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

2016-2017
2017-2018
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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/coordinates, 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.

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 representative of the employee's choice 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.

(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 an elementary position (K-5) to a junior high position (6-8) or from a junior high position to an elementary position.

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 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 principal or supervisor 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.

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.

(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 preparation 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 not to 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 written request. 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.

(3) Section F - Fair Share

The Union shall certify to the Board the amount of the annual fair share fee, not to exceed the dues uniformly required of members of the Union, and shall supply the Board and the non-members a copy of the basis of the calculation of the fee. The Union shall further certify to the Board that "Notice of Fair Share" has been posted in accordance with IELRB rules and regulations. No payroll deduction of fair share fees shall be made until at least fourteen (14) days after such certification. Such fair share payments shall be deducted by the Board from the earnings of the non-members employees on the same time schedule as Union dues and be paid to the Union. The amount certified by the Union shall not include any fees for contributions related to the election or support of any candidate for political office. Nothing in this Section shall preclude the non-member employee from making voluntary political contributions in conjunction with his/her fair share payment.

This fair share agreement shall safeguard the right of non-association of employees based upon bonafide religious tenets or teaching of a church or religious body of which such employees are members. Such employees may be required to pay an amount equal to their fair share under this Agreement to a non-religious charitable organization mutually agreed upon by the employees affected and the Union, or if no mutual agreement is reached, from an approved list of charitable organizations established by the Illinois Education Labor Relations Board. Non-member employees who object to the amount of the fair share fee have the right to file an unfair labor practice charge against the Union pursuant to Paragraph 1714(b)(1) of the Illinois Educational Labor Relations Act. Additionally, non-member employees who object to the amount of the fair share fee have the right to file such objection pursuant to the internal Fair Share Implementation Program procedures established by the Union, except that the filing of such objection pursuant to the internal procedure may not be sufficient to reserve any rights the non-members may have under IELRA. Upon any such filing, pursuant to said internal procedures and notice of such to the Union, the Union shall place in an interest-bearing escrow account, separated from other funds held by the Union, the amount of each objector's fair share payments made, and to be made pending resolution of the charge, which is fairly placed at issue by the objection or objections, and it shall maintain the escrow account during the pendency of the charge and any judicial review pursuant to the Act.

The Union shall indemnify and hold harmless the Board of Education, its members, officers, agents, and employees from and against any and all claims, demands, actions, complaints, suits, or other forms of liability, including, but not limited to, damages, attorneys' fees, and costs that shall arise out of or by reason of action taken by the Board for the purpose of complying with the above provisions of this Article, or in reliance on any list, notice, certification, affidavit, or assignment furnished under any of such provisions.
(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.
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 administration extend beyond the teacher workday 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 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.

(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 following the Curriculum Night(s).

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 5 1/2 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 (6 1/2) 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 (8 1/2) hours and contain one (1) paid thirty (30) minute duty free lunch (i.e. work 8 hours – paid for 8 1/2 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**

All instructional aides shall work a minimum of one hundred seventy-five (175) days per year, per current practice.

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 6.1. 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-rataion 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 1st, 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 year’s 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-Annuites-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 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 (½) 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 premiums until March 31, 2017 for hospitalization/major medical insurance for each full time employee. Starting on April 1, 2017, the employee will pay 20% of any future increase to the premium. The Board shall pay the remaining amount. 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.

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 three (3) 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. 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, or any other salary adjustments if such would result in ITRS funding liability to District #1 for basic compensation increases exceeding six percent (6%) 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:

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<thead>
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<th>No. of Years of Employment</th>
<th>No. of Days of Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

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
15 on an Appendix A Salary Schedule for a period of one (1) year shall, in subsequent years, receive longevity compensation as follows:

For the 2016-17 school year, teachers in longevity will receive a 3% increase from their 2015-2016 compounding salary. For the 2017-18 school year, teachers in longevity will receive a 1% + $600 increase from their 2016-2017 compounding salary.

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 2016-17 who in 2015-16 was located in the BA column but in 2016-17 moves to the BA+9 column shall receive an additional one thousand four hundred fifty-three dollars ($1,453) or a teacher receiving longevity compensation in 2016-17 who in 2015-16 was located in the BA +9 column but in 2016-17 moves to the BA+18 column shall receive an additional one thousand four hundred ninety-eight dollars ($1,498). For the 2017-18 school year, the amounts listed in the example above will be one thousand four hundred fifty-seven dollars ($1,457) and one thousand five hundred two dollars ($1,502), respectively. For the 2015-16 school year, the amounts listed in the example above will be one thousand four hundred sixty dollars ($1,460) and one thousand five hundred six dollars ($1,506), respectively.

(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.

(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 30th 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.
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, 2016 through June 30, 2018.
IN WITNESS WHEREOF, this Agreement is executed by the duly authorized officers of the Board and the Union this ___ day of ____, 2016.

FOR THE BOARD

[Signature]
President

[Signature]
Secretary

FOR THE UNION

[Signature]
President

[Signature]
Secretary-Treasurer
### APPENDIX A (1) – SALARY SCHEDULES

#### 2016-2017 Salary Schedule without TRS

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<th>BA+27</th>
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**Salary Notes:**
- Employees on schedule will advance one vertical step.
- Teachers on longevity will receive 3% in accordance with Article 7.1.
- Classified staff will receive a 3% increase + $0.10 per hour in their hourly base wage.
### 2017-2018 Salary Schedule without TRS

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<th>BA+18</th>
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### Salary Notes:

All employees on the schedule will remain in the same cell.
Each cell increases 1% plus $900.00
Classified staff will receive a 1% increase + $0.20 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

<table>
<thead>
<tr>
<th>Position</th>
<th>2016-17</th>
<th>2017-18</th>
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</thead>
<tbody>
<tr>
<td>1. Secretaries</td>
<td>10.10</td>
<td>10.20</td>
</tr>
<tr>
<td>2. Instructional Aides/Inclusion Aides</td>
<td>9.17</td>
<td>9.27</td>
</tr>
<tr>
<td>3. Lunch &amp; Playground Supervisor/Coordinators</td>
<td>8.60</td>
<td>8.70</td>
</tr>
<tr>
<td>4. Custodians</td>
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<td>8.95</td>
</tr>
<tr>
<td>5. Health Aide/Assistant Secretary</td>
<td>9.17</td>
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</tr>
<tr>
<td>6. Bus Drivers</td>
<td>12.10</td>
<td>12.20</td>
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<tr>
<td>7. Maintenance Worker</td>
<td>9.17</td>
<td>9.27</td>
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<tr>
<td>8. Bookkeepers</td>
<td>13.10</td>
<td>13.20</td>
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</table>

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 2016-17 each classified staff employee shall be paid at an hourly rate equal to the employee’s 2015-16 hourly rate plus three percent (3%) + $0.10 per hour, plus an additional $0.10 per hour Pulaski Day compensation. For 2017-18 each classified staff employee shall be paid at an hourly rate equal to the employee’s 2016-17 hourly rate plus one percent (1%) + $0.20 per hour.

Any classified staff employee working thirty (30) hours or more per week serving in his/her twentieth (20th), twenty-fifth (25th), thirtieth (30th) or thirty-fifth (35th) 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 (41st) 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

<table>
<thead>
<tr>
<th>Intramural Sports</th>
<th>2016-17</th>
<th>2017-18</th>
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<tbody>
<tr>
<td>4th - 5th Girls’ Volleyball/Basketball</td>
<td>892.50</td>
<td>910.35</td>
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<tr>
<td>4th - 5th Boys’ Football</td>
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<td>910.35</td>
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<tr>
<td>4th - 5th Boys’ Basketball</td>
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<td>910.35</td>
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<td>910.35</td>
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<td>6th - 8th Boys’ Football</td>
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<td>910.35</td>
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<tr>
<td>6th - 8th Girls’ Basketball</td>
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### Interscholastic Sports

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<td>8th Boys’ Volleyball (9 weeks minimum)</td>
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<td>Cheerleading and Pep Club (9 weeks minimum)</td>
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<tr>
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<td>Cross-Country</td>
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### Lunchroom and Bus Duty

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<td>Morning Supervisor</td>
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<td>2502.16</td>
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### Music

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### Elementary School Duties

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<td>Yearbook Club</td>
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### Junior High School Duties

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<td>Vision and Hearing Testing (per hour)</td>
<td>21.76</td>
<td>22.19</td>
</tr>
</tbody>
</table>

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 in lieu of Science Club.*
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 prorated accordingly (per current district practice) with the exception of the week of July 4 holiday:

    July 4th 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

[Signature]

Date: 10/6/14

Patricia Goodwin, Superintendent
Winthrop Harbor School District 1

[Signature]

Date: 10/5/16
Winthrop Harbor School District Teacher Evaluation Instrument

Teacher: ____________________________ 
Evaluator: ____________________________
School Year: ____________________________

Attach the following documents:
- Pre-Conference
- Lesson Plans
- Performance Evaluation Summary
- Summative Evaluation Report (if applicable)

Timeline
- Pre-Conference
- Evaluation Date
- Post-Conference

Domain 1: Planning & Preparation

<table>
<thead>
<tr>
<th>Component</th>
<th>Elements</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
<th>Rating</th>
<th>Evidence for Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Knowledge of Content &amp; pedagogy</td>
<td>Knowledge of content and the structure of the discipline</td>
<td>Teacher displays extensive knowledge of the important concepts in the discipline and how they relate to 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 development in content-related pedagogy.</td>
<td>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.</td>
<td>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.</td>
<td>In planning and practice, teacher needs content expert or does not present student learning needs by students. Teacher’s plans and practice do not demonstrate 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.</td>
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</tr>
<tr>
<td>1b. Demonstrating Knowledge of Students</td>
<td>Knowledge of students’ skills, knowledge, and language proficiency</td>
<td>The teacher uses ongoing methods to assess students’ skills and knowledge and designs instruction accordingly. The teacher seeks out information from all students about their interests and cultural heritage. The teacher maintains a system of updated student records and incorporates diagnostic information into the classroom.</td>
<td>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 heritage and recognizes this knowledge when appropriate in lesson planning. The teacher is aware of the special needs represented by students in the class.</td>
<td>The teacher is aware of students’ different interests and cultural backgrounds in the class but does not differentiate materials to accommodate those differences. The teacher can articulate some knowledge of students’ interests or cultural heritage. The teacher is aware of the different ability levels in the class but tends to teach to the “average” student.</td>
<td>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 unaware of students’ interests or cultural heritage. The teacher cannot articulate knowledge of students’ different interests or cultural backgrounds.</td>
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<tr>
<td>Component</td>
<td>Elements</td>
<td>Distinguished ($)</td>
<td>Proficient ($)</td>
<td>Basic ($)</td>
<td>Unsatisfactory ($)</td>
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<tr>
<td>1c: Setting Instructional Outcomes</td>
<td>Value, sequence, and alignment</td>
<td>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 reflecting high expectations and rigor.</td>
<td>Most outcomes represent high expectations and rigor. Outcomes are linked to &quot;big ideas&quot; of the discipline and are aligned to current district approved curriculum. Outcomes are written in terms of what students will learn rather than what activities students will complete. Outcomes represent a range of topics, such as factual knowledge, conceptual understanding, reasoning, social interaction, management, communication. Outcomes, differentiated when necessary, are suitable to groups of students in the class.</td>
<td>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.</td>
<td>Outcomes lack rigor. Outcomes are not aligned to current district approved curriculum. Outcomes are not clear or are stated safely as activities. Outcomes are not suitable for many students in the class.</td>
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</tr>
<tr>
<td>1d: Demonstrating Knowledge of Resources</td>
<td>Resources for classroom use</td>
<td>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.</td>
<td>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.</td>
<td>Teacher displays a basic awareness of resources available through the school or district to enhance one's own knowledge, to use in teaching for students who need them. Teacher does not seek to extend such knowledge for students or self.</td>
<td>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district. Out of the teacher aware of resources for extending one's own professional skill.</td>
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</tr>
</tbody>
</table>
## Domain 2: Classroom Environment

<table>
<thead>
<tr>
<th>Component</th>
<th>Elements</th>
<th>Distinguished (4)</th>
<th>Proficient (3)</th>
<th>Basic (2)</th>
<th>Un satisfactory (1)</th>
<th>Rating</th>
<th>Evidence for Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a: Creating an Environment of Respect and Report</td>
<td>Teacher interaction with students</td>
<td>Classroom interactions between teacher and students and among students are highly respectful; including positive warmth, caring, and sensitivity to students as individuals. Students anticipate without fear of putdowns or ridicule from either the teacher or other students. The result is an environment where all students feel valued and are comfortable taking intellectual risks.</td>
<td>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 positive, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.</td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inappropriateness, alienation, 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.</td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are generally disrespectful and disrespectful for students' ages, cultures, and developmental levels. Student interactions are characterized by sarcasm, putdowns, or conflict. The teacher does not deal with disrespectful behavior.</td>
<td></td>
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</tbody>
</table>

| Importance of content | The classroom culture is characterized by high respectfulness for the importance of learning. The teacher conveys high expectations for learning for all students, and insists on hard work; students respond responsibly for high quality by initiating improvements, making revisions, adding detail, and/or assisting their classmates in understanding the content. | The classroom culture is neutral, conveying neither warmth nor conflict. | 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' expectations for learning are not high. Students 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 movement of student energy in the task at hand. Hard work and the precision 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. |

| Expectations for learning and achievement | The classroom culture is characterized by high expectations for learning for all students, and insists on hard work; students respond responsibly for high quality by initiating improvements, making revisions, adding detail, and/or assisting their classmates in understanding the content. | The classroom culture is neutral, conveying neither warmth nor conflict. | 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' expectations for learning are not high. Students 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 movement of student energy in the task at hand. Hard work and the precision 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. |

| Student probe in work | The classroom culture is characterized by high expectations for learning for all students, and insists on hard work; students respond responsibly for high quality by initiating improvements, making revisions, adding detail, and/or assisting their classmates in understanding the content. | The classroom culture is neutral, conveying neither warmth nor conflict. | 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' expectations for learning are not high. Students 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 movement of student energy in the task at hand. Hard work and the precision 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 | Management of instructional groups | Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students are involved in small-group activities and independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies are efficient. Classroom routines function smoothly. | Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students are involved in small-group activities and independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies are efficient. Classroom routines function smoothly. | Some instructional time is lost due to inefficient classroom routines and procedures. Students working independently or in small groups are not productively engaged. Transitions between large- and small-group activities are not smooth. Routines for distribution and collection of materials and supplies are not efficient. Classroom routines function poorly. | Much instructional time is lost due to inefficient classroom routines and procedures. Students not working independently or in small groups are not productively engaged. Transitions between large- and small-group activities are not smooth. Routines for distribution and collection of materials and supplies are not efficient. Classroom routines function poorly. |

| Management of transitions | Management of materials and supplies | Performance of non-instructional duties | Guidance of volunteers and instructional aides |
### Domain 3: Instruction

<table>
<thead>
<tr>
<th>Component</th>
<th>Elements</th>
<th>Satisfied (4)</th>
<th>Proficient (3)</th>
<th>Basic (2)</th>
<th>Unsatisfactory (1)</th>
<th>Rating</th>
<th>Evidence for Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allocation</td>
<td></td>
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</tr>
<tr>
<td>Distribute</td>
<td>The teacher makes efficient distribution of time to different elements of the lesson.</td>
<td>The lesson is well-organized and time is effectively used.</td>
<td>The distribution of time is reasonable but could be improved.</td>
<td>The lesson is poorly organized, and time is wasted.</td>
<td>The teacher does not distribute time effectively.</td>
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</tr>
<tr>
<td>2: Designing learning activities and developing assessment strategies</td>
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</tr>
<tr>
<td>Expectations for learning</td>
<td>The goal of the lesson is clear and realistic.</td>
<td>The goals are clearly stated and achievable.</td>
<td>The goals are clear but may be unrealistic.</td>
<td>The goals are not clear or unattainable.</td>
<td>The teacher's goals are not clear or are not achievable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structures for activities</td>
<td>The teacher plans and structures the lesson effectively.</td>
<td>The lesson is well-planned and structured.</td>
<td>The lesson is partially structured.</td>
<td>The lesson is not planned or structured.</td>
<td>The teacher's lesson lacks a clear structure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of content</td>
<td>The teacher evaluates the content accurately.</td>
<td>The content is accurately assessed.</td>
<td>The content assessment is adequate.</td>
<td>The content assessment is inaccurate.</td>
<td>The teacher's content assessment is inaccurate.</td>
<td></td>
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</tr>
<tr>
<td>Use of oral and written language</td>
<td>The teacher uses oral and written language effectively.</td>
<td>The teacher's language is clear and engaging.</td>
<td>The teacher's language is adequate, but could be improved.</td>
<td>The teacher's language is difficult to understand.</td>
<td>The teacher's language is inappropriate, vague, or incomprehensible.</td>
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<tr>
<td>3: The teacher's role and strategies for interaction</td>
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</tr>
<tr>
<td>Expectations for learning</td>
<td>The teacher has high expectations for student learning.</td>
<td>The teacher's expectations are high and realistic.</td>
<td>The teacher's expectations are reasonable.</td>
<td>The teacher's expectations are low or unrealistic.</td>
<td>The teacher's expectations are low or do not challenge students.</td>
<td></td>
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</tr>
<tr>
<td>Structures for activities</td>
<td>The teacher structures the learning environment effectively.</td>
<td>The learning environment is well-organized and conducive to learning.</td>
<td>The learning environment is adequate, but could be improved.</td>
<td>The learning environment is inadequate.</td>
<td>The learning environment is poor or ineffective.</td>
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</tr>
<tr>
<td>Component</td>
<td>Elements</td>
<td>Distinguished (4)</td>
<td>Proficient (3)</td>
<td>Basic (2)</td>
<td>Unsatisfactory (1)</td>
<td>Rating</td>
<td>Evidence for Rating</td>
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<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>3c: Engaging students in learning</td>
<td>Activities and assignments</td>
<td>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, making students think deeply. 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 plan has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</td>
<td>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 plan has a recognizable structure, however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be to slow that many students have a considerable amount of &quot;downtime.&quot;</td>
<td>The learning tasks and activities are not aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are not suitable to the activities. The lesson plan has no clear defined structure, or the pace of the lesson is too slow or rushed.</td>
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<tr>
<td></td>
<td>Grouping of students</td>
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<tr>
<td></td>
<td>Instructional materials and resources</td>
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<tr>
<td></td>
<td>Structure and pacing</td>
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<tr>
<td>3d: Using assessment in instruction</td>
<td>Assessment criteria</td>
<td>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. 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, monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</td>
<td>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 only used to diagnose evidence of learning, feedback to students is general, and few students assess their own work.</td>
<td>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 poor quality. Students do not engage in self- or peer assessment.</td>
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<tr>
<td></td>
<td>Monitoring of student learning</td>
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<tr>
<td></td>
<td>Feedback to students</td>
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<tr>
<td></td>
<td>Student self-assessment and monitoring of progress</td>
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<tr>
<td>Component</td>
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<tr>
<td>3c: Demonstrating flexibility and responsiveness</td>
<td>Lesson adjustment</td>
<td>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.</td>
<td>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 immediate measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</td>
<td>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.</td>
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</tbody>
</table>
Evaluation Summary

<table>
<thead>
<tr>
<th>Domain</th>
<th>Cumulative Score</th>
<th>Weight of Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1: Planning and Preparation</td>
<td>0 of 24</td>
<td>25%</td>
</tr>
<tr>
<td>Domain 2: Classroom Environment</td>
<td>0 of 20</td>
<td>25%</td>
</tr>
<tr>
<td>Domain 3: Instruction</td>
<td>0 of 20</td>
<td>25%</td>
</tr>
<tr>
<td>Domain 4: Professional Responsibilities</td>
<td>0 of 24</td>
<td>25%</td>
</tr>
</tbody>
</table>

Summative Annual Score: 0.000

Performance Rating:
- Excellent (scale 4.0-3.51)
- Proficient (scale 3.50-2.51)
- Needs Improvement (scale 2.50-1.51)
- Unsatisfactory (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.

Teachers 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

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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 Year: 
Job Category: 

School: 
Evaluator: 

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, spreadsheets: 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
2 = Fair/Needs Some Improvement
3 = Average/Works at an Acceptable Level
4 = Commendable/Performance Frequently Above Average
5 = Not Applicable

PERFORMANCE CHECKLIST

A. JOB KNOWLEDGE AND SKILLS
1. Demonstrates skills necessary for the position. □ □ □ □ □
2. Demonstrates ability to work effectively and safely. □ □ □ □ □
3. Maintains building security. □ □ □ □ □
4. Able to assess complex information/situations and present it to others in an understandable manner. □ □ □ □ □

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
1. Prioritizes time in order to produce an acceptable quantity of work □ □ □ □ □

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
1. Provides consistency in prioritizing customer needs. □ □ □ □ □

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

1. Demonstrates initiative on the job.
   ☐ ☐ ☐ ☐ ☐
2. Develops workable solutions to most problems on his/her own.
   ☐ ☐ ☐ ☐ ☐
   ☐ ☐ ☐ ☐ ☐

COMMENTS:


E. CARE OF EQUIPMENT/SAFETY

PERFORMANCE CHECKLIST

1. Handles equipment with care.
   ☐ ☐ ☐ ☐ ☐
2. Takes necessary safety precautions when handling materials.
   ☐ ☐ ☐ ☐ ☐
3. Looks for areas/items that require attention and responds by either correcting the situation or providing written notice to supervisor.
   ☐ ☐ ☐ ☐ ☐
4. Is aware of and utilizes “Right to Know” materials.
   ☐ ☐ ☐ ☐ ☐

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.