and lunch time. The 475 minutes is exclusive of before and after school time. The District will do their best to ensure reasonable lunch times.

**(6) Section D - Special Needs Students**

1. Any regular education teacher who has special education students assigned to his/her class or classes shall have the right to be included in any meeting of such student's case conference committee. Additionally, the regular education teacher shall have the authority to reconvene the case conference committee for the purpose of considering the revision of the individual education plan of any special education student for whom the teacher is responsible. Such revision could include the reassignment of the student.
2. Other than in an emergency, no regular education teacher will be required to lift students, carry students, tend to the intimate personal hygiene needs of students, perform medical procedures or administer medication. The regular education teacher will cooperate with the special education personnel to allow such personnel to provide "related services" in the least disruptive manner.
3. The employer will make a good faith effort to provide regular education teachers with appropriate training opportunities concerning the curricular, grading and/or other needs of special education students who have been assigned to regular classrooms.
4. The Board and the Union agree that, when scheduling, the employer shall consider the number of special education students and the severity of their disabilities, in any given class section. Such consideration shall also be given with respect to each teacher's entire schedule.
5. Employees shall not be responsible for lifting of students without training for such as provided by the District. Further, when approved by their building principal, employees may receive other types of training when it would help them better serve our students.

**(6) Section E - Emergency School Closing**

A good faith effort shall be made to contact employees and inform them of emergency school closing by 6:00 a.m. Employees, with the exception of custodians, shall not be required to work on emergency school closing days. Any employee who attended a previously scheduled professional development workshop on a day in which school was canceled, shall be credited a day of compensation, which may be taken later in the year or carried over to the following year. Any twelve (12) month employee choosing not to come in on an emergency school closing day will not be paid for that day unless he/she opts to use a personal or vacation day. On emergency school closing days, reporting time for those employees who come to work may be delayed until road conditions are safe.

**(6) Section F - Substitute Teachers**

The Board shall make a good faith effort to have substitute teachers with degrees in education. Teachers shall make a good faith effort to call the District designee by 10:00 p.m. the night before or between 4:00 and 6:30 a.m. on the date of the absence advising of the absence.

All viable options will be exhausted prior to doubling up classes. If doubling up classes is required, the teacher doubling up will be entitled to the internal substitution rate.

**(6) Section G - Professional Excellence**

**1. In-Service Program**

In-service programs for teachers shall be developed jointly by the administration and the teachers for the school year.

On the days of Curriculum Nights in September students shall be in attendance for a full day, however both students and staff shall be in attendance for only a half-day the Friday the first available Friday that School Improvement Minutes (SIP) are banked to meet state attendance requirements.

**2. Professional Excellence Activities**

The Board encourages each teacher to attend at least one outside professional excellence activity per school year. The teacher shall be granted released time for such activity, and requests shall be submitted for approval in advance. The Board agrees to reimburse the teacher for the cost of registration, training fees, travel, meals, and/or materials up to a one hundred fifty dollar (\$150) limit per teacher per year for such activities, provided that said costs are properly vouchered with the District No. 1 Administrative Office.

**3. Visitation Day**

Each teacher shall be allowed a minimum of one (1) released day per school year to be used as a day of visitation in another school district, to observe new teaching styles, techniques and materials, and to share professional ideas and expertise with other members of the educational profession. Additional days may be allowed with the approval of the Principal.

**(6) Section H - Committee On Professional Concerns**

**1. Scope and Purpose**

The Union, the Board, and the Administration recognize the importance of communication in good working relationships. To this end, the parties agree to form a joint committee which shall meet monthly, or at other times by mutual agreement, to discuss issues affecting the District and individual schools, and to consider other matters of professional concern. A monthly meeting schedule shall be developed at the beginning of the school year by the Union President and Superintendent. The agenda shall be developed and agreed upon three (3) days prior to each scheduled meeting by the Union President and the Superintendent. It is expressly understood that these meetings do not constitute bargaining.

**2. Composition**



The composition of the committee shall consist of not more than nine (9) members, four (4) selected by the Board and five (5) selected by the Union. The Superintendent, a Board member on a rotating basis, and the two (2) building principals shall be on the committee. The Union shall attempt to select at least one (1) teacher from each building.

- a. The composition of the committee shall be limited to District #1 teachers, classified staff, administrators and Board members.
- b. Both parties are encouraged to seek the necessary guidance and expertise that is felt to be appropriate in order to allow for the efficient functioning of the committee.
- c. Attendance at the committee meetings shall be limited to members of the committee. With prior notice to the other party, either the Superintendent or Union President may invite other participants.

### **3. Recommendations**

Written recommendations of the committee, reached by majority opinion of members of the committee, may be submitted to the Union and the Board for their consideration.

## **(6) Section I - Classified Staff Working Hours**

### **1. Secretaries**

Full-time secretaries shall work an eight (8) hour workday. Said workday shall contain one (1) thirty (30) minute duty free lunch. Pay shall be for eight (8) hours. Secretaries that work the evening events of conferences, open house, and/or curriculum night will be compensated with compensatory time for the time worked in the evening and may utilize this compensatory time when the District has in-service day(s).

### **2. Aides**

All aides (instructional, inclusional, health, library) shall work at least a six (6) hour workday and shall receive one (1) paid thirty (30) minute duty free lunch (i.e. work 5½ hours – paid for 6 hours). Any aide who is requested and agrees to work during duty free lunch shall be paid for six and one-half (6½) hours. Any aide currently employed (as of the 2004-2005 school year) shall not suffer a reduction of hours below the 2005-2006 school term level.

### **3. Lunch and Playground Supervisors/Coordinators**

The workday of lunch and playground supervisors/coordinators shall vary according to the assignment. Pay shall be for all time worked.

### **4. Custodians**

The workday of the Coordinator of Buildings and Grounds and the full-time maintenance worker(s) shall be eight and one-half (8½) hours and contain one (1) paid thirty (30) minute duty free lunch (i.e. work 8 hours – paid for 8½ hours). If the Coordinator of Buildings and Grounds or full-time maintenance worker(s) agree to work during his/her duty free lunch, he/she shall be paid for nine (9) hours.

### **5. Attendance Clerk**

The attendance clerk shall work a three (3) hour workday. Pay shall be for all time worked.

**6. Bus Drivers**

The workday of bus drivers shall vary according to the bus run or runs made each day. Pay shall be for all time worked. Bus drivers shall be paid at the driving rate a maximum of two (2) hours sitting time on charter runs. Time beyond two (2) hours shall be at the prevailing sitting rate.

**7. Bookkeepers**

Bookkeeper(s) shall work eight (8) hour days. Pay shall be for time worked.

**(6) Section J - Classified Staff Work Year**

Current classified staff shall work various numbers of days within the work year dependent on job category. Nothing shall preclude the Board of Education from reducing the number of positions or reducing the level of services being provided.

**1. Secretaries/Attendance Clerks**

All ten (10) month secretaries and attendance clerks shall work a minimum of two hundred (200) days per year.

**2. Instructional Aides**

The minimum work year for instructional aides shall be no less than the number of student attendance days.

**3. Lunch and Playground Supervisors/Coordinators**

All lunch and playground supervisors/coordinators shall work every day of student attendance when lunch for students is received.

**4. Custodians**

The Coordinator of Buildings and Grounds and full-time maintenance workers shall work a twelve (12) month work year. Part-time custodians shall work a minimum of one hundred eighty (180) days per year.

**5. Health Aides**

Health aides shall work a minimum of one hundred eighty (180) days per year.

**6. Bus Drivers**

Bus drivers shall work on days when students must be transported.

The Board of Education shall be able to hire additional part-time classified staff without being subject to the restrictions above.

**7. Bookkeepers**

Bookkeepers(s) shall work a twelve (12) month year.

**(6) Section K – Bus Driver Routes, Working Conditions and Additional Compensation**

Bus Driver Routes and Working Conditions

1. Bus runs will be maintained by the current driver until a vacancy occurs.
2. As long as bus runs remain relatively unchanged, bus drivers employed as of January 1, 2010 will be paid for four and one-quarter (4.25) hours per day for their standard routes. Should the actual driving time exceed four and one-quarter (4.25) hours due to emergencies, bus drivers shall record any additional time worked and will be paid for the additional time worked at his/her hourly rate.
3. Because it is contiguous with a standard route, the after school activity run will be paid a minimum of one (1) hour driving time, or the actual driving time, whichever is greater.
4. Any non-contiguous standard midday routes (e.g. special education runs) will be paid a minimum of one (1) hour driving time, or actual driving time, whichever is greater.
5. Because it is not contiguous with a standard route and occurs in the late evening, the late night Cyclone Learning Club run, which usually occurs on Fridays at 5:00 pm or thereafter, will be paid a minimum of two (2) hours for the run.
6. All other charter runs will be paid at actual driving time according to the driving and sitting rates specified in the Agreement per Article 6.I. Subsection 6 above.

**(6) Section L – Class Size**

The District will do their best to maintain reasonable and balanced class sizes.

# ARTICLE 7

## COMPENSATION AND FRINGE BENEFITS

### **(7) Section A - Salary Schedule**

1. The teachers' salary schedules shall be as set forth in appendix A is attached to and incorporated into this Agreement.
2. Full time employees not electing the hospitalization/major medical insurance coverage available to full time employees pursuant to Article 7, Section I shall be entitled to additional compensation in the amount of three thousand four hundred dollars (\$3,400) each school year.
3. The Board shall pick up and pay an amount not to exceed 9.4% for the total teachers TRS contribution in accordance with IRA Ruling 81-36 (.103753 of salary and extra-duty stipends) to the Teachers' Retirement System of Illinois.

### **(7) Section B - Supplemental Pay Schedule**

1. The supplemental pay schedule shall be set forth in Appendix C which is attached to and incorporated into this Agreement. Supplemental duties are defined as any assignments that are in addition to the normal work schedule and/or that exceed the normal work day. In the event a new supplemental duty position is created or a vacancy occurs in any current supplemental duty position, the Board shall post the vacancy in all school buildings for at least five (5) school days prior to filling the vacant supplemental pay position.
2. Individuals interested in an extra-curricular activity shall make formal application to the administration for the position. The process is as follows:
  - a. Submit a letter of application indicating an interest and qualifications for the position.
  - b. An additional page should include an action plan on how you would organize the activity, expected results and a schedule of the necessary steps to be implemented to attain the desired objectives.
3. Supplemental duties shall be offered first to those qualified employees who are also suitable for the assignment. Seniority as defined under Article 2 Section A may also be considered when making assignments. When more than one (1) employee applies for the same supplemental duty all applicants shall be granted an interview. The principal shall serve the employee with written notice when the employee is awarded a supplemental duty assignment.
4. All supplemental duties shall be open each year except the following:  
Band  
Chorus  
Flag Corps

5. Written application shall be made to the Superintendent or designee by April 1st for the positions listed below. Offers for the following positions that are to be filled for the next school term shall be tendered no later than the close of the prior school term:

7/8th grade girls volleyball  
Junior high lunchroom duty  
Junior high Bus Supervisor  
Crossing Guard  
Athletic Director  
Soccer

Computer Coordinator - Elementary  
Computer Coordinator - Junior high  
Audio-Visual Coordinator - Elementary  
Audio-Visual Coordinator - Junior High  
Cross Country

6. All other supplemental duties that are to be filled shall be applied for by the end of the first full day of school of the new school term and shall be offered within the first two (2) weeks of that school term.
7. If no internal applicant accepts the offer of a supplemental duty, the District may offer the supplemental duty to an external applicant at a stipend no higher than is stipulated in Appendix D. Should the Board create any supplemental duty positions not listed in Appendix D, the compensation for such shall be negotiated with the Union. Any such compensation shall become an addendum to this Agreement.
8. Because of uncertain financial considerations and/or a lack of participation the Board reserves the right to eliminate extra-duty activities. The Board shall, however, advise the Union before making any changes. A thirty (30) day notification is required.
1. To provide greater flexibility in offering students participation in various clubs, club sponsors will be compensated based on actual student contact time with students. The rate during the 2010-2011 school term shall be seven hundred ninety dollars (\$790.00) for the sponsorship of a club which meets once per week throughout the entire school year. Sponsors of clubs which meet once per week for one quarter will be compensated one-quarter of the annual amount above. Sponsors of clubs which meet once per week for one semester will be compensated one-half of the annual amount above. Each weekly meeting shall last no less than one hour. Club sponsors must submit a calendar of meeting dates to their administrator at least two (2) weeks before starting the club so that date conflicts can be adjusted. Club sponsors will keep regular daily attendance lists for each meeting and should attendance drop below fifteen (15) students, the administrator may request a meeting to determine pro-ration of the sponsor's pay or cancellation of the club.

Building administrators will work with staff to provide clubs with the most interest and benefit for students based on their building club budget.

#### **(7) Section C - Classified Staff Pay Agreement**

The classified staff pay agreement shall be as set forth in Appendix B which is attached to and incorporated into this Agreement.

Full time employees not electing the hospitalization/major medical insurance coverage available to full time employees pursuant to Article 7, Section I shall be entitled to additional compensation in an amount equal to that provided in Article 7. A.

Classified staff hired July 1<sup>st</sup>, 2016 or after who are maintaining an average of 30 hours or more per week will receive sick leave, personal days, and paid holidays.

#### **(7) Section D - Pay Days - Teachers**

Each teacher shall have the option of receiving salary over twenty-two (22) or twenty-six (26) pay periods. Each teacher shall designate his/her choice to the business office at the start of the school term. Pay day shall be every other Friday, beginning with the first working Friday of the school term. If the first working Friday of a new school term should happen to be the twenty-sixth (26th) pay day of the previous years pay cycle, then the first (1st) pay day of the new school term shall be postponed by one (1) week. If a regular pay date falls on the first or second day of a holiday period, teachers shall receive their checks on the last work day prior to the holiday period. During the summer and in vacation periods, checks shall be mailed so that they shall reach teachers on the appropriate pay day.

**(7) Section E - Summer Pay Option**

A teacher may receive his/her pro-rated share of annual salary for the summer months on the final day of school if the teacher terminates employment with District #1. A teacher wishing to do so must file a written request for such with the District #1 Business Office within two (2) weeks of notice of termination.

**(7) Section F - Payroll Deductions-Annuities-Direct Deposit**

1. Employees may select, at complete cost to themselves, an annuity plan from the companies presently approved by the Board and utilize payroll deductions based on a twenty-two (22) payment or twenty-six (26) payment basis as so directed by the employee. New companies may be added to the approved list but not to exceed more than eight (8) companies in total.
2. An employee may elect to receive his/her pay through direct deposit by completing a proper authorization form to his/her bank. Employees hired subsequent to November 20, 2000, shall receive their pay through direct deposit by completing a proper authorization form to their bank.

**(7) Section G - Salary Schedule Placement - New Hires**

All newly hired teachers shall be given credit on the salary schedule for prior experience at the rate of one-half ( $\frac{1}{2}$ ) year credit for each year worked up to a total of two (2) years. The Board has the discretion to offer a higher salary schedule placement provided such discretion is not arbitrary, capricious, or unreasonably applied and further provided that any teacher offered more credit shall not be placed higher than actual years of experience or higher than someone with equal years of experience.

No new classified staff employee shall be hired at an hourly rate which exceeds that of a current classified staff employee in the same position with like education and like work experience.

**(7) Section H - Salary Reduction Plan**

The Board and the Union agree to the institution of an IRS 125 salary reduction plan. The Board agrees to pay the one-time start up cost, provided such cost is no greater than two hundred fifty dollars (\$250), as well as the monthly service charge per participating employee provided such charge is no greater than two dollars and fifty cents (\$2.50) per month per employee. An informational meeting shall be held on the first day of school each year to explain the program and have employees sign up.

**(7) Section I - Hospitalization/Major Medical Insurance**

The Board shall pay the cost of the single coverage premium for hospitalization/major medical insurance for each full time employee. The Board shall pay fifty percent (50%) of the full cost of the premium for family/dependent hospitalization/major medical insurance for each full time employee electing such insurance. An employee's share of the premium for a family plan shall be paid through payroll deduction.

For any hospitalization/major medical insurance coverage in which the deductible is greater than seven hundred dollars (\$700), the Board will reimburse participants any amounts applied to their deductible beyond the first seven hundred dollars (\$700) not to exceed one thousand three hundred dollars (\$1,300) per participant upon submission of paid receipts.

The Board retains the right to select the insurance coverage and carrier provided:

1. The Board shall notify the Union whenever considering a change.
2. The Board shall share all insurance bids received with the Union.
3. The Board shall meet with the Union to discuss any recommended action.
4. Any Hospitalization/Major Medical Insurance selected by the Board shall be substantially similar to that currently in effect, unless otherwise agreed in writing by the Union.
5. The current four (4) rate structure shall be maintained unless agreed otherwise in writing by the parties.

Full time employees shall have the right to have their insurance coverage continued while on an approved leave of absence. The cost of the insurance in this instance shall be paid by the full time employee.

A joint L/M Committee will consist of up to three representatives from the Union and three representatives from the Administration/School Board. Joint Committee recommendations will be communicated to the Board for consideration.

#### **(7) Section J - Dental Insurance**

The Board shall pay the full cost of dental coverage premiums for full time employees as specified: 100% preventive care with no deductible, 80% Basic - \$50 deductible; 50% major (same deductible); 50% orthodontia with a \$1,500 maximum. The carrier shall be mutually agreed to by the parties. The Board agrees to offer, if available through the carrier, a four (4) rate structure similar to the structure of Hospitalization/Major Medical Insurance as provided in Article 7. I. 5.

The Board shall offer access to vision insurance for full-time employees. Employees shall be responsible for the full cost of premiums and such premiums shall be paid through payroll deduction. The Board agrees to offer, if available through the carrier, a four (4) rate structure similar to the structure of Hospitalization/Major Medical Insurance as provided in Article 7. I. 5.

#### **(7) Section K - Life Insurance**

The Board agrees to pay the full cost of premiums for fifty thousand dollars (\$50,000) in life insurance for full-time employees.

#### **(7) Section L - Early Retirement Payment**

1. The Board shall pay the teacher's contribution to the Teachers Retirement System for those teachers retiring under the early retirement provisions of the Pension Code, Chapter 108 1/2, Section 17-116.1. The Board may choose to limit this benefit to no less than two (2) teachers per year.
2. In order to be eligible for this incentive, teachers at the date of retirement must:

- A. have attained at least age 60 or have attained at least thirty-five (35) years of service credit with the Illinois Teachers' Retirement System (ITRS), OR
- B. have attained whatever requirements may be necessary under Illinois Pension Code to eliminate any employer paid retirement penalty on behalf of the teacher.

For up to the last four (4) years of the eligible teacher's employment, the teacher shall receive a six percent (6%) increase in basic compensation over the basic compensation of the preceding year for the first year. For the next three (3) years of the eligible teacher's employment, the teacher shall receive, up to and not to exceed, the maximum allowable by State law. Basic compensation is defined as salary compensation inclusive of longevity. In addition, the Board shall pay the cost of the health insurance premiums for the teacher for seven (7) years provided the teacher enrolls in the TRS managed care (HMO) Health Insurance Plan with the option to pay the difference at teacher's cost for the Teachers' Choice Health Plan (PPO).

Eligible teachers applying for this incentive must submit a written notice to the Superintendent on or before June 1st of the school term of the year of the first year in which the teacher expects a six percent (6%) increase in basic compensation.

A teacher who gives written notice of retirement shall, upon the Board's approval of such notice, execute a promissory note payable to the Board for the amount of retirement incentives to be paid hereunder by the Board, provided nothing herein shall preclude the teacher and the Board from adjusting the original proffered date of retirement to a later date which would qualify the teacher to full retirement incentives without discount and without giving rise to any required Board payment to ITRS as a consequence of such retirement.

A teacher who gives written notice of retirement shall, upon the Board's approval of such notice, be excluded from assuming any additional extra duty stipends, salary schedule lane changes, cash in lieu payments for hospitalization/medical insurance coverage, advanced certifications, or any other salary adjustments if such would result in ITRS funding liability to District #1 for basic compensation increases exceeding the maximum allowable by State law in any one of the last three years of employment.

Except as approved by the Board in exigent circumstances (such as loss of a spouse, relocation, divorce, loss of household income, a mistake in computing TRS retirement calculation, etc.), teachers who default on their written notice will not be eligible to participate in the early retirement at a later date.

PROMISSORY NOTE

I, \_\_\_\_\_, assert and promise as follows:

On the date of my retirement as a full-time teacher at Winthrop Harbor School District No. 1, I will have attained at least age sixty (60) or have attained at least thirty-five (35) years of service credit with the Illinois Teachers' Retirement System (ITRS), OR I will have attained whatever requirements may be necessary under Illinois Pension Code to eliminate any employer paid retirement penalty on my behalf. In the event that unforeseen circumstances prevent me from attaining the above, I agree to remain a full-time teacher at Winthrop Harbor School District #1 until such time as I do and to otherwise comply with the applicable provision of the Collective Bargaining Agreement in force between the Board of Education of Winthrop Harbor School District No. 1 and the Winthrop Harbor Council of the Lake County Federation of Teachers, Local 504, IFT-AFT/AFL-CIO.

If for any reason I should default on the above requirements, then for value received, I promise to pay to the order of the Board of Education of Winthrop Harbor School District No. 1, the total sum of all amounts (including withholding and other taxes) added to my compensation by the Board of Education of Winthrop Harbor School District No. 1 as a consequence of my having elected retirement pursuant to Article VII. 7.L. of the Collective Bargaining Agreement in effect between said Board of Education and the Winthrop Harbor Council of the Lake County Federation of Teachers, Local 504, IFT-AFT/AFL-CIO. Such payment shall be made no later than my final day of service with Winthrop Harbor School District No. 1.

I agree that should I default in the above referenced payment, I hereby waive any notice of default and service of process and confess to a judgment that may be entered against me in a court of competent jurisdiction. I further agree that in the event of a



default of this agreement, I will pay all costs and fees (including attorney's fees) incurred by the Board of Education of Winthrop Harbor School District No. 1 in collecting the balance due.

_____	_____
Signed	Date
WITNESSES:	
_____	_____
_____	_____
Date	Date

**(7) Section M - Traveling Employees**

Employees, excluding the maintenance specialist, who regularly travel between schools for their regular duty assignments shall receive one hundred twenty-six dollars and fifty cents (\$126.50) per year if traveling one (1) day per week, one hundred fifty-eight dollars and thirteen cents (\$158.13) per year if traveling two (2) days per week, one hundred eighty-nine dollars and seventy-five cents (\$189.75) per year if traveling three (3) days per week, two hundred twenty-one dollars and thirty-eight cents (\$221.38) per year if traveling four (4) days per week and two hundred fifty-three dollars (\$253) per year if traveling five (5) days per week.

The maintenance specialist shall receive a yearly travel stipend of five hundred seventy-five dollars (\$575).

**(7) Section N – Instructional/Inclusional Aides as Substitute Teachers**

When an instructional/inclusional aide who is certified to be a substitute teacher is requested by the Administration to work as a substitute teacher, the instructional aide shall receive substitute teacher pay if such pay is greater than the pay the instructional aide would otherwise receive.

**(7) Section O - Internal Substitution**

It is understood that substitutes are not always available and that from time to time teachers may be called on to give up a planning period; to take over for special area instruction periods (art, music, PE), or to change daily assignment (librarian staffing for a particular subject area). If such internal substitution is undertaken, then teachers shall be paid at the rate of twenty-eight dollars and seventy-five cents (\$28.75) per sixty-minute period.

**(7) Section P - Tuition Reimbursement**

Teachers shall receive tuition reimbursement at the rate of three hundred dollars (\$300) per credit hour, but not to exceed the actual cost of tuition, provided that the teacher receives a grade of "B" or higher. The maximum amount that shall be reimbursed shall not exceed two thousand dollars (\$2,000) per teacher per school year.

All courses for tuition reimbursement, including internet courses, must be pre-approved by the Superintendent. Approved courses shall be those deemed beneficial to the individual teaching situation and/or the general school curriculum. Teachers enrolled in Master's Degree programs shall be granted approval of elective courses which are part of the course of study leading to the Master's Degree.

Generally, video courses, correspondence type courses, and courses offered in a non-traditional style or setting shall not be approved for tuition reimbursement. In rare instances, and at his/her sole discretion and without regard to past instances, the Superintendent may approve such courses.

The parties will collaboratively develop a standardized form for tuition reimbursement requests and approval.

Reimbursement shall be made upon presentation of an official transcript and a receipt or canceled check for tuition. Teachers leaving the district for employment with another district within less than two (2) years of the reimbursement shall repay the reimbursement. This will not apply to teachers that are laid off.

**(7) Section Q - Classified Staff Vacations**

All twelve (12) month classified staff shall be granted vacation with full pay as listed in the following categories:

<u>No. of Years of Employment</u>	<u>No. of Days of Vacation</u>
1	10
5	15
10	20

Eligibility for the listed vacation categories requires a classified staff employee's anniversary date to fall before July 1. Vacation dates shall be submitted to the Superintendent for review prior to approval.

**(7) Section R - IMRF Sheltering**

The Board agrees to tax shelter the classified staff four and one-half percent (4.5%) contribution to the Illinois Municipal Retirement Fund (IMRF), in accordance with the provisions of the law and IMRF.

**(7) Section S - Pay Days - Classified Staff**

All hourly employees shall be paid bi-weekly. Salaried employees shall be paid over twenty-six (26) pay periods.

**(7) Section T - Longevity Stipends**

In addition to any compensation to which a teacher may be entitled by virtue of movement on an Appendix A Salary Schedule to a higher lane horizontally, any teacher who has been paid at Step 30 on an Appendix A Salary Schedule for a period of one (1) year shall, in subsequent years, receive longevity compensation as follows:

- For the 2018-19 school year, teachers in longevity will receive an 8% increase from their 2017-18 compounding salary without being subject to the provision of the 2.4% cap.
- For the 2019-20 school year, teachers in longevity will receive a 3% increase from their 2018-19 compounding salary without being subject to the provision of the 2.4% cap.
- For the 2020-21 school year, teachers in longevity will receive a 3% increase from their 2019-20 compounding salary without being subject to the provision of the 2.4% cap.
- For the 2021-22 school year, teachers in longevity will receive a 3% increase from their 2020-21 compounding salary without being subject to the provision of the 2.4% cap.
- For the 2022-23 school year, teachers in longevity will receive a 3% increase from their 2021-22 compounding salary without being subject to the provision of the 2.4% cap.

In the years that longevity is part of the settlement, increases in longevity shall compound up to 2.4%. If the amount of longevity increase exceeds 2.4%, the increase beyond 2.4% shall not compound, but will be paid as a stipend spread evenly throughout the contract year.

Additionally, any teacher receiving longevity compensation and for whom horizontal movement also occurs shall receive in addition to their percentage increase above an amount equal to the difference in dollars between the column from which they are moving and the column to which they are moving. Example: A teacher receiving longevity compensation in 2018-19 who in 2017-2018 was located in the BA column but in 2018-19 moves to the BA+9 column shall receive an additional four percent (4%).

**(7) Section U – Classified Staff Paid Holidays**

The following shall be non-working paid holidays for classified staff employees who work an average of at least 30 hours per week:

Independence Day (for twelve month employees)  
Labor Day  
Veteran's Day  
Thanksgiving Day  
Friday after Thanksgiving Day  
Christmas Day  
New Year's Day  
Martin Luther King Jr.'s Birthday  
Friday before Easter Sunday  
Memorial Day

If a paid holiday falls on a weekend, a classified staff employee may choose to take another day off (paid), upon approval of his/her principal, or he/she may receive pay for the weekend holiday.

All Classified Staff will receive an additional \$0.10 per hour increase in 2016-17 in lieu of a staff paid holiday for Casimir Pulaski Day. All Classified Staff will receive an additional \$0.10 per hour increase in 2018-19 in lieu of a staff paid holiday for President's Day. Any Classified Staff hired after the 2016-17 school year will also be granted the additional \$0.10 per hour increase in 2018-19.

**(7) Section V – Bus Driver Extra Duties**

Any work assignments in addition to standard route pay including but not limited to field trips shall be offered to bus drivers on the basis of rotating seniority and comparability of hours.

**(7) Section W – Classified Staff Retirement Incentive**

Classified staff who have a minimum of twenty (20) years of service in the District and are working a minimum of thirty (30) hours per week and are eligible for retirement under the provisions of the Illinois Municipal Retirement Fund shall receive a retirement severance of seven hundred fifty (\$750) plus an additional fifty dollars (\$50) for each year of service to the District not to exceed an aggregate total of two thousand dollars (\$2,000). No more than two classified staff shall have access to this retirement incentive within a fiscal year. The classified staff employee shall provide the District with an irrevocable letter of retirement at least four months prior to the anticipated retirement date. The classified staff employee must retire by June 30<sup>th</sup> of the employee's final year of employment in the District.

The retirement incentive shall be paid out over the employee's final four months as follows:

- A. The employee shall receive a twenty-five percent (25%) increase over the previous month earnings for the first of the final four months. This amount of increase shall not exceed the employee's total retirement severance.
- B. The employee shall receive a twenty-five percent (25%) increase over the amount stipulated in A above for the second of the final four months of employment in the District provided that the combined increase in parts A and B shall not exceed the employee's total retirement severance.
- C. The employee shall receive a twenty-five percent (25%) increase over the amount stipulated in B above for the third of the final four months of employment in the District provided that the combined increase in parts A, B and C shall not exceed the employee's total retirement severance.
- D. The balance remaining, if any, from the employee's total retirement severance less the increases paid out under parts A, B and C above shall be paid to the employee in their final month.

**(7) Section X – Attendance Bonus**

Full-time employees who use no (0) sick leave days in a school year will receive a one hundred twenty-five dollar (\$125) bonus and part-time employees working at least thirty (30) hours per week who use no (0) sick leave days in a school year will receive a one hundred and seven dollar (\$107) bonus. Said bonuses shall be payable no later than July 15 following the completion of the school year.

**(7) Section Y – Building Supervisor**

The parties hereby agree that due to privatization of the District's custodial services, a void has risen regarding supervision of buildings during non-work hours when District school buildings are used by non-district individuals/groups. Board policy requires that a District employee be present at all "off hour" events in a school building. The District shall be responsible for providing a building supervisor at the time an "Application for Building Use" is filed with a building administrator.

Any District employee is eligible to serve as a building supervisor. The District shall notify all employees at the beginning of each school year regarding ability to serve as a building supervisor. The District shall maintain a list of employees interested in acting as building supervisors on a rotating basis.

The building supervisor's responsibility shall include establishing a presence during the approved non-District event and thereafter securing the building prior to departure. The building supervisor shall not be responsible for providing any cleaning or security services either during or after the event.

The compensation for acting as a building supervisor shall be eighteen dollars (\$18.00) per hour. Additionally, the District shall be responsible for handling pension contributions (IMRF or ITRS) and withholding.

**(7) Section Z – Vision and Hearing Testing Compensation**

The parties agree that payment for an employee certified in the testing of vision and hearing will be compensated at the rate stipulated in Appendix C. Employees performing this duty will receive this pay only when actually performing testing on students. All paperwork associated with the results of vision and hearing tests will be paid at the regular health aide pay rate. During the time when an employee conducts vision and hearing testing, he/she will not be paid his/her regular hourly rate.

**(7) Section AA – HVAC, Electric, Plumbing, Bus Maintenance Compensation**

The parties agree that payment for an employee designated by the Superintendent to perform HVAC, electrical, plumbing or bus maintenance work will be compensated at the rate stipulated in Appendix C. Employees performing this duty will receive this pay only when actually performing work in these areas. During the time when an employee performs HVAC, electrical, plumbing or bus maintenance work, he/she will not be paid his/her regular hourly rate.

**(7) Section AB – Advanced Certifications**

**The District will compensate certified staff for priority certifications. Priority certifications include: National Board Teacher Certification, English as a Second Language (ESL) Endorsement, Combined Levels 1 and 2 Google Certified Educator, and Google Certified Trainer. Staff must be pre-approved for the program by the Superintendent, prior to starting.**

**If graduate credit is earned, the staff member will be compensated according to the lane movement. For all priority certificates except National Board Teacher Certification, if graduate credit is not earned or if the staff member is at MA + 36, a stipend of \$1,000.00 will be the compensation when the certification is complete. If National Board Teacher Certification is obtained, the teacher will receive a stipend of \$2,000.00 when the certificate is earned.**

**(7) Section AC – Extended Day/Extended Year**

**Staff that attend a full day of in District curriculum training, at the request of an administrator, shall be allowed the choice of being compensated \$125.00, or a compensation day. Staff who have a retirement promissory note will receive a full day credit to be used later in the year or the following year.**

**When the District is in need of curriculum development over the summer, the scope of the work will be determined along with a stipend for compensation.**

## ARTICLE 8

### GRIEVANCE PROCEDURE

The term "grievant or aggrieved" shall include all members of the bargaining unit, any group of members acting as a class or the Union itself acting for any member or group of members.

#### **(8) Section A - Definitions**

1. A grievance shall be any claim by the Union or any employee that there has been a violation, misrepresentation, misapplication of the terms of this Agreement.
2. All time limits consist of school days, except when a grievance is submitted fewer than ten (10) days before the close of the current school term, then time limits shall consist of all week days.

#### **(8) Section B - Procedures**

The parties hereto acknowledge that it is usually most desirable for an employee and the employee's immediately involved supervisor to resolve problems through free and informal communications. When requested by the employee, a Union representative may accompany the employee to assist in the informal resolution of the grievance. If however, the informal process fails to satisfy the employee or the Union, a grievance may be processed as follows:

##### **1. Step I**

The grievance shall be filed within thirty (30) days of the occurrence or of the date upon which the employee could reasonably have learned of the occurrence. The employee or the Union may present the grievance in writing to the immediately involved supervisor, who shall arrange for a meeting to take place within fifteen (15) days after the receipt of the grievance. Each party shall have the right to include in its representation such witnesses and counselors as it deems necessary. Within two (2) days of the meeting, the grievant and the Union shall be provided with the supervisor's written response, including the reasons for the decision.

##### **2. Step II**

If the grievance is not resolved at Step I, then the Union may refer the grievance to the Superintendent within ten (10) days after receipt of the Step I answer. The Superintendent shall arrange with the Union representative for a meeting to take place within ten (10) days of the Superintendent's receipt of the appeal. Each party shall have the right to include in its representation such witnesses and counselors as it deems necessary. Within ten (10) days of the meeting, the Union shall be provided with the Superintendent's written response, including the reasons for the decision.

##### **3. Step III**

If the Union is not satisfied with the disposition of the grievance at Step II, the Union may submit the grievance to final and binding arbitration. If the grievance is appealed to arbitration, representatives of the Union shall contact the Employer to attempt to select an arbitrator. If the parties are unable to agree on an arbitrator within ten (10) working days, the parties shall request the Federal Mediation and Conciliation Service to submit a panel of arbitrators from which the parties may choose. If a demand for arbitration is not filed within thirty (30) days of the date for the Step II answer, then the grievance shall be deemed withdrawn.

**(8) Section C - Bypass to Superintendent**

If the Union and the Superintendent agree, any step of the grievance procedure may be bypassed and the grievance brought directly to the next step.

**(8) Section D - Bypass to Arbitration**

If the Superintendent and the Union agree, a grievance may be submitted directly to arbitration.

**(8) Section E - Class Grievance**

Class grievances involving one (1) or more employees or one (1) or more supervisors, and grievances involving an administrator above the building level may be initially filed by the Union at Step II.

**(8) Section F - Union Participation - Employee Represented**

The Board acknowledges the right of the Union's grievance representative to participate in the processing of a grievance at any level, and no employee shall be required to discuss any grievance if the Union's representative is not present.

**(8) Section G - Union Participation - Employee Not Represented**

An individual employee or group of employees may at any time present grievances and have them adjusted without the intervention on the Union as long as the adjustment is not inconsistent with the terms of this Agreement, provided that the Union has been given an opportunity to be present at such an adjustment.

**(8) Section H - No Reprisals Clause**

No reprisals shall be taken by the Board or the administration against any employee because of the employee's participation in a grievance.

**(8) Section I - Released Time**

If hearings are scheduled during normal working hours, the grievant, his/her representatives and other witnesses shall be released from duties without loss of pay or benefits, provided that this subsection shall not require the scheduling of hearings during normal working hours.

**(8) Section J - Filing of Materials**

All records related to a grievance shall be filed separately from the personnel files of the employees.

**(8) Section K - Grievance Withdrawal**

A grievance may be withdrawn at any level without establishing precedent.

**(8) Section L - No Written Response**

If no written decision has been rendered within the time limits indicated by a step, then the grievance may be processed to the next step.

**(8) Section M - Costs**

The fees and the expenses of the arbitrator shall be shared equally by the parties.



## ARTICLE 9

### DURATION AND TECHNICAL CLAUSES

#### **(9) Section A - Negotiation Impasse**

It is agreed that if impasse is declared by either party or occurs pursuant to law or the assistance of a mediator becomes necessary either by request or pursuant to law, both parties shall jointly request a mediator from the Federal Mediation and Conciliation Service.

#### **(9) Section B - No Strike**

The Union agrees that neither it nor its members shall authorize or take part in any strike during the life of this Agreement.

#### **(9) Section C - No Lockout**

The Board agrees not to lock out any employee or engage in any unfair labor practices during the term of this Agreement. A grievance alleging the commission of an unfair labor practice shall not be processed beyond Step II; however, if the grievance is not resolved at Step II, the Union may file a charge of unfair labor practice with the Illinois Educational Labor Relations Board.

#### **(9) Section D - Severability**

If any provision of this Agreement is held to be contrary to law, then such provision shall not be deemed valid except to the extent permitted by law; but all other provisions shall continue in full force and effect.

#### **(9) Section E - Typing and Printing of this Agreement**

The Board shall assume all responsibility and cost related to the typing of this Agreement for execution by the parties. Upon execution of this Agreement, the Board shall assume all responsibility for the printing of sufficient copies of this Agreement for the parties. The spokesperson for each party shall approve the final draft of the Agreement prior to its printing and distribution.

#### **(9) Section F - Duration**

This Agreement shall be effective July 1, 2018 through June 30, 2023.

**IN WITNESS WHEREOF**, this Agreement is executed by the duly authorized officers of the Board and the Union this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

**FOR THE BOARD**

**FOR THE UNION**

\_\_\_\_\_  
President      President

\_\_\_\_\_

\_\_\_\_\_  
Secretary      Secretary-Treasurer

\_\_\_\_\_

## APPENDIX A (1) – SALARY SCHEDULES

### 2018-19 Salary Schedule Without TRS

Step	BA	BA+9	BA+18	BA+27	BA+36/MA	MA+9	MA+18	MA+27	MA+36	Doctorate
1	32754	34064	35427	36844	38318	39850	41444	43102	44826	46619
2	33409	34745	36135	37581	39084	40647	42273	43964	45723	47552
3	34077	35440	36858	38332	39866	41460	43119	44843	46637	48503
4	34759	36149	37595	39099	40663	42289	43981	45740	47570	49473
5	35454	36872	38347	39881	41476	43135	44861	46655	48521	50462
6	36163	37610	39114	40679	42306	43998	45758	47588	49492	51471
7	36886	38362	39896	41492	43152	44878	46673	48540	50481	52501
8	37624	39129	40694	42322	44015	45775	47606	49511	51491	53551
9	38377	39912	41508	43168	44895	46691	48559	50501	52521	54622
10	39144	40710	42338	44032	45793	47625	49530	51511	53571	55714
11	39927	41524	43185	44912	46709	48577	50520	52541	54643	56828
12	40725	42355	44049	45811	47643	49549	51531	53592	55736	57965
13	41540	43202	44930	46727	48596	50540	52561	54664	56850	59124
14	42371	44066	45828	47661	49568	51551	53613	55757	57987	60307
15	43218	44947	46745	48615	50559	52582	54685	56872	59147	61513
16	44083	45846	47680	49587	51570	53633	55779	58010	60330	62743
17	44964	46763	48633	50579	52602	54706	56894	59170	61537	63998
18	45864	47698	49606	51590	53654	55800	58032	60353	62767	65278
19	46781	48652	50598	52622	54727	56916	59193	61560	64023	66584
20	47716	49625	51610	53674	55821	58054	60376	62792	65303	67915
21	48671	50618	52642	54748	56938	59215	61584	64047	66609	69274
22	49644	51630	53695	55843	58077	60400	62816	65328	67941	70659
23	50637	52662	54769	56960	59238	61608	64072	66635	69300	72072
24	51650	53716	55864	58099	60423	62840	65353	67968	70686	73514
25	52683	54790	56982	59261	61631	64097	66660	69327	72100	74984
26	53736	55886	58121	60446	62864	65379	67994	70713	73542	76484
27	54811	57004	59284	61655	64121	66686	69354	72128	75013	78013
28	55907	58144	60469	62888	65404	68020	70741	73570	76513	79574
29	57026	59307	61679	64146	66712	69380	72155	75042	78043	81165
30	58166	60493	62912	65429	68046	70768	73599	76543	79604	82788

#### Salary Notes:

Employees on schedule will advance one vertical step

Each cell increases 6%

Teachers on longevity will receive 8% without cap for the duration of the current contract

Classified Staff will receive a \$2.00 increase per hour in their hourly base wage, save maintenance leads

Maintenance leads will receive an 8% raise per hour in their hourly base wage

## APPENDIX A (2) – SALARY SCHEDULES

### 2019-20 Salary Schedule Without TRS

Step	BA	BA+9	BA+18	BA+27	BA+36/MA	MA+9	MA+18	MA+27	MA+36	Doctorate
1	33082	34405	35781	37212	38701	40249	41859	43533	45274	47085
2	33743	35093	36497	37956	39475	41054	42696	44404	46180	48027
3	34418	35795	37227	38716	40264	41875	43550	45292	47103	48988
4	35106	36511	37971	39490	41070	42712	44421	46198	48046	49967
5	35809	37241	38730	40280	41891	43567	45309	47122	49006	50967
6	36525	37986	39505	41085	42729	44438	46215	48064	49987	51986
7	37255	38745	40295	41907	43583	45327	47140	49025	50986	53026
8	38000	39520	41101	42745	44455	46233	48082	50006	52006	54086
9	38760	40311	41923	43600	45344	47158	49044	51006	53046	55168
10	39536	41117	42762	44472	46251	48101	50025	52026	54107	56271
11	40326	41939	43617	45362	47176	49063	51026	53067	55189	57397
12	41133	42778	44489	46269	48119	50044	52046	54128	56293	58545
13	41955	43634	45379	47194	49082	51045	53087	55210	57419	59716
14	42794	44506	46287	48138	50064	52066	54149	56315	58567	60910
15	43650	45396	47212	49101	51065	53107	55232	57441	59739	62128
16	44523	46304	48157	50083	52086	54170	56336	58590	60933	63371
17	45414	47230	49120	51084	53128	55253	57463	59762	62152	64638
18	46322	48175	50102	52106	54190	56358	58612	60957	63395	65931
19	47249	49139	51104	53148	55274	57485	59785	62176	64663	67249
20	48194	50121	52126	54211	56380	58635	60980	63419	65956	68594
21	49157	51124	53169	55295	57507	59808	62200	64688	67275	69966
22	50141	52146	54232	56401	58657	61004	63444	65982	68621	71366
23	51143	53189	55317	57529	59831	62224	64713	67301	69993	72793
24	52166	54253	56423	58680	61027	63468	66007	68647	71393	74249
25	53210	55338	57551	59854	62248	64738	67327	70020	72821	75734
26	54274	56445	58703	61051	63493	66032	68674	71421	74277	77249
27	55359	57574	59877	62272	64762	67353	70047	72849	75763	78793
28	56466	58725	61074	63517	66058	68700	71448	74306	77278	80369
29	57596	59900	62296	64787	67379	70074	72877	75792	78824	81977
30	58748	61098	63541	66083	68726	71476	74335	77308	80400	83616

#### Salary Notes:

Employees on schedule will advance one vertical step

Each cell increases 1%

Teachers on longevity will receive 3% without cap for the duration of the current contract

Classified Staff will receive a 3% increase per hour in their hourly base wage

## APPENDIX A (3) – SALARY SCHEDULES

### 2020-21 Salary Schedule Without TRS

Step	BA	BA+9	BA+18	BA+27	BA+36/MA	MA+9	MA+18	MA+27	MA+36	Doctorate
1	33412	34749	36139	37584	39088	40651	42277	43968	45727	47556
2	34081	35444	36862	38336	39869	41464	43123	44848	46642	48507
3	34762	36153	37599	39103	40667	42294	43985	45745	47574	49477
4	35457	36876	38351	39885	41480	43139	44865	46660	48526	50467
5	36167	37613	39118	40683	42310	44002	45762	47593	49497	51476
6	36890	38366	39900	41496	43156	44882	46678	48545	50486	52506
7	37628	39133	40698	42326	44019	45780	47611	49516	51496	53556
8	38380	39916	41512	43173	44900	46695	48563	50506	52526	54627
9	39148	40714	42342	44036	45798	47629	49535	51516	53577	55720
10	39931	41528	43189	44917	46713	48582	50525	52546	54648	56834
11	40729	42359	44053	45815	47648	49554	51536	53597	55741	57971
12	41544	43206	44934	46731	48601	50545	52566	54669	56856	59130
13	42375	44070	45833	47666	49573	51556	53618	55763	57993	60313
14	43222	44951	46749	48619	50564	52587	54690	56878	59153	61519
15	44087	45850	47684	49592	51575	53638	55784	58015	60336	62749
16	44969	46767	48638	50584	52607	54711	56900	59176	61543	64004
17	45868	47703	49611	51595	53659	55805	58038	60359	62774	65284
18	46785	48657	50603	52627	54732	56922	59198	61566	64029	66590
19	47721	49630	51615	53680	55827	58060	60382	62798	65310	67922
20	48675	50623	52647	54753	56943	59221	61590	64054	66616	69280
21	49649	51635	53700	55848	58082	60406	62822	65335	67948	70666
22	50642	52668	54774	56965	59244	61614	64078	66641	69307	72079
23	51655	53721	55870	58105	60429	62846	65360	67974	70693	73521
24	52688	54795	56987	59267	61637	64103	66667	69334	72107	74991
25	53742	55891	58127	60452	62870	65385	68000	70720	73549	76491
26	54817	57009	59290	61661	64128	66693	69360	72135	75020	78021
27	55913	58149	60475	62894	65410	68027	70748	73577	76521	79581
28	57031	59312	61685	64152	66718	69387	72163	75049	78051	81173
29	58172	60499	62919	65435	68053	70775	73606	76550	79612	82796
30	59335	61709	64177	66744	69414	72190	75078	78081	81204	84452

#### Salary Notes:

Employees on schedule will advance one vertical step

Each cell increases 1%

Teachers on longevity will receive 3% without cap for the duration of the current contract

Classified Staff will receive a 3% increase per hour in their hourly base wage

## APPENDIX A (4) – SALARY SCHEDULES

### 2021-22 Salary Schedule Without TRS

Step	BA	BA+9	BA+18	BA+27	BA+36/MA	MA+9	MA+18	MA+27	MA+36	Doctorate
1	33746	35096	36500	37960	39479	41058	42700	44408	46184	48032
2	34421	35798	37230	38719	40268	41879	43554	45296	47108	48992
3	35110	36514	37975	39494	41074	42716	44425	46202	48050	49972
4	35812	37245	38734	40284	41895	43571	45314	47126	49011	50972
5	36528	37989	39509	41089	42733	44442	46220	48069	49991	51991
6	37259	38749	40299	41911	43588	45331	47144	49030	50991	53031
7	38004	39524	41105	42749	44459	46238	48087	50011	52011	54092
8	38764	40315	41927	43604	45349	47162	49049	51011	53051	55173
9	39539	41121	42766	44476	46255	48106	50030	52031	54112	56277
10	40330	41943	43621	45366	47181	49068	51031	53072	55195	57402
11	41137	42782	44494	46273	48124	50049	52051	54133	56299	58550
12	41960	43638	45383	47199	49087	51050	53092	55216	57424	59721
13	42799	44511	46291	48143	50068	52071	54154	56320	58573	60916
14	43655	45401	47217	49106	51070	53113	55237	57447	59744	62134
15	44528	46309	48161	50088	52091	54175	56342	58595	60939	63377
16	45418	47235	49124	51089	53133	55258	57469	59767	62158	64644
17	46327	48180	50107	52111	54196	56363	58618	60963	63401	65937
18	47253	49143	51109	53153	55280	57491	59790	62182	64669	67256
19	48198	50126	52131	54217	56385	58641	60986	63426	65963	68601
20	49162	51129	53174	55301	57513	59813	62206	64694	67282	69973
21	50145	52151	54237	56407	58663	61010	63450	65988	68628	71373
22	51148	53194	55322	57535	59836	62230	64719	67308	70000	72800
23	52171	54258	56429	58686	61033	63474	66013	68654	71400	74256
24	53215	55343	57557	59859	62254	64744	67334	70027	72828	75741
25	54279	56450	58708	61057	63499	66039	68680	71428	74285	77256
26	55365	57579	59882	62278	64769	67360	70054	72856	75770	78801
27	56472	58731	61080	63523	66064	68707	71455	74313	77286	80377
28	57601	59905	62302	64794	67386	70081	72884	75800	78832	81985
29	58753	61104	63548	66090	68733	71483	74342	77316	80408	83624
30	59929	62326	64819	67411	70108	72912	75829	78862	82016	85297

#### Salary Notes:

Employees on schedule will advance one vertical step

Each cell increases 1%

Teachers on longevity will receive 3% without cap for the duration of the current contract

Classified Staff will receive a 3% increase per hour in their hourly base wage

## APPENDIX A (5) – SALARY SCHEDULES

### 2022-23 Salary Schedule Without TRS

Step	BA	BA+9	BA+18	BA+27	BA+36/MA	MA+9	MA+18	MA+27	MA+36	Doctorate
1	34084	35447	36865	38340	39873	41468	43127	44852	46646	48512
2	34766	36156	37602	39107	40671	42298	43990	45749	47579	49482
3	35461	36879	38355	39889	41484	43144	44869	46664	48531	50472
4	36170	37617	39122	40687	42314	44007	45767	47597	49501	51481
5	36894	38369	39904	41500	43160	44887	46682	48549	50491	52511
6	37631	39137	40702	42330	44023	45784	47616	49520	51501	53561
7	38384	39919	41516	43177	44904	46700	48568	50511	52531	54632
8	39152	40718	42347	44040	45802	47634	49539	51521	53582	55725
9	39935	41532	43193	44921	46718	48587	50530	52551	54653	56840
10	40733	42363	44057	45820	47652	49558	51541	53602	55747	57976
11	41548	43210	44938	46736	48605	50550	52572	54675	56861	59136
12	42379	44074	45837	47671	49578	51561	53623	55768	57999	60319
13	43227	44956	46754	48624	50569	52592	54696	56883	59159	61525
14	44091	45855	47689	49597	51580	53644	55789	58021	60342	62756
15	44973	46772	48643	50589	52612	54717	56905	59181	61549	64011
16	45873	47707	49616	51600	53664	55811	58043	60365	62780	65291
17	46790	48662	50608	52632	54738	56927	59204	61572	64035	66597
18	47726	49635	51620	53685	55832	58066	60388	62804	65316	67929
19	48680	50627	52653	54759	56949	59227	61596	64060	66622	69287
20	49654	51640	53706	55854	58088	60412	62828	65341	67955	70673
21	50647	52673	54780	56971	59250	61620	64085	66648	69314	72086
22	51660	53726	55875	58110	60435	62852	65366	67981	70700	73528
23	52693	54801	56993	59273	61643	64109	66674	69341	72114	74999
24	53747	55897	58133	60458	62876	65391	68007	70727	73556	76499
25	54822	57015	59295	61667	64134	66699	69367	72142	75028	78029
26	55918	58155	60481	62901	65417	68033	70755	73585	76528	79589
27	57037	59318	61691	64159	66725	69394	72170	75056	78059	81181
28	58177	60505	62925	65442	68059	70782	73613	76558	79620	82805
29	59341	61715	64183	66751	69421	72197	75085	78089	81212	84461
30	60528	62949	65467	68086	70809	73641	76587	79650	82836	86150

#### Salary Notes:

Employees on schedule will advance one vertical step

Each cell increases 1%

Teachers on longevity will receive 3% without cap for the duration of the current contract

Classified Staff will receive a 3% increase per hour in their hourly base wage

## APPENDIX B

### 2016-2018 CLASSIFIED STAFF PAY AGREEMENT

Classified staff employees hired after the execution date of this Agreement may be offered an hourly wage beyond that listed below as “starting pay” but not to exceed that received by a currently employed classified staff member in like category with three years District experience.

Any classified staff employee hired on or before November 20, 2006 and subject to NCLBA requirements who received one dollar (\$1.00) extra per hour shall have one dollar and fifty cents (\$1.50) extra included in their hourly rate (so that any raises will be applied to that dollar as well).

#### Section A - Starting Pay

	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
1. Secretary	12.20	12.57	12.94	13.33	13.73
2. Instructional/Inclusional Aide	11.27	11.61	11.96	12.32	12.68
3. Lunch/Playground Supervisor/Coordinator	10.00	10.30	10.61	10.93	11.26
4. Custodian	10.00	10.30	10.61	10.93	11.26
5. Health Aide/Assistant Secretary	11.27	11.61	11.96	12.32	12.68
6. Bus Driver	12.20	12.57	12.94	13.33	13.73
7. Maintenance Worker	10.00	10.30	10.61	10.93	11.26
8. Bookkeeper	13.20	13.60	14.00	14.42	14.86

Classified staff employees shall be paid according to the following schedule which shall also apply to the hourly sitting time rate for bus drivers:

For 2018-19 each classified staff employee, save Maintenance Leads, Bus Drivers, and Hearing/Vision Testing, shall be paid at an hourly rate equal to the employee's 2017-18 hourly rate plus \$2.00.

For 2019-20 each classified staff employee shall be paid at an hourly rate equal to the employee's 2018-19 hourly rate plus three percent (3%).

For 2020-21 each classified staff employee shall be paid at an hourly rate equal to the employee's 2019-20 hourly rate plus three percent (3%).

For 2021-22 each classified staff employee shall be paid at an hourly rate equal to the employee's 2020-21 hourly rate plus three percent (3%).

For 2022-23 each classified staff employee shall be paid at an hourly rate equal to the employee's 2021-22 hourly rate plus three percent (3%).

Bus Drivers and Hearing/Vision Testers will see no increase for the first year of the current contract and follow commensurate raises with classified staff percentage increases.

For the life of this contract, Maintenance Leads percentage increases will be commensurate with certified staff percentage increases (8% for the 2018-19 school year, and 3% for every year thereafter).

Any classified staff employee working thirty (30) hours or more per week serving in his/her twentieth (20<sup>th</sup>), twenty-fifth (25<sup>th</sup>), thirtieth (30<sup>th</sup>) or thirty-fifth (35<sup>th</sup>) year to the District shall receive a bonus of five hundred dollars (\$500), seven hundred fifty dollars (\$750), one thousand dollars (\$1,000) or one thousand two hundred fifty dollars (\$1,250) respectively. Any classified staff employee working thirty (30) hours or more per week serving in his/her forty-first (41<sup>st</sup>) to the District shall receive a bonus of one thousand two hundred fifty dollars (\$1,250). The bonus will be payable in the pay period immediately preceding winter break.

Classified staff assigned to extra duties during their regular work day will be paid at the higher of the two rates, either their hourly rate or the extra duty rate, but not both.



## APPENDIX C

### EXTRA-DUTY ACTIVITIES

<u>Intramural Sports</u>	2018-19	2019-20	2020-21	2021-22	2022-23
4th - 5th Girls' Volleyball/Basketball	983.18	1012.67	1043.05	1074.35	1106.58
4th - 5th Boys' Football	983.18	1012.67	1043.05	1074.35	1106.58
4th - 5th Boys' Basketball	983.18	1012.67	1043.05	1074.35	1106.58
6th - 8th Girls' Volleyball	983.18	1012.67	1043.05	1074.35	1106.58
6th - 8th Boys' Volleyball	983.18	1012.67	1043.05	1074.35	1106.58
6th - 8th Boys' Football	983.18	1012.67	1043.05	1074.35	1106.58
6th - 8th Girls' Basketball	983.18	1012.67	1043.05	1074.35	1106.58
6th - 8th Boys' Basketball	983.18	1012.67	1043.05	1074.35	1106.58
 <u>Interscholastic Sports</u>					
6th Boys' Basketball (6 weeks minimum)	1193.29	1229.09	1265.96	1303.94	1343.06
6th Girls' Basketball (6 weeks minimum)	1193.29	1229.09	1265.96	1303.94	1343.06
7th Girls' Basketball (9 weeks minimum)	1849.50	1904.99	1962.13	2021.00	2081.63
7th Boys' Basketball (9 weeks minimum)	1849.50	1904.99	1962.13	2021.00	2081.63
8th Girls' Basketball (9 weeks minimum)	1849.50	1904.99	1962.13	2021.00	2081.63
8th Boys' Basketball (9 weeks minimum)	1849.50	1904.99	1962.13	2021.00	2081.63
7th Girls' Volleyball (9 weeks minimum)	1849.50	1904.99	1962.13	2021.00	2081.63
7th Boys' Volleyball (9 weeks minimum)	1849.50	1904.99	1962.13	2021.00	2081.63
8th Girls' Volleyball (9 weeks minimum)	1849.50	1904.99	1962.13	2021.00	2081.63
8th Boys' Volleyball (9 weeks minimum)	1849.50	1904.99	1962.13	2021.00	2081.63
Cheerleading and Pep Club (9 weeks minimum)	1849.50	1904.99	1962.13	2021.00	2081.63
Athletic Director	3133.81	3227.83	3324.66	3424.40	3527.14
Soccer (6 weeks w/full conference participation)	1849.50	1904.99	1962.13	2021.00	2081.63
6th - 8th grade Track (2 positions each paid at)	1220.26	1256.87	1294.57	1333.41	1373.41
Majorettes	1849.50	1904.99	1962.13	2021.00	2081.63
Cross-Country	1220.26	1256.87	1294.57	1333.41	1373.41
 <u>Lunchroom and Bus Duty</u>					
Lunchroom and Playground Duty (per lunch period, per minute)	0.60	0.62	0.64	0.66	0.68
Bus Supervisor	1140.48	1174.69	1209.94	1246.23	1283.62
Morning Supervisor	1140.48	1174.69	1209.94	1246.23	1283.62
Crossing Guard	2702.33	2783.40	2866.90	2952.91	3041.50
Traffic Control	1140.48	1174.69	1209.94	1246.23	1283.62
 <u>Music</u>					
Band - Elementary	2109.06	2172.33	2237.50	2304.62	2373.76
Band - Junior High	3133.81	3227.83	3324.66	3424.40	3527.14
Chorus - Junior High	1758.49	1811.24	1865.58	1921.55	1979.19
Chorus - Elementary	1320.27	1359.88	1400.67	1442.69	1485.97
Flag Corps	756.21	778.89	802.26	826.33	851.12
 <u>Elementary School Duties</u>					
School Paper Club	947.22	975.64	1004.91	1035.06	1066.11
Yearbook Club	947.22	975.64	1004.91	1035.06	1066.11
Foreign Language Club	947.22	975.64	1004.91	1035.06	1066.11
Drama Club	947.22	975.64	1004.91	1035.06	1066.11
Computer Club	947.22	975.64	1004.91	1035.06	1066.11
Student Council Advisor	1969.73	2028.82	2089.68	2152.37	2216.94
Publicity	315.74	325.21	334.97	345.02	355.37
Homework Club (per employee, per hour)	31.58	32.53	33.50	34.51	35.54
Art Club	947.22	975.64	1004.91	1035.06	1066.11

Choir Club	947.22	975.64	1004.91	1035.06	1066.11
Physical Fitness Club	947.22	975.64	1004.91	1035.06	1066.11
Audio-Visual/Computer Coordinator	1560.73	1607.55	1655.78	1705.45	1756.61
<b><u>Junior High School Duties</u></b>					
Drama Club - (stipend for 2 plays)	1894.44	1951.27	2009.81	2070.10	2132.21
Drama Club - (stipend for 1 play)	947.22	975.64	1004.91	1035.06	1066.11
7th & 8th Academic Team Sponsor	947.22	975.64	1004.91	1035.06	1066.11
6th Academic Team Sponsor	947.22	975.64	1004.91	1035.06	1066.11
Yearbook Club	1969.73	2028.82	2089.68	2152.37	2216.94
Student Council Advisor	1969.73	2028.82	2089.68	2152.37	2216.94
Science Club*	1209.03	1245.30	1282.66	1321.14	1360.77
Science Fair	143.82	148.14	152.58	157.16	161.87
Computer Club	947.22	975.64	1004.91	1035.06	1066.11
Publicity	315.74	325.21	334.97	345.02	355.37
Homework Club (per employee)	31.58	32.53	33.50	34.51	35.54
Game Club	947.22	975.64	1004.91	1035.06	1066.11
Last Chance Club (per teacher) (per hour/min, 48 hrs/year)	70.79	72.92	75.11	77.36	79.68
Last Chance Club (per teacher aide) (per hour/min, 48 hrs/year)	14.39	14.82	15.26	15.72	16.19
Science Olympiad	947.22	975.64	1004.91	1035.06	1066.11
Art Club	947.22	975.64	1004.91	1035.06	1066.11
Night School (per hour)	41.23	42.47	43.75	45.06	46.41
Audio-Visual/Computer Coordinator	1560.73	1607.55	1655.78	1705.45	1756.61
Mentoring	322.60	332.27	342.24	352.51	363.08
Spelling Bee (Grades K- 8)	287.65	296.28	305.16	314.32	323.75
Substitute Caller	5806.93	5981.14	6160.58	6345.39	6535.75
Transportation Coordinator	1994.45	2054.28	2115.91	2179.39	2244.77
HVAC/Electric/Plumbing/Bus Maintenance (per hour)	16.77	17.28	17.79	18.33	18.88
Vision and Hearing Testing (per hour)	23.97	24.68	25.42	26.19	26.97
<b><u>District Office</u></b>					
District Office Stipend (per hour)	21.74	22.39	23.06	23.76	24.47

All elementary and junior high clubs except choir, physical fitness club, band, student council and intramurals, shall have no more than thirty-five (35) student participants.

\*In years in which Science Club does not run, it may be replaced by the Regional and State Science Fair for \$250.00 in lieu of Science Club

# Memorandum of Understanding

## LETTER OF AGREEMENT

WHEREAS, the Winthrop Harbor School District 1, Board of Education, hereinafter referred to as "District" and the Lake County Federation of Teachers, Local 504, Winthrop Harbor Council hereinafter referred to as "Union," with to enter into an Agreement regarding the contractual summer work schedule for the education support staff hereinafter referred to as "Staff," hereinafter collectively referred to as the "Parties."

NOW, THEREFORE, the District and the Union agree as follows:

1. The following schedule pertains to the workday/workweek commencing with the staff employees' first workday two weeks after the last day of school of each school term, and two weeks prior to the first day of school for each school term.
2. The workday shall begin no later than 7:00 a.m., to be established by mutual agreement between the Superintendent and the Union President.
3. The workweek shall be Monday through Thursday.
4. All staff members' regular workweek hours shall be equally divided among the workdays (ten (10) hours for all forty (40) hour per week staff). Staff members absent for a full week, will utilize five "days" of vacation and/or person time to cover their absence.
5. All leave time shall be in accordance with the workday schedule as defined in (4) above and shall be pro-rated accordingly (per current district practice) with the exception of the week of July 4 holiday:  
  
July 4, 2012 shall be a holiday commemorating Independence Day for all staff; if 40-hour staff members use vacation or any other leave during this holiday week, they shall have ten (10) hours of appropriate leave per workday deducted from their allowance (or fraction thereof) unless the staff person requires leave for the entire workweek of the July 4 holiday week. in which case they shall have thirty two (32) hours of appropriate leave deducted from the allowance (the equivalent of four (4) days of vacation).
6. The lunch break for all employees shall be no less than thirty (30) minutes per workday.
7. This Agreement shall represent the complete Agreement of the parties hereto with respect to all matters regarding the subject matter of this Agreement.
8. The terms and provisions of this Letter of Agreement shall not be deemed precedential.
9. The terms of this letter of agreement shall be enforceable under the grievance procedures of the current Master Agreement between the Parties.



Patricia Wallace, Union President  
Lake County Federation of Teachers  
Local 504, IFT-AFT/AFL-CIO

6/10/14  
Date



Patricia Goodwin, Superintendent  
Winthrop Harbor School District 1

6/11/14  
Date

# Memorandum of Understanding

## MEMORANDUM OF AGREEMENT

This MOA shall be made part of the current and successor Winthrop Harbor School District #1 Agreement between the Board of Education ("District") and the Winthrop Harbor Council, Lake County Federation of Teachers, Local 504, IFT-AFT/AFL-CIO ("Union") immediately and shall be subject to the terms and provisions thereof:

### Staff Member Child Care

The parties agree that students of staff members may stay in their parent's classroom after school with their parents or in another area with a supervising staff member. If the child will be staying with another staff member at the school not taught in by the staff member, principal approval must be given. In addition, the principal may agree to the supervision of children of non-staff members upon their discretion. Children may not be left unsupervised for an extended time. Children must be in a room and behaving or this right may be suspended or revoked. On early release Wednesdays, only the children of staff members will be allowed to participate in the after school program at Westfield School without a fee.

With the signing of this MOA, the grievance filed on or about October 25, 2017 and arbitration set for September 25<sup>th</sup> and the unfair labor practice charge regarding this matter, shall be withdrawn.

Pat Wallace  
For the Union

7/18/18  
Date

Rene Lambert  
For the Board

7/18/18  
Date

# Winthrop Harbor School District Teacher Evaluation Instrument

Teacher: \_\_\_\_\_

- Tenured Teacher  
 Probationary Teacher  
 Indicate Years of Experience: \_\_\_\_\_

Attach the following documents:

- Pre-Conference  
 Lesson Plans  
 Performance Evaluation Summary  
 Summative Evaluation Report (if applicable)

Evaluator: \_\_\_\_\_

School Year: \_\_\_\_\_

## Timeline

- Pre-Conference \_\_\_\_\_  
 Evaluation Date \_\_\_\_\_  
 Post-Conference \_\_\_\_\_

Notes:

\*Those teachers who are Distinguished within any given component will have also demonstrated mastery of the attributes within the Proficient column.

\*\*It is not necessary to demonstrate all attributes listed within each level of performance in order to earn any given level of performance. Levels of performance for each component will be earned based on where the preponderance of evidence resides.

## Domain 1: Planning & Preparation

Component	Elements	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Rating	Evidence for Rating
1a: Knowledge of Content & Pedagogy	Knowledge of content and the structure of the discipline  Knowledge of prerequisite relationships  Knowledge of content related pedagogy	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate to both one another and to other disciplines. Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. The teacher's plans reflect developments in content-related pedagogy.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher provides clear explanations of the content. The teacher anticipates and plans for students' questions. Instructional strategies in the unit and lesson plans are suitable to the content.	The teacher's understanding of the discipline is rudimentary. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. The lesson and unit plans use limited instructional strategies, and some are not suitable for the content.	In planning and practice, teacher makes content errors or does not correct student errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.		
Students	Knowledge of the learning process  Knowledge of students' skills, knowledge, and language proficiency  Knowledge of students' interest and cultural heritage  Knowledge of students' special needs	The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information from all students about their interests and cultural heritages. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into the classroom.	The teacher knows, for groups of students, their levels of cognitive development. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is informed about students' cultural heritages and incorporates this knowledge when appropriate in lesson planning. The teacher is aware of the special needs represented by students in the class.	The teacher is aware of students' different interests and cultural backgrounds in the class but rarely differentiates materials to accommodate those differences. The teacher can articulate some knowledge of students' medical or learning disabilities. The teacher is aware of the the different ability levels in the class but tends to teach to the "whole group".	The teacher does not understand child development characteristics and has unrealistic expectations for students. The teacher does not try to ascertain varied ability levels among students in the class. The teacher is not aware of students' interests or cultural heritages. The teacher cannot articulate knowledge of students' medical or learning disabilities.		
1b: Demonstrating Knowledge of							

Component	Elements	Distinguished(4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Rating	Evidence for Rating
1c: Setting Instructional Outcomes	<p>Value, sequence, and alignment</p> <p>Clarity</p> <p>Balance</p> <p>Suitability for diverse learners</p>	<p>The teacher's plans reference and are aligned to current district approved curriculum to ensure accurate sequencing. The teacher connects outcomes to previous and future learning. Outcomes are appropriately differentiated to encourage individual students to take educational risks while representing high expectations and rigor.</p>	<p>Most outcomes represent high expectations and rigor. Outcomes are related to "big ideas" of the discipline and are aligned to current district approved curriculum. Outcomes are written in terms of what students will learn rather than solely what activities students will complete. Outcomes represent a range of types, such as factual knowledge, conceptual understanding, reasoning, social interaction, management, communication. Outcomes, differentiated when necessary, are suitable to groups of students in the class.</p>	<p>Outcomes represent a mixture of low expectations and rigor. Some outcomes are aligned to current district approved curriculum. Outcomes are suitable for most of the class.</p>	<p>Outcomes lack rigor. Outcomes are not aligned to current district approved curriculum. Outcomes are not clear or are stated solely as activities. Outcomes are not suitable for many students in the class.</p>		
1d: Demonstrating Knowledge of Resources	<p>Resources for classroom use</p> <p>Resources to extend content knowledge and pedagogy</p> <p>Resources for students</p>	<p>Teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>	<p>Teacher displays awareness of resources beyond those provided by the school or district including those on the internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p>	<p>Teacher displays a basic awareness of resources available through the school or district to enhance one's own knowledge; to use in teaching or for students who need them. Teacher does not seek to extend such knowledge for students or self.</p>	<p>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.</p>		

Component	Elements	Distinguished(4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Rating	Evidence for Rating
1: Designing Coherent Instruction	<p>Learning activities</p> <p>Instructional materials and resources</p> <p>Instructional groups</p> <p>Lesson and unit structure</p>	<p>Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Learning experiences connect to other disciplines. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Instructional groups are varied appropriately, with some opportunity for student choice.</p>	<p>Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. The teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized purposefully to maximize learning. The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups only partially support learning. Lesson structure is uneven or may be unrealistic about time expectations.</p>	<p>Learning activities are poorly aligned to the instructional goals. Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>		
1f: Designing Student Assessments	<p>Congruence with instructional outcomes</p> <p>Criteria and standards</p> <p>Design of formative assessments</p> <p>Use for planning</p>	<p>The instructional outcomes are assessed by the proposed assessment plan. Evidence of attempts to encourage student contribution in the assessment process. Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher plans to use assessment results to plan future instruction for individual students.</p>	<p>Learning outcomes are addressed in the planned assessment(s). Assessment types match learning expectations. Plans indicate modified assessments when they are necessary for some students. Assessment criteria are clear. Plans include formative and/or summative assessment(s) to use during instruction. Teacher plans to use assessment results to plan for future instruction for groups of students.</p>	<p>Some of the instructional outcomes are addressed in the planned assessment(s). Assessment criteria are vague. Plans refer to the use of formative assessment(s), but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not taking into account individual student's needs.</p>	<p>Assessments do not match instructional outcomes. Assessments lack criteria. No formative assessments have been designed. Assessment results do not affect future plans.</p>		
<b>Additional Comments:</b>							

## Domain 2: Classroom Environment

Component	Elements	Distinguished(4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Rating	Evidence for Rating
2a: Creating an Environment of Respect and Rapport	Teacher interaction with students	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students participate without fear of put-downs or ridicule from either the teacher or other students. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students occasionally demonstrate disrespect or insensitivity for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.		
	Student interactions with other students	The classroom culture is characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting their classmates in understanding the content.	The classroom culture is a place where learning is valued; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher's energy for the work is neutral and students indicate that they are interested in the completion of a task rather than the quality of the work. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.		
2b: Establishing a Culture for Learning	Importance of content	Instructional time is maximized due to efficient and seamless classroom routines and procedures. With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.	Instructional time is productive due to effective classroom routines and procedures. Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.	Some instructional time is lost due to partially effective classroom routines and procedures. Students are not working directly with the teacher productively engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly.	Much instructional time is lost due to inefficient classroom routines and procedures. Students not working productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures.		
	Expectations for learning and achievement						
2c: Managing Classroom Procedures	Student pride in work	Instructional time is maximized due to efficient and seamless classroom routines and procedures. With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.	Instructional time is productive due to effective classroom routines and procedures. Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.	Some instructional time is lost due to partially effective classroom routines and procedures. Students are not working directly with the teacher productively engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly.	Much instructional time is lost due to inefficient classroom routines and procedures. Students not working productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures.		
	Management of instructional groups						
2c: Managing Classroom Procedures	Management of transitions	Instructional time is maximized due to efficient and seamless classroom routines and procedures. With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.	Instructional time is productive due to effective classroom routines and procedures. Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.	Some instructional time is lost due to partially effective classroom routines and procedures. Students are not working directly with the teacher productively engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly.	Much instructional time is lost due to inefficient classroom routines and procedures. Students not working productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures.		
	Management of materials and supplies						
2c: Managing Classroom Procedures	Performance of noninstructional duties	Instructional time is maximized due to efficient and seamless classroom routines and procedures. With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.	Instructional time is productive due to effective classroom routines and procedures. Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.	Some instructional time is lost due to partially effective classroom routines and procedures. Students are not working directly with the teacher productively engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly.	Much instructional time is lost due to inefficient classroom routines and procedures. Students not working productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures.		
	Guidance of volunteers and instructional aides						



Component	Elements	Distinguished(4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Rating	Evidence for Rating
Ze: Managing Student Behavior	Expectations Monitoring student behavior Response to student misbehavior Reinforcement of positive behavior	Standards of conduct appear to have been established and implemented successfully. Student behavior is appropriate; any student misbehavior is swiftly handled. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	Standards of conduct appear to have been established and implemented successfully. Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher attempts to maintain classroom rules, but with uneven success. The teacher attempts to respond to student misbehavior, but with no apparent systems. The teacher's response to student misbehavior is inconsistent; sometimes harsh, other times lenient.	There appears to be no established standards of conduct. Students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.		
2d: Managing Physical Space	Safety and accessibility Arrangement of furniture and use of physical resources	The classroom environment is safe, and learning is accessible to all students, including those with special needs. Modifications are to accommodate students with special needs. There is total alignment between the learning activities and the physical environment. Students take the initiative to adjust the learning environment. The teacher and students make extensive use of available technology.	The classroom is safe, and students have equal access to learning activities; all students are able to see and hear the teacher or see the instructional materials. The teacher uses the environment to support learning. The teacher makes appropriate use of available technology.	The classroom is safe, and essential learning is accessible to most students. The majority of students are able to see and hear the teacher or see the instructional materials. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources.	The classroom environment is unsafe, or learning is not accessible to many. There are physical hazards in the classroom impeding learning. The majority of students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson.		
Ze: Organizing Physical Space							

Additional Comments:

### Domain 3: Instruction

Component	Elements	Distinguished(4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Rating	Evidence for Rating
3a: Communicating with students	Expectations for learning Directions for activities Explanations of content Use of oral and written language	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher uses a variety of content to thoroughly and clearly develop conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content and explaining their own strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to use language to extend learning both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content includes students' knowledge and experiences. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains only a few clear portions that students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used haphazardly, leaving students confused.		
3b: Using questioning and discussion techniques	Quality of questions/prompts Discussion techniques Student participation	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate discussion, and make unelaborated contributions. Students themselves ensure that all voices are heard in the discussion.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to promote student thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with few questions designed to promote student thinking. The teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.		

Component	Elements	Distinguished(4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Rating	Evidence for Rating
3c: Engaging students in learning	<p>Activities and assignments</p> <p>Grouping of students</p> <p>Instructional materials and resources</p> <p>Structure and pacing</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to summarize their learning.</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>		
3d: Using assessment in instruction	<p>Assessment criteria</p> <p>Monitoring of student learning</p> <p>Feedback to students</p> <p>Student self-assessment and monitoring of progress</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. High-quality feedback comes from many sources, including students; it is specific and focused on improvement. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>		

Component	Elements	Distinguished(4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Rating	Evidence for Rating
<p><b>3e: Demonstrating Flexibility and responsiveness</b></p>	<p>Lesson adjustment</p> <p>Response to students</p> <p>Persistence</p>	<p>The teacher seizes a teachable moment to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>		

Domain 4: Professional Responsibilities						
Component	Elements	Distinguished(4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Rating
4a: Reflecting on teaching	Accuracy Use in Future Teaching	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it is achieved in instructional outcomes, citing many specific examples from the lesson and drawing on an extensive repertoire of skills, the teacher identifies the probable success of different courses of action.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it is achieved in instructional outcomes, citing a few specific suggestions of what could be tried another time the lesson is taught.	The teacher has a generally accurate impression of a lesson's success. The teacher makes general suggestions about how a lesson could be improved.	The teacher does not know whether a lesson was effective or achieved the intended instructional outcomes. The teacher routinely overlooks the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	Evidence for Rating
4b: Maintaining accurate records	Student completion of assignments Student progress in learning Noninstructional records	The teacher's system for completion of assignments, student progress in learning, and noninstructional records is fully maintained. The teacher maintains the noninstructional records for the class. Students indicate their own progress in learning.	The teacher's system for maintaining assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for completion of assignments and student progress in learning is somewhat effective. The teacher's noninstructional activities are adequate but inefficient and prone to errors.	The teacher's system for completion of assignments and student progress in learning is ineffective. The teacher's noninstructional activities are in disarray, the result being errors and confusion.	
4c: Communicating with Families	Information about the instructional program Information about individual students Engagement of families in the instructional program	The teacher communicates in a culturally sensitive manner, with students contributing to the program. The teacher responds to family concerns with professionalism and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher provides frequent and appropriate information about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher attempts to engage families in the instructional program. Moreover, the teacher communicates with families about those families.	The teacher makes sporadic communication about students' progress in learning to families. The teacher's communication about students' progress in learning does not respond, or responds insensitively, to parental concerns.	The teacher provides little communication about students' progress in learning to families; the teacher's communication about students' progress in learning does not respond, or responds insensitively, to parental concerns.	
4d: Participating in the professional community	Relationships with colleagues Involvement in a culture of professional inquiry Service to the school Participation in school and district projects	The teacher's relationships with colleagues are characterized by mutual support and respect. The teacher volunteers to participate in school events and in district projects, making a substantial contribution.	The teacher maintains cordial relationships with colleagues to support a culture of professional inquiry. The teacher volunteers to participate in school events and in district projects, making a substantial contribution.	The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by indifference. The teacher contributes little to school improvement initiatives.	
4e: Growing and developing professionally	Enhancement of content knowledge and pedagogical skills Receptivity to feedback from colleagues Service to the profession	The teacher seeks out opportunities for professional development and actively engages with colleagues and supervisors in professional conversation about teaching practice. The teacher participates actively in assisting other professional organizations in order to contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and actively engages with colleagues and supervisors in professional conversation about teaching practice. The teacher participates actively in assisting other professional organizations in order to contribute to the profession.	The teacher participates to a limited extent in professional activities with colleagues and supervisors in a limited way on teaching performance. The teacher finds limited ways to assist colleagues and contribute to the profession.	The teacher engages in no professional development activities. The teacher resists feedback on teaching performance from either colleagues or supervisors. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Evidence for Rating
4f: Showing professionalism	Integrity and ethical conduct Service to students Advocacy Decision making Compliance with school and district regulations	The teacher can be counted on to hold the highest standards of integrity, and confidentiality in interactions with colleagues, students, and the community. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed in departmental decision making. The teacher complies fully with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the community. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed in departmental decision making. The teacher complies fully with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the community. The teacher's decisions and recommendations are based on limited though generally accurate information. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays dishonesty in interactions with colleagues, students, and the community. The teacher is not alert to students' needs and contributes to school improvement initiatives being ill-timed by the school. The teacher makes decisions and recommendations that are not based on accurate information. The teacher does not comply with school and district regulations.	
Additional Comments:						

## Evaluation Summary

	<u>Cumulative Score</u>	<u>Weight of Score</u>
<b>Domain 1:</b> Planning and Preparation	<b>0 of 24</b>	25%
<b>Domain 2:</b> Classroom Environment	<b>0 of 20</b>	25%
<b>Domain 3:</b> Instruction	<b>0 of 20</b>	25%
<b>Domain 4:</b> Professional Responsibilities	<b>0 of 24</b>	25%

**Summative Annual Score** \_\_\_\_\_ **0.000**

**Performance Rating:**  (scale 4.00-3.51)  
 (scale 3.50-2.51)  
 (scale 2.50-1.51)  
 (scale 1.50-1)

### Status

- Tenured  
 Not Tenured, tenure recommended (4th year teachers only)  
 Not Tenured, contract renewal recommended (1st - 3rd year teachers only)  
 Contract renewal not recommended

### Teacher's Comments (Optional):

\*If prior to the evaluation pilot, a teacher received a summative rating of "P" or "E," and s/he receives a summative rating of "NI" during the evaluation pilot, s/he shall not be placed into Group 2 for the sequence of honorable dismissal list. The pilot period is FY15 and FY16.

The signature below indicates that this evaluation was reviewed with the administrator.

\_\_\_\_\_  
Teacher's Signature Date

\_\_\_\_\_  
Administrator's Signature Date

## **Teacher Evaluation Cycle**

### **TENURED TEACHER**

*Tenured Teacher who received Excellent or Proficient Rating-*

Summative evaluation every other year that includes two observations, one of which is formal.

Ongoing conversations based upon evidence gathered by both teacher and evaluator.

Self Reflective Project every other year.

*Tenured Teacher who received Needs Improvement Rating-*

Summative evaluation every year that includes three observations, two of which are formal.

Ongoing conversations based upon evidence gathered by both teacher and evaluator.

A Professional Development Plan (PDP)

*Tenured Teacher who received Unsatisfactory Rating-*

Summative evaluation every year that includes three observations, two of which are formal.

Ongoing conversations based upon evidence gathered by both teacher and evaluator.

A Remediation Plan

### **NON-TENURED TEACHER**

*Years 1-3*

Summative evaluation every year that includes three observations, two of which are formal.

Ongoing conversations based upon evidence gathered by both teacher and evaluator.

Non-tenured teachers that have summative ratings of “excellent” during first 3 years are eligible for early tenure

*Year 4*

Summative evaluation every year that includes three observations, two of which are formal.

Ongoing conversations based upon evidence gathered by both teacher and evaluator.

Must have a summative rating of “proficient” or “excellent”

### **Self Reflective Project**

Each year that a staff member is not being formally evaluated, they will complete a reflective project. Prior to selecting a project, the staff member will complete a self-evaluation, using the District’s evaluation rubric. They will then select a project that would help them improve in an area they have identified through the self-evaluation. The purpose of these projects is to encourage staff members to reflect on their performance with the goal of improving their own instructional practices. Although the staff member’s evaluator does participate in the selection of the project and discusses the project with the staff member, these projects are not part of the evaluation process.

**Winthrop Harbor District #1  
Instructional Aide Staff Evaluation**

**Staff Member's Name:**

**School:**

**School Year:**

**Evaluator:**

**Job Category:**

All certified district staff members will be evaluated on a regular basis as outlined in the contract. Evaluators will rate staff members on each area of performance listed below. Any area rated as a "5" (unsatisfactory) will be explained in the Evaluator's Comments section that follows.

**Rating Scale:**

**1 – Outstanding**

**4 – Needs Improvement**

**2 – Very Good**

**5 – Unsatisfactory**

**3 – Satisfactory**

**NA – Not Applicable**

**I. Environment:** The staff member assists in creating a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1. Promotes a positive climate with mutual respect between students and staff .....
2. Keeps their area neat and organized .....
3. When appropriate, assists in providing visual stimulation and encourages student learning .....
4. Reinforces positive behavior .....

**II. Collaborative Relationships:** The staff member understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being. All communication should be done in a timely manner and include positive as well as critical feedback.

1. Communicates effectively with staff, students, and parents
2. Parent relationships
3. Pupil relationships
4. Staff relationships

**III. Professional Conduct:** The staff member maintains standards for professional conduct, and provides leadership to improve student learning and well-being.

1. Exhibits a positive attitude (Refrains from non-constructive or derogatory criticism of students, parents, colleagues, and the school district in general)
2. Personal appearance

3. All communication is done in a professional manner using proper grammar
4. Accurately maintains records as required by law, district policy, and administrative regulations. Follows school policy and procedures
5. Reliable and punctual

**IV. Professional Responsibilities and Growth:** The staff member continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

1. Knowledge and receptivity to changes in job responsibilities
2. Acceptance of professional responsibilities
3. Receptivity to constructive criticism
4. Participates in the implementation of school improvement activities
5. Accepts responsibilities beyond the minimum requirements (e.g. volunteers at or sponsors sports or clubs, committee membership, extracurricular duties, other organizations, volunteering for leadership and supervisory roles, etc.)

**V. Technology.** The staff member has a working knowledge of basic technologies and strives to incorporate technological tools into their job responsibilities as a means of facilitating communication and increasing efficiency and productivity.

1. Uses technology in job related activities and seeks to increase personal proficiency with technology as it relates to their job responsibilities
2. Uses technology tools provided by the district to enhance productivity and efficiency

**Job Specific Responsibilities.** Each staff member is competent within their specific area of responsibility and adequately performs the tasks required of that position. Staff members should be rated on the following areas as set forth in the job descriptions of the individual positions. Any staff member holding more than one position should be rated in all applicable areas.

◆ **Instructional/Inclusion Aide**

1. Reinforces instruction that meets the individual needs, interests and abilities of the students as directed by supervising teacher or administrator
2. Encourages students to use good study habits and effective reading and math strategies
3. Keeps teachers and administrators informed on students' progress
4. Helps maintain order in the classroom in a fair and consistent manner



**Evaluator's Comments:**

Overall Rating:  Excellent  Satisfactory  Unsatisfactory

**Status:**

Recommend continued employment

Recommend remedial action

Recommend termination of employment

Date: \_\_\_\_\_ Evaluator's Signature: \_\_\_\_\_

**STAFF MEMBER'S COMMENTS:**

Date: \_\_\_\_\_ Staff Member's signature: \_\_\_\_\_

**Note: Signing this evaluation signifies only that the staff member has reviewed the evaluation. It does not necessarily indicate agreement with the comments of the evaluator.**

**Winthrop Harbor District #1**  
**Secretary & Health Aide Staff Evaluation**

**Staff Member's Name:**

**School:**

**School Year:**

**Evaluator:**

**Job Category:**

All certified district staff members will be evaluated on a regular basis as outlined in the contract. Evaluators will rate staff members on each area of performance listed below. Any area rated as a "5" (unsatisfactory) will be explained in the Evaluator's Comments section that follows.

Rating Scale:

**1 – Outstanding**  
**2 – Very Good**  
**3 – Satisfactory**

**4 – Needs Improvement**  
**5 – Unsatisfactory**  
**NA – Not Applicable**

- I. Environment:** The staff member assists in creating a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
1. Promotes a positive climate with mutual respect between students and staff.....
  2. Keeps their area neat and organized.....
  3. When appropriate, assists in providing visual stimulation and encourages student learning.....
  4. Reinforces positive behavior.....
- II. Collaborative Relationships:** The staff member understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being. All communication should be done in a timely manner and include positive as well as critical feedback.
1. Communicates effectively with staff, students, and parents.....
  2. Parent relationships.....
  3. Pupil relationships.....
  4. Staff relationships.....
- III. Professional Conduct:** The staff member maintains standards for professional conduct, and provides leadership to improve student learning and well-being.
1. Exhibits a positive attitude (Refrains from non-constructive or derogatory criticism of students, parents, colleagues, and the school district in general).....
  2. Personal appearance.....
  3. All communication is done in a professional manner using proper grammar.....
  4. Accurately maintains records as required by law, district policy, and administrative regulations. Follows school policy and procedures.....
  5. Reliable and punctual.....

- IV. Professional Responsibilities and Growth:** The staff member continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
1. Knowledge and receptivity to changes in job responsibilities.....
  2. Acceptance of professional responsibilities.....
  3. Receptivity to constructive criticism.....
  4. Participates in the implementation of school improvement activities .....
  5. Accepts responsibilities beyond the minimum requirements (e.g. volunteers at or sponsors sports or clubs, committee membership, extracurricular duties, other organizations, volunteering for leadership and supervisory roles, etc.).....
- V. Technology.** The staff member has a working knowledge of basic technologies and strives to incorporate technological tools into their job responsibilities as a means of facilitating communication and increasing efficiency and productivity.
1. Uses technology in job related activities and seeks to increase personal proficiency with technology as it relates to their job responsibilities.....
  2. Uses technology tools provided by the district to enhance productivity and efficiency.....

**Job Specific Responsibilities.** Each staff member is competent within their specific area of responsibility and adequately performs the tasks required of that position. Staff members should be rated on the following areas as set forth in the job descriptions of the individual positions. Any staff member holding more than one position should be rated in all applicable areas.

- ◆ **School Secretary/ Health Aide/ Attendance Clerk**  
**Maintains all school records:** The secretary understands the various formal and informal record keeping forms and organizes them in their appropriate places.
  1. Monitors cumulative records/student files, registration information as students enter for the year.....
  2. Monitors attendance records, disciplinary records, bus rosters as needed.....
  3. Organizes state and local reports as needed.....
  4. Enroll new students appropriately.....**Demonstrates skills in word processing, databases, spread sheets:** The secretary understands the various formal and informal modes of communication.
  5. Types correspondences, memos, awards etc. as needed.....
  6. Assists in placing orders.....
  7. Prepares/maintains schedules of school activities .....
  8. Maintains Student Database.....**Demonstrates Communication Skills:** the secretary understands the effectiveness of proper communication between staff, parents, and administration.
  9. Places and receives telephone calls, records and delivers appropriate messages
  10. Maintains cooperative relationships with parents, faculty and board members.....
  11. Answers questions regarding school policy, procedures and regulations.....

**Evaluator's Comments:**

**WINTHROP HARBOR SCHOOL DISTRICT #1  
MAINTENANCE & OPERATIONS PERFORMANCE EVALUATION**

**EMPLOYEE:** \_\_\_\_\_  
**POSITION:** \_\_\_\_\_  
**WORK SITE:** \_\_\_\_\_

**EVALUATION PERIOD:** \_\_\_\_\_  
**DATE OF EVALUATION:** \_\_\_\_\_  
**EVALUATOR:** \_\_\_\_\_

**PERFORMANCE RATING KEY**

1 = Poor/Needs Immediate Improvement      4 = Commendable/Performance Frequently Above Average  
 2 = Fair/Needs Some Improvement            5 = Not Applicable  
 3 = Average/Works at an Acceptable Level

**A. JOB KNOWLEDGE AND SKILLS**

**PERFORMANCE CHECKLIST**

	1	2	3	4	5
1. Demonstrates skills necessary for the position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates ability to work effectively and safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintains building security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Able to assess complex information/situations and present it to others in an understandable manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: Chris has the skill necessary to complete most of the maintenance work in the district. He understands when the work needs to be completed by someone with more specific skill sets and informs the building administrator of that need.

**B. QUANTITY AND QUALITY OF WORK**

**PERFORMANCE CHECKLIST**

	1	2	3	4	5
1. Prioritizes time in order to produce an acceptable quantity of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: Chris works well the majority of the time. While in the building offices, it's easy to get caught up in conversations at an extended length. I'd like to see Chris work to maximize time on task.

**C. ATTITUDE TOWARD WORK/HUMAN RELATIONS**

**PERFORMANCE CHECKLIST**

	1	2	3	4	5
1. Provides consistency in prioritizing customer needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: Chris is constantly requested by almost all staff members to get work completed. In the late spring Chris and I began to prioritize the work. As staff returns in the fall, I'd like us to work on a more defined process.

**D. INITIATIVE**

**PERFORMANCE CHECKLIST**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Demonstrates initiative on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Develops workable solutions to most problems on his/her own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Keeps supervisor informed of job progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**E. CARE OF EQUIPMENT/SAFETY**

**PERFORMANCE CHECKLIST**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Handles equipment with care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Takes necessary safety precautions when handling materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Looks for areas/items that require attention and responds by either correcting the situation or providing written notice to supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is aware of and utilizes "Right to Know" materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SUPERVISOR COMMENTS/SUGGESTIONS:** Chris completes many of the tasks needed in the buildings in the school. He works well independently to accomplish tasks. Chris pays close attention to the task list in the office. He completes the jobs in a timely manner and reports the completion on the log.

**EMPLOYEE COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SUPERVISOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**EMPLOYEE'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

*NOTE: Employee's signature does not necessarily constitute agreement with the contents of this evaluation.*

## Winthrop Harbor School District Summative Report Page

Teacher School Year  
 Evaluator Date

### Professional Practice (70%)

Domain	Rating Score
I. Planning and Preparation	
II. Respect and Rapport	
III. Instruction and Assessment	
IV. Professionalism and Contributions	
<b>Professional Practice</b>	

Excellent  
 Proficient  
 Needs Improvement  
 Unsatisfactory

### Student Growth (30%)

Student Growth	Assessment	Rating Score
Student Growth: Type I or II (if possible)		
Student Growth: Type III (can be a type I)		
Student Growth: Additional (optional)		
Student Growth: Additional (optional)		
Student Growth Overall Average		

Excellent  
 Proficient  
 Needs Improvement  
 Unsatisfactory

### Summative Performance Rating

Evaluation Component	Rating	Weight	Final Rating
Professional Practice			
Student Growth			
Total			

Excellent  
 Proficient  
 Needs Improvement  
 Unsatisfactory