

**PROFESSIONAL NEGOTIATIONS  
AGREEMENT**

**BETWEEN**

**SCHOOL BOARD #158**

**AND**

**LANSING EDUCATION ASSOCIATION**

**2009-2014**

TABLE OF CONTENTS

	<u>PAGE</u>
1.1 Professional Negotiations Agreement—2009-2014 .....	1
<u>Article I—Scope of Authority</u>	
1.1 Scope of Board’s Authority .....	2
1.2 Scope of Objectives .....	2
<u>Article II—Scope of Agreement</u>	
2.1 Board.....	2
2.2 Association.....	3
<u>Article III—Professional Recognition</u>	
3.1 Recognition.....	3
3.2 Fair Share .....	4
3.3 Negotiations Procedure.....	4
<u>Article IV—Basic Classroom Salaries</u>	
4.1 Insurance Benefits.....	5
4.2 Insurance Advisory Committee .....	7
4.3 Board Paid Retirement.....	8
4.4 Salary Schedules .....	8
<u>Article V—Differential Salary Benefits</u>	
5.1 Differential Pay.....	14
5.2 Reimbursement for Actual Tuition .....	15
5.3 Internal Substitution Differential Pay-Memorial .....	16
5.4 Early Retirement .....	17
5.5 Parental Leave.....	19
5.6 Adoption Leave.....	20
5.7 Sick Leave.....	21
5.8 Bereavement Leave.....	22
5.9 Sick Leave Bank .....	22
5.10 Personal Leave .....	22
5.11 Religious Leave .....	23
5.12 Leave of Absence.....	23
5.13 Family Medical Leave Act.....	23
<u>Article VI—Teacher Payroll Deductions</u>	
6.1 Check-Off Association Dues .....	27
6.2 Credit Union Deduction.....	27

TABLE OF CONTENTS (Continued)

PAGE

Article VII Professional Conditions

7.1	Planning Time.....	28
7.2	Class Load.....	29
7.3	Released Time for Curriculum Planning, Department Coordination, Workshops, Etc.....	29
7.4	Contingency Budget for Items Necessary During the School Year and to Meet the Needs of Class Enrollments Which Exceed Spring Estimates .....	30
7.5	Teacher Evaluation/Remediation Procedures.....	30
•	Lansing Elementary Public School District 158 Evaluation for Certified Teaching Personnel.....	32
•	Professional Growth Plan—Tenured Teachers.....	38
•	Professional Growth Through Goal Setting—Summative Evaluation Report ...	40
•	Professional Growth Through Goal Setting.....	41
•	Semester Worksheet.....	42
•	Record of Goal Setting.....	43
•	Lansing Elementary Public School District 158 Evaluation Form for Resource Center Directors .....	44
•	Lansing Elementary Public School District 158 Evaluation Form for School Social Worker.....	47
•	Lansing Elementary Public School District 158 Evaluation for Certified Relief Teaching Personnel.....	54
•	Teacher Job Description .....	59
•	Certified Relief Teacher Job Description—School District 158 .....	69
•	Ratings in the Teacher Evaluation Instrument.....	77
•	Ratings of Teacher Performance and Definitions of Ratings .....	78
7.6	Notification of Assignments, Vacancies, and Summer School Positions.....	81
7.7	Reduction in Teachers.....	82
7.8	Orientation of New Teachers .....	83
7.9	Class Distribution.....	83
7.10	Clerical Duties .....	83
7.11	Dismissal Preceding Holidays and Vacations.....	84
7.12	Agenda of Board Meeting.....	84
7.13	Communications .....	84
7.14	School Calendar Committee .....	84
7.15	Association Leave.....	84
7.16	Teachers’ Day .....	85
7.17	No Smoking Policy .....	86
7.18	Traveling Teacher .....	86
7.19	Storage of Personal Property .....	87
7.20	Job Sharing.....	87

TABLE OF CONTENTS (Continued)

PAGE

Article VIII—Employee Protection

8.1	Assault on Teachers – Procedures .....	87
8.2	Duty-Connected Absence .....	87

Article IX—Employee Discipline

9.1	Discipline .....	88
9.2	Representation at Discipline Meetings .....	88

Article X—Inclusion

10.1	Mainstreaming .....	88
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Article XI—Grievance Procedure

11.1	Definition .....	88
11.2	General Provisions .....	88
11.3	Initiating and Processing .....	89
11.4	Class Grievances .....	90
11.5	Board-Association Cooperation .....	90
11.6	No Reprisal Clause .....	90
11.7	Released Time .....	90
11.8	Filing of Materials .....	91
11.9	Grievance Withdrawal .....	91
11.10	Evidence .....	91
11.11	Grievance Form .....	91

Article XII—General Provisions

12.1	Duration .....	97
12.2	Effect of Agreement .....	97
12.3	Applicability to Employees Outside Association Unit .....	97
12.4	Right to Prefer Association .....	97
12.5	Termination of Authority of Present Negotiating Agent .....	97
12.6	Applicability of Resolution Setting Forth Policy of Professional Negotiations ..	98
12.7	Conformity to Law .....	98
12.8	Conformity to Superintendent’s Decisions .....	98
12.9	Cost of Printing of Negotiations Agreement .....	98
12.10	Good Faith Performance .....	98

Article XIII—Separability

13.1	Separability .....	98
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PROFESSIONAL NEGOTIATIONS AGREEMENT  
2009-2014

WHEREAS, the Board of Education of School District 158, Lansing, Cook county, Illinois, hereinafter referred to as the “Board” and the Lansing Education Association, hereinafter referred to as the “Association” have previously entered into professional negotiation agreements dated the 15<sup>th</sup> day of October, 1969.

WHEREAS, the aforesaid professional negotiation agreements provided for future negotiations to be commenced upon written notice by either the Board or the Association; and

WHEREAS, the Association served written notice upon the Board pursuant to Article 3.3 of the aforesaid professional negotiation agreement dated the 15<sup>th</sup> day of October, 1969, to commence future negotiations.

NOW, THEREFORE, this agreement made and entered into and between the Board of Education, School District 158, Lansing, Cook County, Illinois, hereinafter referred to as the “Board” and the Lansing Education Association, affiliated with the Illinois Education Association and the National Educational Association, hereinafter referred to as the “Association,” hereby agree and bind themselves to the following provisions of this agreement.

ARTICLE I SCOPE OF AUTHORITY

1.1 Scope of Board's Authority

The Association recognizes:

- A. That the Board has full authority and responsibility under the laws of the State of Illinois for making decisions as to employment, tenure or discharge of any of its employees, as to Administration of the school system, and as to the maintenance and expansion of the school facilities.
- B. That in the operation of the schools, the Board is guided by policies, regulations and accrediting of schools as promulgated by the Illinois State Superintendent of Education and the laws and constitutions of the State of Illinois and of the United States.
- C. The Board's right to direct and administer the operation of the schools through the Superintendent of Schools and his/her assistant.
- D. It is agreed that a faculty handbook shall be provided for each teacher, and each teacher shall sign a form indicating they have received their copy. It is further agreed that there shall be an up-to-date policy handbook in each attendance center office and a copy shall be supplied to the President of the Association. In addition, the Board shall provide the President of the Association with two (2) copies of all proposed Board policy changes within ten (10) days after they are introduced at the Board meeting.

1.2 Scope of Objectives

The Board and the Association recognize:

- A. That teaching is a profession requiring specified educational qualifications.
- B. The success of the education program in the District will be enhanced by the maximum utilization of the abilities of the teachers who are reasonably well satisfied with the conditions under which their services are rendered.

ARTICLE II SCOPE OF AGREEMENT

2.1 Board

This Agreement and its provisions shall be deemed the policy of the Board and supersede any Board policy that is presently to the contrary. Nothing herein provided shall serve to remove from the members of the negotiating unit, hereinafter defined, any advantageous working conditions, economic benefits, or

professional rights presently enjoyed under the current Board policy and not treated within this contract, nor are responsibilities and obligations of the members of the negotiating unit, under current Board policy, altered, except as specified under this Agreement. Except as herein provided, the Board reserves the right to amend its policies, other than as contained in this Agreement, from time to time as deemed necessary.

## 2.2 Association

The Association may present to the Board additional negotiable items not contained in this Agreement for the Board's consideration.

## ARTICLE III PROFESSIONAL RECOGNITION

### 3.1 Recognition

- A. The Board of Education of Lansing School District 158, Cook County, Illinois, hereinafter "Employer" or "District" hereby recognized the Lansing Education Association/IEA-NEA, hereinafter the "Association" as the sole and exclusive bargaining representative for all regularly employed certificated or professional, non-supervisory personnel whether under contract, either verbal or written, or on leave. Such representation shall cover all employees assigned to newly created positions unless the parties agree in advance that such positions are principally supervisory and administrative. Such representation shall exclude Superintendent, Assistant Superintendents, Principals, and Business Manager and all other positions that do not require an appropriate State of Illinois teaching certificate. The term "bargaining unit member," teacher, or employee(s) when used hereinafter in the Agreement shall refer to all employees represented by the Lansing Educational Association/IEA-NEA in the bargaining unit as above defined. The term "Employer" or "District" when used hereinafter in the Agreement shall refer to the Board of Education or its Administrative agents.
- B. No agreement, understanding, consideration, or interpretation which alters, varies, waives, or modifies any of the terms or conditions contained herein shall be made with any employee or group of employees by the Employer or any of the Employer's agents or representatives, unless it has been made, ratified, and agreed to in writing by the Employer and the Association. Any such agreement shall not constitute a precedent in the future enforcement of any of the terms contained herein. The Employer agrees not to negotiate with or recognize any employee individually, or any employee's organization other than the Lansing Education Association/IEA-NEA for the duration of this agreement.

### 3.2 Fair Share

- A. Each bargaining unit member, as a condition of his/her employment, on or before thirty (30) days from the date of commencement of duties or the effective date of this Agreement, whichever is later, shall join the Association or pay a fair share fee to the Association equivalent to the amount of dues uniformly required of members of the Association, including local, state and national dues.
- B. In the event that the bargaining unit member does not pay his/her fair share fee directly to the Association by a certain date as established by the Association, the Board shall deduct the fair share fee from the wages of the non-member upon the District's receipt of the written notification of the employees so affected.
- C. Such fee shall be paid to the Association by the Board no later than ten (10) days following deduction.
- D. The obligation to pay a fair share fee will not apply to any employee who, on the basis of a bona fide religious tenet or teaching of a church or religious body of which such employee is a member, objects to the payment of a fair share fee to the Association. Upon proper substantiation and collection of the entire fee, the Association will make payment on behalf of the employee to a mutually agreeable non-religious charitable organization as per Association policy and the Rules and Regulations of the Illinois Educational Labor Relations Board.

### 3.3 Negotiations Procedure

- A. The parties shall commence bargaining for a successor agreement on or before April 15<sup>th</sup> of the year in which the contract expires and shall bargain as per the Illinois Educational Labor Relations Act and its Rules and Regulations.
- B. It is agreed that the parties will jointly request the Federal Mediation and Conciliation Service (FMCS) if either party to this Agreement declares impasse. Should FMCS be unavailable, the parties shall immediately commence discussions as to a replacement. In the event that the parties cannot agree upon a replacement, the Illinois Educational Labor Relations Board shall be notified.

## ARTICLE IV BASIC CLASSROOM SALARIES

### 4.1 Insurance Benefits

- A. The Board shall provide a comprehensive health insurance plan for each teacher employed. No additional remuneration for those opting for single coverage. The Board shall continue to provide the existing insurance benefits provided under the Lansing School District 158 Employee Health and Dental Benefit Booklet/Plan Document with the following changes effective September 1<sup>st</sup>, 2009:

A one million dollar (\$1,000,000.00) maximum on the major medical.

A calendar year PPO deductible of five hundred dollars (\$500.00) per person and one thousand dollars (\$1,000.00) per family and non PPO deductible of one thousand dollars (\$1,000.00) per person and two thousand dollars (\$2,000.00) per family, the maximum calendar year deductible shall be one thousand dollars (\$1,000) per person and two thousand dollars (\$2,000.00) per family, the carryover deductible provision will no longer apply.

Vision Care Benefits are limited to once every twelve (12) months, (note: see policy for additional limits.)

Wellness Benefits for in Network Services as follows:

Routine services and supplies provided for routine care are eligible to be paid at the ninety percent (90%) coinsurance rate (deductible is waived) up to a maximum benefit payable of five hundred dollars (\$500.00) per person per calendar year for ages three (3) and above or one thousand dollars (\$1,000.00) per person per calendar year up to age three (3) years. Eligible expenses include, but are not limited to, routine physicals, bone density tests, pap test/HPV tests, PSA tests and immunizations. Expenses incurred for diagnosis of a suspected illness are not included under this benefit. Routine Mammogram, Colonoscopies, Sigmoidoscopy and Proctosigmoidoscopy are not subject to the five hundred dollar (\$500.00) calendar year maximum. Routine Services out of PPO Network are not eligible under the plan.

Contraceptives – will be eligible under the prescription drug portion of the Plan.

Chiropractic maximum of one thousand dollars (\$1,000.00) per calendar year.

Inpatient Hospital charges and Outpatient Surgical Facilities benefits are revised to be payable to ninety percent (90%) in network and seventy percent (70%) out of Network after the applicable deductible. Maximum coinsurance applied per calendar remains at five hundred dollars (\$500.00) per calendar year for In Network and fifteen hundred dollars (\$1,500.00) per calendar year for Out of Network.

Pre-Certification of Hospital Confinement as follows:

The Plan includes a Hospital Admission Review program. This program is designed to reduce health costs and help you and your family avoid unnecessary hospital confinements and to assure appropriate, quality medical care. If you, or your dependent, do not call prior to a scheduled admit or within two (2) business days of an emergency admission for inpatient confinement, a separate five hundred dollar (\$500.00) penalty will be applied before any benefits are paid under the Plan. This deductible is in addition to the calendar year deductible and does not apply to the Out-of-Pocket limit. Also, if any portion of a hospital confinement is not certified by the Utilization Review firm as being medically necessary, no benefits will be provided for those days. The Utilization Review firm, Hines & Associates, can be contacted at 1-800-944-9401.

B. The Board shall provide vision care benefits for the teacher only. The plan shall be incorporated into the District's existing self-funded health insurance program. Benefits shall be listed in the insurance booklet as follows:

1. Examination—a complete analysis of visual functions, including the prescription of glasses or contact lenses. Maximum benefit—eighty dollars (\$80.00) per examination, and not more than one (1) examination per covered during a twelve (12)-month period.

2. Frames and Lenses—a maximum benefit of one hundred fifty dollars (\$150.00) for frames and the following maximum amounts for two (2) lenses:

Single Vision—Seventy dollars (\$70.00)

Bifocal—Ninety dollars (\$90.00)

Progressive—One hundred twenty dollars (\$120.00)

Benefits are limited to one (1) set of frames and/or lenses during a twelve (12)-month period.

3. Contact Lenses—full reimbursement for Contact Lenses if they are required following cataract surgery, or if visual acuity can only be corrected to 20/70 or better with their use.

Contact lenses with a one hundred and fifty dollars (\$150.00)  
Benefit Maximum during a twelve (12) month period.

- C. The Board shall pay the full cost for a fifty thousand dollar (\$50,000.00) life insurance policy per teacher.
- D. The Board shall provide a dental plan for each teacher employed. The plan will contain the following provisions:
  - 1. A dental maximum of fifteen hundred dollars (\$1,500.00)/calendar year.
  - 2. A Twenty-five dollar (\$25.00) deductible/calendar year.
  - 3. Deductible waived for preventive care.
  - 4. Employee may opt not to enroll in the dental plan.
- E. The Board shall provide each teacher enrolled in the District's self-funded hospitalization plan a prescription drug card which will require the greater of a twenty percent (20%) co-pay or prescription co-pay of ten dollars (\$10.00) for generic and twenty dollars (\$20.00) for brand name at participating drug stores. Mail order prescription service will be available for a ninety (90) day supply.
- F. Optional Flexible Spending Account, the Board will fund the cost of administrating, not to exceed sixty dollars (\$60.00) per year, for any teacher who elects to participate in a Flexible Spending Account (FSA).

#### 4.2 Insurance Advisory Committee

- A. An insurance advisory committee consisting of equal members will be appointed by the Superintendent and the Association.
- B. This group will establish a regular meeting schedule not less than twice a year. The purpose of the committee is to study and advise the Administration and the Association regarding insurance coverage and possible changes that may affect members of the bargaining group (e.g. health, major medical, life, dental, etc.).
- C. All recommendations of this committee shall be forwarded to the Board and the Association in writing for consideration for adoption in subsequent negotiations.

#### 4.3 Board Paid Retirement

Included in the salary paid according to the salary schedules appearing in 4.4 and in addition to any extra-duty stipends, the Board will pick up and pay employees' contributions in accordance with Section 4.14 (h) of the Internal Revenue Code, as amended.

#### 4.4 Salary Schedules

Classes defined:

- I. A Bachelor's Degree in the teaching field or Education in general.
- II. Ten (10) or more semester hours graduate credit accepted on a Master's Degree in the teaching field or in Education in general.
- III. Twenty (20) or more semester hours graduate credit accepted on a Master's Degree in the teaching field or in Education in general.
- IV. Master's Degree in the teaching field or in Education in general.
- V. Master's Degree plus ten (10) semester hours of advanced graduate study.
- VI. A Master's Degree plus twenty (20) semester hours of advanced graduate study.
- VII. A Master's Degree plus thirty (30) semester hours of advanced graduate study.

**LANSING ELEMENTARY SCHOOL DISTRICT NO. 158  
2009-2010 SALARY SCHEDULE**

<b>STEP</b>	<b>BA</b>	<b>BA+10</b>	<b>BA+20</b>	<b>MA</b>	<b>MA+10</b>	<b>MA+20</b>	<b>MA+30</b>
1	34,649	35,699	36,899	38,175	39,196	40,545	41,199
2	35,149	36,199	37,399	38,775	39,796	41,145	41,899
3	35,649	36,649	37,899	39,499	40,426	41,779	42,599
4	36,149	37,149	38,399	40,099	41,056	42,413	43,099
5	36,649	37,649	38,899	40,700	41,686	42,826	43,799
6	37,149	38,149	39,399	41,299	42,105	43,573	44,200
7	37,399	38,399	39,899	41,899	42,840	44,522	44,980
8	37,649	38,649	40,399	42,699	43,680	45,370	45,899
9	38,274	39,149	40,999	43,399	44,627	46,110	47,463
10	39,299	40,149	42,099	44,205	45,686	47,510	48,550
11	39,826	40,649	42,599	45,582	46,642	48,287	49,406
12	41,075	42,149	43,899	46,535	48,230	49,716	51,028
13	41,711	43,199	45,399	47,700	49,650	50,907	52,952
14	43,199	44,199	46,482	49,938	51,608	53,161	55,465
15			48,225	52,096	53,802	55,677	58,333
16			50,399	54,183	56,245	58,033	60,833
17			52,899	56,352	57,640	60,502	63,124
18			55,399	58,772	59,805	62,769	65,450
19			57,899	61,292	63,264	65,490	68,849
20			61,000	64,525	66,617	69,430	72,534
21			64,000	67,925	70,490	73,140	77,750
<b>Long</b>			<b>68,000</b>	<b>72,000</b>	<b>73,500</b>	<b>76,500</b>	<b>80,500</b>

All teachers that have been on lanes BA+20,MA,  
MA+10,MA+20,AND MA+30 longevity step for one  
year shall receive a salary for the year 2.5% greater  
than the longevity Step.

OFF SCHEDULE-		FOR TEACHERS ALREADY ON LONGEVITY				
		<b>69,700</b>	<b>73,800</b>	<b>75,338</b>	<b>78,413</b>	<b>82,513</b>

**LANSING ELEMENTARY SCHOOL DISTRICT NO. 158  
2010-2011 SALARY SCHEDULE**

<b>STEP</b>	<b>BA</b>	<b>BA+10</b>	<b>BA+20</b>	<b>MA</b>	<b>MA+10</b>	<b>MA+20</b>	<b>MA+30</b>
1	35,137	36,187	37,387	38,563	40,164	40,933	42,147
2	35,637	36,687	37,887	39,163	40,764	41,533	42,847
3	36,137	37,187	38,387	39,938	41,388	42,681	43,575
4	36,637	37,637	38,887	40,737	42,448	44,078	44,303
5	37,137	38,137	39,387	41,352	43,110	44,747	44,822
6	37,637	38,637	39,887	42,180	43,771	44,968	45,551
7	38,137	39,137	40,387	43,023	44,211	45,969	45,968
8	38,654	39,442	40,887	43,675	44,982	47,195	47,229
9	39,427	40,231	41,387	44,407	46,142	48,094	48,563
10	40,216	41,039	41,987	45,152	47,083	48,878	50,073
11	41,525	41,888	43,087	46,415	48,427	50,362	51,463
12	41,825	42,715	44,120	48,318	49,704	51,307	52,618
13	43,540	44,678	45,776	49,328	51,125	52,844	54,623
14	44,187	45,187	47,493	50,564	52,731	54,216	56,653
15			49,272	53,099	54,706	56,615	59,350
16			51,120	55,224	56,896	59,017	62,018
17			53,040	57,330	59,170	61,225	64,345
18			55,030	59,481	61,096	63,527	66,765
19			57,094	62,004	63,391	65,906	69,269
20			61,000	64,969	66,748	69,417	72,979
21			64,000	68,396	70,283	73,596	76,886

<b>Long</b>			<b>68,000</b>	<b>72,000</b>	<b>74,000</b>	<b>77,000</b>	<b>81,000</b>
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All teachers that have been on lanes BA+20,MA,  
MA+10,MA+20,AND MA+30 longevity step for one  
year shall receive a salary for the year 2.5% greater  
than the longevity Step.

OFF SCHEDULE-		FOR TEACHERS ALREADY ON LONGEVITY				
		<b>69,700</b>	<b>73,800</b>	<b>75,850</b>	<b>78,925</b>	<b>83,025</b>

**LANSING ELEMENTARY SCHOOL DISTRICT NO. 158  
2011-2012 SALARY SCHEDULE**

<b>STEP</b>	<b>BA</b>	<b>BA+10</b>	<b>BA+20</b>	<b>MA</b>	<b>MA+10</b>	<b>MA+20</b>	<b>MA+30</b>
1	35,896	36,946	38,146	39,335	41,165	41,828	42,518
2	36,396	37,446	38,646	39,926	41,765	42,428	43,833
3	36,896	37,946	39,146	40,526	42,396	43,277	44,560
4	37,396	38,446	39,646	41,336	43,043	44,388	45,319
5	37,896	38,896	40,146	42,163	44,571	46,502	46,075
6	38,610	39,396	40,646	43,007	45,267	47,210	46,616
7	39,382	40,183	41,146	43,867	45,961	47,216	47,373
8	40,170	40,987	41,646	44,744	46,643	48,499	48,496
9	40,974	41,809	42,146	45,421	47,456	50,029	49,733
10	41,793	42,645	42,896	46,183	48,680	50,981	51,477
11	42,629	43,500	43,758	47,410	49,673	51,811	52,828
12	44,000	44,372	45,075	48,736	51,333	53,386	54,552
13	44,335	45,278	46,767	51,218	52,684	54,385	56,115
14	45,446	46,446	48,522	52,288	54,264	56,015	58,310
15			50,342	54,000	55,897	57,740	60,499
16			52,230	56,287	57,990	60,296	63,359
17			54,189	58,540	60,168	62,558	65,740
18			56,223	60,770	62,422	64,900	68,208
19			58,332	63,050	64,763	67,338	70,770
20			60,520	65,414	67,195	69,862	73,424
21			64,151	68,868	70,753	73,583	77,359

<b>Long</b>			<b>68,000</b>	<b>72,500</b>	<b>74,500</b>	<b>77,500</b>	<b>81,500</b>
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All teachers that have been on lanes BA+20,MA,  
MA+10,MA+20,AND MA+30 longevity step for one  
year shall receive a salary for the year 2.5% greater  
than the longevity Step.

<b>OFF SCHEDULE-</b>		<b>FOR TEACHERS ALREADY ON LONGEVITY</b>				
		<b>69,700</b>	<b>74,313</b>	<b>76,363</b>	<b>79,438</b>	<b>83,538</b>

**LANSING ELEMENTARY SCHOOL DISTRICT NO. 158  
2012-2013 SALARY SCHEDULE**

<b>STEP</b>	<b>BA</b>	<b>BA+10</b>	<b>BA+20</b>	<b>MA</b>	<b>MA+10</b>	<b>MA+20</b>	<b>MA+30</b>
1	36,945	37,995	39,195	40,500	42,394	43,284	43,944
2	37,445	38,495	39,695	41,103	42,994	43,884	44,644
3	37,945	38,995	40,195	41,723	43,855	44,550	45,587
4	38,556	39,495	40,695	42,349	44,196	45,658	46,344
5	39,337	40,136	41,195	43,196	45,411	46,164	47,133
6	40,125	40,939	41,695	44,060	46,353	48,129	47,920
7	40,927	41,758	42,195	44,942	47,077	49,095	48,947
8	41,745	42,594	42,695	45,841	48,260	49,577	49,995
9	42,580	43,447	43,498	46,758	48,975	51,166	51,284
10	43,432	44,317	44,367	47,464	50,303	53,032	52,716
11	44,300	45,203	45,256	48,439	51,358	54,039	54,567
12	45,187	46,111	46,165	49,780	52,642	54,918	55,864
13	46,095	47,034	47,780	51,647	54,221	56,589	57,960
14	46,995	47,995	49,573	54,293	55,847	57,649	59,764
15			51,433	55,426	57,522	59,378	62,100
16			53,363	57,680	59,250	61,604	64,432
17			55,365	59,666	61,472	63,916	67,163
18			57,441	62,055	63,778	66,312	69,686
19			59,597	64,416	66,168	68,797	72,302
20			61,832	66,833	68,650	71,379	75,017
21			64,151	69,340	71,227	74,055	77,830

<b>Long</b>			<b>68,000</b>	<b>73,000</b>	<b>75,000</b>	<b>78,000</b>	<b>82,000</b>
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All teachers that have been on lanes BA+20,MA,  
MA+10,MA+20,AND MA+30 longevity step for one  
year shall receive a salary for the year 2.5% greater  
than the longevity Step.

<b>OFF SCHEDULE-</b>		<b>FOR TEACHERS ALREADY ON LONGEVITY</b>				
		<b>69,700</b>	<b>74,825</b>	<b>76,875</b>	<b>79,950</b>	<b>84,050</b>

**LANSING ELEMENTARY SCHOOL DISTRICT NO. 158  
2013-2014 SALARY SCHEDULE**

<b>STEP</b>	<b>BA</b>	<b>BA+10</b>	<b>BA+20</b>	<b>MA</b>	<b>MA+10</b>	<b>MA+20</b>	<b>MA+30</b>
1	38,306	39,396	40,742	41,693	43,609	44,321	45,007
2	38,806	39,856	41,242	42,319	44,263	45,207	45,908
3	39,293	40,356	41,758	42,954	44,927	46,111	46,826
4	40,078	40,893	42,281	43,600	45,827	47,033	47,763
5	40,880	41,710	42,810	44,255	46,745	47,974	48,719
6	41,698	42,545	43,345	45,140	47,681	48,934	49,695
7	42,532	43,396	43,886	46,043	48,636	49,912	50,690
8	43,383	44,264	44,435	46,964	49,611	50,911	51,705
9	44,250	45,150	44,991	47,904	50,677	52,056	52,997
10	45,135	46,054	45,891	48,862	51,817	53,227	54,324
11	46,038	46,976	46,809	49,839	53,113	54,690	55,817
12	46,959	47,916	47,747	50,859	54,441	56,195	57,492
13	47,898	48,878	48,817	52,767	55,802	57,741	59,217
14	48,856	49,856	50,647	54,746	57,476	59,328	61,440
15			52,548	56,800	59,200	61,108	63,744
16			54,520	58,931	60,976	62,942	66,137
17			56,565	61,141	62,806	65,302	68,620
18			58,687	63,435	65,162	67,751	71,196
19			60,888	65,814	67,605	70,291	73,869
20			63,173	68,282	70,140	72,927	76,642
21			65,542	70,843	72,771	75,662	79,518

<b>Long</b>			<b>68,000</b>	<b>73,500</b>	<b>75,500</b>	<b>78,500</b>	<b>82,500</b>
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All teachers that have been on lanes BA+20,MA,  
MA+10,MA+20,AND MA+30 longevity step for one  
year shall receive a salary for the year 2.5% greater  
than the longevity Step.

<b>OFF SCHEDULE-</b>		<b>FOR TEACHERS ALREADY ON LONGEVITY</b>				
		<b>69,700</b>	<b>75,338</b>	<b>77,388</b>	<b>80,463</b>	<b>84,563</b>

ARTICLE V      DIFFERENTIAL SALARY BENEFITS

5.1      Differential Pay

Memorial Junior High	<u>2009-2011</u>	<u>2011-2014</u>
Basketball Coach, boys (2)	2,388.00	2,495.00
Basketball Coach, boys grade 6 (1)	1,600.00	1,672.00
Basketball Coach, girls (2)	2,388.00	2,495.00
Volleyball Coach, girls (2)	2,388.00	2,495.00
Volleyball Coach, boys (2)	2,388.00	2,495.00
Cross Country girls (1)	1,200.00	1,254.00
Cross Country boys (1)	1,200.00	1,254.00
Track Coach, boys (2)	1,600.00	1,672.00
Track Coach, girls (2)	1,600.00	1,672.00
Baseball Coach, boys (2)	1,200.00	1,254.00
Softball Coach, girls (2)	1,200.00	1,254.00
Cheerleading Sponsor, grade 8	909.00	950.00
Cheerleading Sponsor, grade 7	909.00	950.00
Cheerleading Sponsor, grade 6	596.00	623.00
Pompon Sponsor, if (1)	1,270.00	1,327.00
Pompon Sponsor, if (2)	726.00	759.00
Dramatics Director, per play (3 plays)	1,207.00	1,261.00
Dramatics Asst., per play (3 plays)	758.00	792.00
Music Director, per play	935.00	977.00
Yearbook Sponsor	2,388.00	2,495.00
Band Director	2,978.00	3,112.00
Jazz Band Director	2,503.00	2,616.00
Choral Director	1,479.00	1,546.00
Choral Accompanist (38 classes)	1,191.00	1,245.00
Student Council Sponsor, if (1)	1,076.00	1,124.00
Student Council Sponsor, if (2)	721.00	753.00
Department Chairs (5)	543.00	567.00
Team Leader (7)	1,076.00	1,124.00
Science Fair Organizers (7)	141.00	147.00
State Science Fair Chairperson (1)	183.00	191.00
Planning Time/Internal Substitutions per class	24.00	25.00
National Junior Honor Society, if (1)	543.00	567.00
National Junior Honor Society, if (2)	355.00	371.00
Newspaper Sponsor (6 issues maximum)	167.00	175.00
Chess Club Coach	141.00	147.00

ARTICLE V DIFFERENTIAL SALARY BENEFITS (Continued)

5.1 <u>Elementary Schools</u>	<u>2009-2011</u>	<u>2011-2014</u>
Grade Leaders (one per grade per bldg.)	500.00	523.00
Intramural Director (1)	883.00	923.00
Intramural Asst. (one per building)	219.00	229.00
Field Day Director	606.00	633.00
Patrol Supervisors (one per building)	261.00	273.00
Lunch Monitor Supervisor (one per building)	261.00	273.00
Planning Time/Internal Substitution, per class	24.00	25.00
RTI Team Members	99.00	103.00
Club Sponsor - one per school	329.00	344.00
Science Fair (4)	100.00	105.00
5th Grade Basketball Coach (2 per bldg.) (if no volunteers available)	500.00	523.00
 <u>All Schools</u>	 <u>2009-2011</u>	 <u>2011-2014</u>
After school Supervisor/Chaperones per hour	23.00	24.00
Technology Coordinator, per hr (4.5) (Max. 95 hrs.)	33.00	34.00
Facilitators of programs, per hour	35.00	37.00
Teacher in-service presenters	25.00	26.00
Orientation Day Stipend/new Teachers	115.00	120.00
Jamboree Coordinators (4) (one (1) teacher at each building)	150.00	157.00

- A. All teachers receiving compensation for positions on the differential scale will receive final and full compensation for their position(s) by check on the last regular pay date of the school year in June. Teachers required to work during the summer (not summer school) will be paid on the last check in August.
- B. Teachers who do not intend to continue their differential position during the next school year will notify their building principal in writing by June 1. All differential assignments are at the District's discretion. Teachers will be notified of their differential assignment no later than July 1. Should the District choose to remove a teacher from a differential assignment, the teacher will be notified in writing by June 1.

5.2 Reimbursement for Actual Tuition

- A. The Board shall pay the actual tuition cost for university or college credits provided that the credits pertain to the subject area being taught and are designated as education courses by the college or university and are pre-

approved by the Superintendent. On-line course work and correspondence courses from accredited institutions will be considered for reimbursement in the same manner as stated above.

The total cost reimbursed by the Board will not exceed the tuition rate equal to the current cost of one three hour graduate course at Governors' State University per year.

- B. Reimbursement as set forth above shall be made upon:
  - 1. Presentation of paid receipts for the actual tuition cost and courses taken.
  - 2. Presentation of at least a "B" grade for said courses taken. However, a teacher during his/her employment by the Board, may obtain a maximum of two (2) "C" grades for courses taken under his/her tuition reimbursement program.

5.3 Internal Substitution Differential Pay for Full-Time, Contracted, Certified Teaching Personnel at Memorial Junior High School.

- A. Teachers at Memorial Junior High employed as substitute teachers when they are not already assigned to the supervision of children will be paid at the differential/planning time rate.
- B. Every effort shall be made to secure each substitution on a voluntary basis. In the absence of volunteers, such substitution duty shall be distributed equitably. The minimum unit of remuneration shall be one-half (1/2) class.
- C. Teachers at Memorial Junior High who elect to accept an increased class load by teaching or supervising a daily class for the school year during their planning period will be reimbursed at the differential/planning time rate.
  - 1. All Memorial Junior High teachers will be given an equal opportunity to accept this increased class load. These teaching assignments shall be offered to teachers according to qualifications, seniority in the District and availability subject to the following conditions:
    - a. The first year this Article is in effect, the teacher with the most seniority who is qualified and available to accept an increased class load, will be offered the position first. The following year, this teacher will be placed at the bottom of the list according to seniority, except that he/she will have

precedence over new teachers entering the District that year.

- b. The second year this Article is in effect, the teacher with the second most seniority who is qualified and available to accept an increased class load, will be offered the position first. The following year, this teacher will be placed at the bottom of the list according to seniority except that he/she will have precedence over new teachers entering the District that year and so on for the following years.
- c. If qualifications are not necessary, such as for a study hall, or if teachers have the same qualifications, seniority and availability, as outlined above, will determine which teacher will be offered the position first.

#### 5.4 Early Retirement

Prior to reaching Medicare age eligibility, teachers may elect to participate in the early retirement program.

To be eligible, teachers must have completed at least fifteen (15) years of full-time employment in District 158 immediately preceding his/her retirement; must be eligible for a TRS retirement annuity, and must notify the Superintendent in writing by July 1 of the first school year in which retirement benefits will be paid.

- A. Fringe Benefit Programs: Participants will be allowed to enroll in all current fringe benefit programs for which they are eligible so long as the insurance carrier writing such coverage continues to approve participation by the retiree. All employees hired after the close of the 1999-2000 school year shall not be eligible for this benefit. The eligible retiree shall be responsible for the payment of all premiums applicable to the particular coverage, except for the health insurance plan, which will be paid according to the following:

All eligible retirees shall have two health insurance plan options as follows:

Option 1: Those who choose to remain in the District's health insurance plan shall pay a single/dependent deductible per the District's health insurance plan, and shall pay a monthly contribution of fifty percent (50%) of the total premium cost for single as well as dependent coverage. Payments will be made to District 158 prior to the first day of the month for which coverage is being paid.

Option 2: Those who choose to enroll in either health insurance program offered by the Teachers' Retirement System shall have their single coverage fully paid by the Board and shall pay a monthly contribution of fifty percent (50%) of the total premium cost for dependent coverage.

- B. Number of Participants: The Board of Education may limit the number of participants in any school year to no less than twenty percent (20%) of those eligible to participate in the TRS Early Retirement Option ("ERO") in that school year and an equal number of participants who qualify for a non-discounted TRS retirement annuity. In the event that the number of teachers applying for the Retirement Program in any school year exceeds the limitation, the participants will be selected by seniority.
- C. Retirement Incentive: An eligible teacher who submits a timely notice of intent to retire will be paid a salary increase in each of his/her last year(s) of service equal to six percent (6%) of the amount otherwise due and owing to the teacher above the previous year's TRS creditable earnings (defined as all compensation paid to the teacher, including but not limited to payment of extracurricular activities, stipends and retirement benefits), inclusive of step and lane movement, for a maximum of four (4) years prior to retirement. The parties agree that, upon electing to participate in the Retirement Program, a teacher will be placed on an alternative salary and extra-duty stipend schedule, under which the teacher shall receive annual creditable earnings increases equal to six percent (6%) above the teacher's previous year's total TRS creditable earnings. The teacher's increases in total TRS creditable earnings under the Program shall be in lieu of all step and lane movement and any other payments or stipends, required under this agreement with the exception of the salary increases permitted under Section 16-158(g) and (h) of the Illinois Pension Code [40 ILCS 5/16-158(g)] without the Board of Education incurring a penalty. All these amounts will constitute the entirety of the teacher's creditable earnings for each year of their participation in the Retirement Program.
- D. Extra-Duty Stipend: If, after submitting an irrevocable notice of retirement by July 1, the employee resigns from or is dismissed from duties for which the employee was paid a stipend or additional compensation for the previous year, the retirement incentive for that employee will be recalculated accordingly. During the year(s) in which the retiring teacher is receiving the retirement incentive, the Board shall not require or compel the teacher to perform additional duties which would otherwise increase the teacher's compensable earnings.
- E. Rescission of Resignation: If a teacher who has tendered his or her resignation under this agreement wishes to rescind the resignation due to a catastrophic event, as defined by the Board, the full amount of this benefit

already paid to the teacher will be refunded to the District via payroll deduction. The revocation of the resignation is subject to the teacher petitioning the Board and the Board's subsequent approval of said petition. At the time the teacher petitions the Board, the teacher must give written authorization for the payroll deduction.

- F. Limitations on Board of Education Liability: Except for legislatively mandated employer ERO contributions, the District and Board will not, under any circumstances be responsible for any additional contributions or costs associated with retirement benefits granted under this Agreement. The parties agree that if legislation is enacted or administrative rules adopted during the life of this agreement that adversely affects the Board's obligations or employee rights under any of the benefits set forth in this Article, then the provisions relating to such benefits are null and void, and the parties agree to meet within thirty (30) days of the passage of the legislation or administrative rules to negotiate the impact of such legislation or administrative rules.

## 5.5 Parental Leave

A tenured teacher shall be eligible for parental leave without pay subject to the following conditions:

- A. All benefits of Sick Leave will apply to Parental Leave.
- B. Application for such leave shall be made in writing to the Superintendent, or his/her designee, at least ninety (90) calendar days prior to the beginning of the leave. The Superintendent may waive this provision in an emergency.
- C. The teacher and the Superintendent, or his/her designee, shall agree upon a plan for the commencement and termination of such leave. If the leave commences during the first semester, the leave shall not exceed the balance of the school year and one (1) additional school year. If the leave commences during the second semester, the leave shall not exceed the balance of the school year and two (2) additional school years.
- D. Sick leave shall not be applicable during the period of parental leave unless otherwise required by law. Parental leave shall begin on the date that the teacher's physician certifies that the teacher is physically able to resume her duties. Any accumulated sick leave available at the commencement of the leave not used during the leave shall be available to the teacher upon return to employment in the District
- E. Any teacher who has been employed one (1) semester plus one (1) day of the school year prior to the commencement of such leave shall be entitled

to such advancement on the salary schedule as she would have had if the leave had not been granted.

- F. In all instances where a teacher is granted a parental leave of eight (8) months or more, as a condition thereof she/he shall advise the Superintendent in writing prior to February 1 of the year in which the leave terminates that she/he intends to return at the beginning of the next school year. (Such notice need be given at least by February 1 prior to the termination of the leave.) Return to the District shall be in accord with the previously agreed upon plan; subject to changed educational conditions in the District. In the event of a mid-year return, the School District may delay reinstatement of said teacher until the beginning of the next school year. Failure to advise the Superintendent, or his/her designee, of the intent to return as required by this policy, shall be treated as an election not to return to employment and as a resignation from the District.
- G. A parental leave shall be granted to a non-tenure teacher under unusual circumstances by action of the Board of Education, subject to all the conditions applicable to a tenure teacher, and provided the term of such leave shall not be considered in computing full-time employment under Section 24-11 of the School Code for purposes of the continuous employment necessary to attain contractual continued service status. Upon the return from such leave, the teacher shall be considered to have commenced her first, second, third, or fourth probationary year, as the case may be.
- H. A male teacher shall be entitled to a parental leave of absence. Such leave shall be unpaid and shall be subject to all of the applicable notices and other requirements of this section.

Eligibility for such leave shall arise upon the anticipated birth of a child which the teacher has fathered or for whom he becomes legally responsible or upon his adoption of a child.

- I. A teacher will be allowed to enroll in all current fringe benefit programs for which they are eligible so long as the insurance carrier writing such coverage continues to approve participation. The teacher shall assume responsibility for the full amount of all premiums applicable to the particular coverage.

#### 5.6 Adoption Leave

Any teacher desiring adoption leave as a result of becoming an adoptive parent shall notify the Superintendent, or his/her designee, in writing upon the initiation of such adoption proceedings. Adoption leave shall be granted upon satisfactory written notification to the Superintendent, or his/her designee, of the date the child

is expected to be received. It shall be the responsibility of the applying teacher to keep the Superintendent, or his/her designee, fully informed of the status of the proceedings, and, as soon as known, the expected date of the delivery of the child. A tenured teacher desiring adoption leave as the result of becoming an adoptive parent shall be entitled to the same rights as a tenured teacher desiring parental leave.

#### 5.7 Sick Leave

- A. Each full-time certificated teacher shall be entitled to twelve (12) full days of sick leave per year with full pay, with unlimited accumulation.
- B. Sick leave shall be defined as in Section 24-6 of the Illinois School Code. Using sick leave to care for married children after childbirth is discouraged by both the Association and the Board of Education.
- C. The immediate family shall be defined as parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians. In the case of death, this also includes close relatives not living in the same household.
- D. In case of sick leave, the Board shall have the right to require a doctor's statement verifying the sickness and the necessity for staying away from school duties.
- E. All required forms designating cause of absence are to be signed in duplicate by the employee and filed in the office the first day after the teacher returns to school from said absence. The employee shall receive the duplicate copy of said leave form.
- F. Upon retirement, a teacher may add to his/her years of teaching credit with the Illinois Teacher Retirement System up to three hundred forty (340) days of accumulated sick leave.
- G. Upon retirement, the teacher will be compensated for unused sick leave at twenty five (\$25.00) per unused sick day. This compensation shall be paid after June 30 of the retirement year.

If a teacher uses sick days towards Illinois Teacher Retirement System teaching credit, he/she shall not be compensated by the Board for those days used.

- H. A teacher may utilize accumulated sick leave during any period of illness related to her pregnancy and/or to the delivery of the child. If such teacher shall have exhausted accumulated sick leave, she shall be granted a leave

of absence without pay during such period of illness, not to exceed ninety (90) calendar days.

5.8 Bereavement Leave

Each full-time certificated teacher shall be entitled to two (2) full days of bereavement leave per school year with full pay for the death of a parent, spouse, brother, sister, child, grandparent, grandchild, parent-in-law, brother-in-law, sister-in-law, or close relative not living in the same household. The Board shall have the right to require proof of death. Unused bereavement leave days shall not accumulate from one school year to another.

5.9 Sick Leave Bank

The Board of Education, in cooperation with the Association, has established a Sick Leave Bank on a voluntary basis. The Association shall have the responsibility for the administration of the Sick Leave Bank and shall report all data as required by the Board for use in administration of individual employee's sick leave accounting and shall establish rules for the implementation of the Bank. A copy of established rules, after approval of the Board, shall be on file in the District personnel office. The Association shall provide to the District personnel office the names of participating members and the subsequent charges against the Bank. A teacher shall not hold the Board, Administration, or the Association liable for decisions made by the Committee of the Association, Board of Education, Administration, or the Executive Board of the Association or their respective designee.

5.10 Personal Leave

Each full-time certificated teacher shall be entitled to two (2) working days leave per year without deduction of pay, cumulative to three (3) working days per year, to take care of personal, legal business, household or family matters that cannot be scheduled for a Saturday or after school hours. Except in emergencies, the teacher taking leave, here under shall give his/her principal written notice of his/her intention to take such leave at least one (1) school day in advance of the day he/she proposes to be absent.

Personal leave shall not be taken immediately before or after school holidays, except in cases of emergency. If a teacher needs an emergency personal leave day in conjunction with a holiday, the teacher must present to the building administrator for prior approval a detailed statement of reasons for said personal leave day.

The Board of Education and the Lansing Education Association agree that the term "emergency" is limited to an unforeseen circumstance beyond the employee's control which calls for the employee's immediate attention. The

parties agree that the only exceptions to this limitation is the wedding of an immediate family as defined in Section 24-6 of the School Code or the college graduation of a child, spouse, parent, brother or sister.

Personal leave shall not be used for recreational purposes, for a job interview, or to participate in any form of work stoppage.

Unused personal leave days in excess of the three (3) cumulative days shall accumulate as sick leave.

#### 5.11 Religious Leave

Teachers who have exhausted their personal leave shall be granted leave of absence without pay to observe recognized religious holidays of their faith provided notice in writing of their proposed observance shall be given to the principal at least three (3) working days in advance.

#### 5.12 Leave of Absence

The School Board will consider a leave of absence as per the Illinois School Code for sabbatical leave (Chapter 122, Article 24, Section 6.1).

#### 5.13 Family Medical Leave Act

In addition to the other leaves provided above, teachers are entitled to leave according to the terms of the Family Medical Leave Act subject to the following provisions:

##### A. Definitions: As used in this Section—

1. “Eligible teacher” means a full-time teacher who has been employed with the District for at least twelve (12) months.
2. “Equivalent position” shall mean the same position an eligible teacher had prior to the leave if he/she returns on or before sixty (60) workdays. If the leave is voluntarily extended beyond sixty (60) workdays, then “equivalent position” shall mean any position for which the eligible teacher is certified and legally qualified to hold with compensation and benefits equal to or better than the compensation and benefits received by the eligible teacher prior to being granted a leave under this section.
3. “Academic term” means the school semester, which typically ends near the end of the calendar and the end of Spring each school year.

4. “Daughter” or “son” shall be defined as a biological, adopted or foster child, a stepchild, a legal ward, or a child of a person standing *in loco parentis*.
5. Because of any qualifying exigency (as defined by the Family Medical Leave Act and Department of Labor rules and regulations) arising out of the fact that a spouse, son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.
6. To care for a spouse, son, daughter, parent, or next of kin (as defined by the Family Medical Leave Act and Department of Labor rules and regulations) who is a covered service member undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness.

B. Purposes: Eligible teachers shall be granted leave during any academic term (semester) for one or more of the following reasons:

1. the birth of a child;
2. the adoption of a child or the placement of a foster child;
3. to care for a spouse, son, daughter, parent, or parent-in-law who has serious health conditions; and
4. a serious health condition that makes the teacher unable to perform his/her job.

C. Duration: Eligible teachers shall be granted a total of twelve (12) workweeks of unpaid leave during any school year for one or more of the purposes provided in subparagraphs B1 through B4 above. Eligible teachers shall be granted a total of twenty-six (26) workweeks of leave during a single, twelve (12)-month period to care for an injured service member under Subparagraph A6, above. During the twelve (12)-month period in which leave is taken pursuant to Subparagraph A6, an eligible teacher shall be entitled to a combined total of twenty-six (26) workweeks of leave under Subparagraphs A1 through A6, above.

Spouses who are both employees of the District shall each be entitled to up to twelve (12) workweeks of family leave for birth, foster care, or care of a sick parent or parent-in-law.

Leave taken under the Family Medical Leave Act shall be unpaid leave. However, teachers on leave under the Family Medical Leave Act may use paid personal or sick leave for any portion of the leave. The type of accrued paid leave to be substituted shall be determined by the terms and conditions of the District's normal leave policy.

- D. Notification: In any case in which the necessity for leave under subparagraphs B1. or B2. is based on the expected birth or placement, the eligible teacher shall provide Superintendent at least thirty (30) calendar days notice before the date the leave is to begin, of the teacher's intention to take leave under such sub-paragraph. Where due to unforeseen circumstances, such notice is not practicable, said teacher shall provide as early a notice as practicable.

In any case in which the necessity for leave under subparagraphs B3. or B4. is based upon illness or a serious health condition, the eligible teacher shall make every reasonable effort to schedule the treatment so as not to disrupt unduly the operations of the District, subject to the approval of the health care provider. The eligible teacher shall provide the Superintendent with not less than thirty (30) calendar days notice before the date the leave is to begin, of the teacher's intention to take the leave. Where due to unforeseen circumstances such notice is not practicable, the teacher shall provide as early a notice as practicable.

- E. End of Semester: There are different rules for instructional personnel who begin leave more than five (5) weeks before the end of a semester and less than five (5) weeks before the end of the semester. Regular rules apply except in circumstances when the leave begins:
1. More than five (5) weeks prior to the end of a semester, the Superintendent may require the leave to extend to the end of the semester if the leave is of at least three (3) weeks and the return to duty would occur within three (3) weeks of the end of the semester.
  2. Five (5) weeks or fewer prior to the end of the semester but not less than three (3) weeks prior to the end of the semester, the Superintendent may require the leave to extend to the end of the semester if the leave is of at least two (2) weeks and the return to employment would occur within two (2) weeks of the end semester; and
  3. Less than three (3) weeks prior to the end of the semester the Superintendent may require the leave to extend to the end of the semester if the leave is greater than five (5) working days.

4. If in the event the Superintendent requires an employee to remain on leave pursuant to his/her authority under this Section of the Agreement, the District shall maintain the affected employee's wages, benefits and other such provisions as may be contained in this Article at the level enjoyed by the employee prior to the requirement to remain on leave. If the employee had chosen to use sick leave and/or personal leave for all or part of the leave prior to the requirement to remain on leave, the employee shall continue to receive salary and benefits without further deduction of his/her personal sick leave or personal leave accumulation. No teacher shall involuntarily lose wages, District paid insurance premium subsidies or other benefits due to the Superintendent's exercise of his/her rights under this Section.
- F. Benefits: No eligible teacher taking Family Medical Leave shall experience the loss of benefits, such as group life insurance, or pension benefits accrued before the date the Family Medical Leave started. The teacher may continue coverage at her/his own expense if said leave is extended beyond twelve (12) workweeks.
- G. Written Certification: For subparagraphs B3. and B4., the teacher shall provide a written certification from a health care provider of the reasons for the teacher's request for Family Medical Leave. The Board may, at its own expense, require the opinion of a second health care provider to confirm or challenge the certification from the teacher's health care provider. In the case of conflicting opinions, the Board, at its own expense, may require a third from a jointly selected health care provider, which third opinion shall be determinative. The second or third opinion provider shall not be employed nor contracted by the Board in any capacity.

During the period of the leave the Board may require, at reasonable intervals and at its own expense, periodic recertification and may require a certification rendering an opinion as to the teacher's fitness to return to work or confirmation of the leave, as may be appropriate.

For leave taken under subparagraphs A5 and A6, the teacher shall provide a written certification on the forms published by the United States Department of Labor, Wage and Hour Division. The District shall make these forms available for use by teachers.

- H. Failure to Return from Leave: The District may recover the premium that the District paid to maintain coverage for the teacher under such group health plan during any period of unpaid leave if the teacher fails to return to work for any reason other than:

1. the continuation, recurrence, or onset of a serious health condition that entitles the teacher to leave under the provisions of B3. or B4. above, or
2. other circumstances beyond the control of the teacher.

## ARTICLE VI TEACHER PAYROLL DEDUCTIONS

### 6.1 Check-Off Association Dues

- A. The Board shall deduct from the pay of each teacher the membership dues of the Association, provided that at the time of such deduction there is in the possession of the Board a written authorization form for dues deduction, executed by the teacher, which shall indicate the amount of dues to be deducted. Authorization forms shall be furnished by the Association.
- B. The amount to be deducted shall be prorated on each paycheck starting fifteen (15) days after dues information is submitted by the Association to the Board and will continue for twelve (12) paychecks.
- C. All dues deducted by the Board shall be remitted to the Treasurer of the Association no later than thirty (30) days after such deductions are made.
- D. Anything in this Article to the contrary, notwithstanding, the amount of dues to be deducted from any one teacher shall not vary from one paycheck to another paycheck.
- E. The Association shall indemnify and hold harmless the Board from any and all claims, demands, suits and costs incurred in connection with any claims, demands, or suits resulting from any reasonable action taken or omitted by the Board for the purpose of complying with the provisions of this Article.

### 6.2 Credit Union Deduction

Credit Union Deduction is available to all District 158 personnel after they have been in the School District one (1) year. Personnel must submit in writing, the amount to be deducted from each pay by a time designated by the Administration. Credit Union deduction must be for the entire year and not on a month-to-month basis. The employee will sign a statement stating that he/she has authorized the deduction for the entire year.

## ARTICLE VII PROFESSIONAL CONDITIONS

The Association acknowledges the right of the Board and/or Administration to adopt, amend, revise, or rescind any policy, practice or regulation with respect to any of the subjects set forth in this Article, or otherwise, provided that this action is not inconsistent with this Agreement.

### 7.1 Planning Time

#### A. Elementary Planning Time

1. The minimum planning time per week shall be one hundred forty (140) minutes per teacher. Such planning time shall be within the student instructional day and shall be designated on the teacher's time schedule at the beginning of the year. If possible, planning time shall be equally distributed throughout the week. Under normal circumstances this planning time shall be duty free and unassigned.

Elementary consultants' planning time will be scheduled in blocks of at least twenty (20) minutes to total one hundred forty (140) minutes per week.

2. Since some of the planning time allotted to teachers are those periods when teachers in special areas such as art, music, and physical education are instructing, no teacher shall be required to forfeit those periods because of the absence of a special teacher. A substitute for absent special or classroom teachers will be provided (in each instance) unless under exceptional circumstances.
3. If an elementary classroom teacher's planning time periods for art, music, and physical education are used for regular classroom instruction, the classroom teacher will be paid at the elementary substitution differential rate for each special area planning time class period.
4. The required forms designating date and reason planning time was usurped are to be signed by the employee and filed in the school office. The employee shall receive a duplicate copy of this form.

#### B. Junior High Planning Time

1. Under normal circumstances all junior high school teachers will have a duty free/unassigned planning period each day equal to the students' class period for that day.

2. Teachers of core subjects, mathematics, language arts, science, and social studies, who are members of a middle school team, will have a team planning period as well as a personal planning period within the confines of the school day. This will be in effect as long as the middle school concept is the established practice at Memorial Junior High School.
3. If a junior high school teacher does not receive his/her personal planning time, he/she will be compensated at the differential planning time rate.
4. The required forms designating date and reason planning time was usurped are to be signed by the employee and filed in the school office. The employee shall receive a duplicate copy of the form.

## 7.2 Class Load

The parties agree that the following limits on class size represent desired objectives. The utilization of facilities and personnel and the future planning of construction and recruiting of staff will consider these optimums.

<u>Grade or Class</u>	<u>Optimum # of Pupils</u>	<u>Maximum # of Pupils</u>
Kindergarten – First	20	20
Second – Third	25	30
Intermediate	25	30
Junior High	25	30
Specials	30 (per grade level)	35

If facilities to provide these class sizes are lacking, the Administration will use every means available to try to correct gross inequities in class load and will try to provide whatever clerical or teaching assistance is possible to relieve the teacher and students in crowded classrooms.

## 7.3 Released Time for Curriculum Planning, Department Coordination, Workshops, etc.

- A. Two (2) legally sanctioned half-days per year will be utilized to implement curriculum to provide in-service training workshops, for departmental meetings, etc., subject to final approval by the Superintendent of Schools and the State Superintendent of Education.
- B. Two (2) legal half-days per year for institutes and workshops will be utilized for parent-teacher conferences.

- C. A committee from the Association shall participate after school hours in planning and implementing with the Administration for the utilization of all available sanctioned legal half days.
- D. A 2:00 p.m. student dismissal day will be utilized for record keeping on the last day of the first three grading periods each school year.

7.4 Contingency Budget for Items Necessary During the School Year and to Meet the Needs of Class Enrollments Which Exceed Spring Estimates.

Each teacher shall be given additional per pupil allowances for supply requisitions for those students not provided for in expected enrollment estimates made the previous spring, subject to the approval by the building principal and the Superintendent. In addition, the teacher will be able to obtain other necessary items during the school year by submitting a written request to the building principal for approval.

7.5 Teacher Evaluation/Remediation Procedures

- A. Philosophy - Teacher evaluation is a continual process made on the basis of classroom visitation and observation of job assignments. Evaluation is a cooperative process where the teacher and evaluator share a joint responsibility and work together to recognize exemplary performance and areas needing improvement.

Evaluation is a means to motivate both self-improvement and help from evaluators so that performance effectiveness may occur.

We believe there should be specific guidelines for duties and responsibilities which evaluators may employ as they counsel and assist the teachers.

- B. Prior to January 15 of each year, the Board and Association shall establish an Evaluation Committee which shall consist of five (5) administrators appointed by the Superintendent of Schools, and five (5) teachers appointed by the President of the Association. The chairperson shall be the Director of Curriculum, Assessment, and Technology.
- C. The Evaluation Committee shall review the current evaluation plan and make recommendations, if any, for changes. Any recommended change shall be presented for ratification by the Board and the Association by the regular May Board meeting of the first year of the new agreement. In the event the changes are not ratified by the Board and Association, the specific concerns raised by the Board and/or the Association shall be sent back to the committee for review and additional recommendations. Until a new evaluation plan is ratified, the current evaluation plan shall remain

in force and effect in all attendance centers. Ratified changes shall be incorporated into the current agreement the following school year.

D. Evaluation Cycle

1. Non-Tenured Teachers

The performance of regular, full-time, first, second, third, and fourth year staff members shall be formally evaluated in writing a minimum of twice each school year.

2. Tenured Teachers

Each teacher in contractual continued service will be evaluated at least once in the course of every two (2) school years (Amended School Code, Chapter 122).

E. Criteria for the Selection of Teachers for Evaluation

1. Non-Tenured Teachers

All non-tenured teachers are evaluated a minimum of twice each school year.

2. Tenured Teachers

a. All tenured teachers not evaluated in 2008-2009 will be evaluated in the 2009-2010 school year and alternate years thereafter.

b. Teachers who were recommended for a continued evaluation in prior years.

c. Teachers who were placed in a remediation plan.

d. Any teacher who receives a rating of “Satisfactory” with more than five (5) areas noted as needing remediation on his/her evaluation form.

F. Each evaluation shall be initiated by a pre-evaluation conference between the evaluator and the employee to be evaluated that shall include a review of the expectations of the parties, and a mutual agreement, if possible, on the date(s) and specific time(s) for the observation(s).

G. The teacher evaluation report will be written upon the following form.

LANSING ELEMENTARY PUBLIC SCHOOL DISTRICT 158  
EVALUATION FOR CERTIFIED TEACHING PERSONNEL

Teacher: \_\_\_\_\_ Grade/Position: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Subject(s): \_\_\_\_\_

Rating Scale: E (excellent) = 2 points; S (satisfactory) = 1 point; U (unsatisfactory) = 0 points

**I. ATTENDANCE AND PUNCTUALITY**

A.	School Records and Reports:		B.	Job Assignments and Meetings:
	<b>E</b> The teacher attends to daily classroom duties, preparations, reports, in a prompt and accurate fashion.			<b>E</b> Attendance and punctuality are reflected in reporting to assignments and meetings.
	<b>S</b> The teacher attends to daily classroom duties, preparations, reports, and records.			<b>S</b> The teacher has one or two tardies or unexcused absences from assignments and/or meetings.
	<b>U</b> The teacher does not meet the minimum criteria.			<b>U</b> The teacher does not meet the minimum criteria.

COMMENTS:

**II. THE TEACHING ENVIRONMENT**

A.	Classroom Displays:		B.	Integration of Technology:
	<b>E</b> Classroom displays are changed periodically and reflect student learning activities.			<b>E</b> Evidence of the integration of technology within the district curriculum to support instruction using at least two different types of technology, for example: Smart Board, content websites, district software, classroom computers, web quests, LRC open lab, or as additional technology becomes available
	<b>S</b> Classroom displays reflect some student learning activities.			<b>S</b> Evidence of the integration of technology within the district curriculum to support instruction using one type of technology, for example: Smart Board, content websites, district software, classroom computers, web quests, LRC open lab, or as additional technology becomes available.
	<b>U</b> The teacher does not meet the minimum criteria.			<b>U</b> The teacher does not meet the minimum criteria.

C.	Use of Materials and Equipment:	COMMENTS:
	<b>E</b> Teacher uses current District materials and equipment as required by District Curriculum. Materials and equipment are organized and neatly arranged.	
	<b>S</b> Teacher uses some of the available materials and/or equipment to enhance teaching. Materials and equipment are somewhat organized and arranged.	
	<b>U</b> The teacher does not meet the minimum criteria.	

LANSING ELEMENTARY PUBLIC SCHOOL DISTRICT 158  
EVALUATION FOR CERTIFIED TEACHING PERSONNEL

III. INSTRUCTIONAL PLANNING AND PREPARATION

A. Lesson Plan Preparation:		B. Lesson Plan Format:	
<b>E</b>	The teacher prepares lesson plans a minimum of two (2) days in advance. Plans reflect the Illinois Learning Standards, the District curriculum, available technology and student academic needs.	<b>E</b>	Lesson plans include general objectives, activities and materials to be used. Each lesson is referenced to the learning standards. The teacher demonstrates an awareness of long-range plans for each subject taught.
<b>S</b>	Lesson plans are prepared two (2) days in advance and reflect District curriculum.	<b>S</b>	The teacher writes lesson plans which include general objectives, reference to the Illinois Learning Standards and reference teaching materials.
<b>U</b>	The teacher does not meet the minimum criteria.	<b>U</b>	The teacher does not meet the minimum criteria.

C. Classroom Organization:	
<b>E</b>	The teacher provides class rosters, instructional groups, teaching schedules, seating charts (or desks marked with name tags) and detailed instructions for substitute teachers.
<b>S</b>	The teacher provides detailed instructions for substitute teachers.
<b>U</b>	The teacher does not meet the minimum criteria.

COMMENTS:

IV. INSTRUCTIONAL METHODS

A. Initiating the Lesson:		B. Developing and Sustaining Learning:	
		1. Statements of Objectives:	
<b>E</b>	The teacher links instructional activities to prior learning.	<b>E</b>	The teacher's statement of objective includes identification of the task, how it is to be completed, and the minimum level of competency to be achieved.
<b>S</b>	The teacher prepares students for the lesson.	<b>S</b>	The teacher makes a statement of objective which identifies the task.
<b>U</b>	The teacher does not meet the minimum criteria.	<b>U</b>	The teacher does not meet the minimum criteria.

2. Instructional Input:		3. Modeling:	
<b>E</b>	The teacher circulates among students to check all students' performance.	<b>E</b>	The teacher conducts the lesson or instructional activity at an appropriate pace. The teacher creates instructional opportunities to accommodate diverse learners.
<b>S</b>	The teacher provides reinforcement when needed.	<b>S</b>	The teacher provides the modeling of concepts taught.
<b>U</b>	The teacher does not meet the minimum criteria.	<b>U</b>	The teacher does not meet the minimum criteria.

**LANSING ELEMENTARY PUBLIC SCHOOL DISTRICT 158**  
**EVALUATION FOR CERTIFIED TEACHING PERSONNEL**

4. Checking for Understanding:			5. Guided Practice:		
<b>E</b>	The teacher systematically checks students' understanding through either verbal or written means.		<b>E</b>	The teacher provides time within the lesson for students to work in groups or independently. The teacher carefully monitors student achievement of the stated objectives while keeping students engaged at various levels.	
<b>S</b>	The teacher assesses students' understanding of concepts prior to teaching additional concepts.		<b>S</b>	The teacher provides time within the lesson for students to practice the new concepts taught during the lesson. The teacher monitors students' achievement of the objectives.	
<b>U</b>	The teacher does not meet the minimum curriculum.		<b>U</b>	The teacher does not meet the minimum criteria.	

6. Independent Practice:			C. Closing the Lesson:		
<b>E</b>	The teacher provides independent practice that meets the needs of their students for a particular assignment as an appropriate reinforcement of the lesson concepts.		<b>E</b>	The teacher provides a student-centered closing statement that refers to the lesson objectives and emphasizes the lesson's importance to the unit of study.	
<b>S</b>	The teacher provides independent practice of the objective or skill as a reinforcement of the lesson objectives.		<b>S</b>	The teacher provides a summary of the lesson relative to the lesson objectives.	
<b>U</b>	The teacher does not meet the minimum criteria.		<b>U</b>	The teacher does not meet the minimum criteria.	

COMMENTS:

**V. CLASSROOM MANAGEMENT**

A. Managing Routines:					
1. Distribution of Materials:			2. Time-on-Task for students:		
<b>E</b>	All instructional and technology materials are ready to be used in an orderly and efficient manner.		<b>E</b>	The teacher maintains a high level of time-on-task for all students. Students who are off-task are redirected.	
<b>S</b>	The teacher does an adequate job of knowing what materials are available and suitable.		<b>S</b>	The teacher appropriately breaks down tasks to fit the allotted time.	
<b>U</b>	The teacher does not meet the minimum criteria.		<b>U</b>	The teacher does not meet the minimum criteria.	

LANSING ELEMENTARY PUBLIC SCHOOL DISTRICT 158  
EVALUATION FOR CERTIFIED TEACHING PERSONNEL

<b>3. Monitoring Behavior:</b>			<b>4. Expectations and Consequences:</b>		
	<b>E</b>	Student behavior is continuously monitored. Appropriate behavior is taught and reinforced; inappropriate behavior is promptly handled. Behavior interventions are used in the classroom.		<b>E</b>	Behavior continuum is established and ready to use and follow in accordance with the setting.
	<b>S</b>	Appropriate behavior is taught and reinforced.		<b>S</b>	The teacher balances understanding and firmness.
	<b>U</b>	The teacher does not meet the minimum criteria.		<b>U</b>	The teacher does not meet the minimum criteria.

<b>B. Interpersonal Relations:</b>					
<b>1. Interaction with Students:</b>			<b>2. Positive Reinforcement and Motivation.</b>		
	<b>E</b>	Teacher is a resourceful role model who instructs, inspires, mentors, and enforces school codes.		<b>E</b>	The teacher praises and rewards students for on-task behavior, appropriate conduct, and learning accomplishments.
	<b>S</b>	Mutual respect is prevalent in the classroom.		<b>S</b>	The teacher uses praise and encouragement.
	<b>U</b>	The teacher does not meet the minimum criteria.		<b>U</b>	The teacher does not meet the minimum criteria.

COMMENTS:

**VI. KNOWLEDGE OF SUBJECT MATTER**

<b>A. Subject Matter:</b>			<b>B. Child Development:</b>		
	<b>E</b>	Knowledge, understanding, and application of subject matter are demonstrated in an effective presentation combined with professional knowledge and practical life experiences.		<b>E</b>	Teacher makes presentations which are appropriate to the physical, social, and emotional development of the children in the classroom and are geared toward motivating students in the learning process.
	<b>S</b>	Knowledge of subject matter is demonstrated.		<b>S</b>	Teaching strategies are aimed at reaching every student.
	<b>U</b>	The teacher does not meet the minimum criteria.		<b>U</b>	The teacher does not meet the minimum criteria.

COMMENTS:

LANSING ELEMENTARY PUBLIC SCHOOL DISTRICT 158  
EVALUATION FOR CERTIFIED TEACHING PERSONNEL

VII. ASSESSMENT OF LEARNING

A. Diagnosis of Students' Needs:		B. Assignments and Homework:	
E	Students' knowledge and skills are diagnosed prior to introducing new content. Teacher may use various instruments including current technology to assess students.	E	Teacher checks all assignments for completeness and accuracy. Students may receive a rubric to gauge success. Students are provided feedback on all assignments.
S	Students' needs are informally assessed prior to the introduction of new material.	S	Assignments are checked for completeness and accuracy. Students are provided with feedback on assignments.
U	The teacher does not meet the minimum curriculum.	U	The teacher does not meet the minimum criteria.

C. Evaluation of Cognitive Levels:		D. Frequency of Evaluation.	
E	Assessment provides for the varied levels of cognition (i.e. recall, understanding, application, analysis, synthesis, evaluation, etc.) Assessment is adapted for students involved in RtI.	E	An appropriate number of assessments are given with consideration to grade level, subject content and students involved in RtI.
S	Assessments provide for limited analysis of cognition (e.g. recall only).	S	Evaluations are made with consideration for a limited number of learning styles.
U	The teacher does not meet the minimum criteria.	U	The teacher does not meet the minimum criteria.

COMMENTS:

VIII. CONTRIBUTION TO TOTAL SCHOOL PROGRAM

A. Rules, Regulations, and Policies:		B. Working Relationships:	
E	School District rules, regulations, and policies are consistently and accurately implemented.	E	The teacher initiates avenues to create and maintain a positive environment in the building. This involves cooperation with staff, support personnel, and administration.
S	School District rules, regulations, and policies are implemented.	S	The teacher cooperates with staff, support personnel and administration in a professional manner.
U	The teacher does not meet the minimum criteria.	U	The teacher does not meet the minimum criteria.

C. Communication with Parents:		D. Supervision:	
E	The teacher documents parent contact efforts through report cards, phone calls, conferences, and written communication appropriate to each student's needs.	E	The teacher consistently and actively supervises students during transitional periods (i.e. arrivals, dismissals, assemblies, hallway movement, and playground activities).
S	The teacher keeps parents informed through report cards and Parent Conference Days.	S	The teacher supervises students during transitional periods (i.e. arrivals, dismissals, assemblies, hallway, and playground, etc.)
U	The teacher does not meet the minimum criteria.	U	The teacher does not meet the minimum criteria.

COMMENTS:

LANSING ELEMENTARY PUBLIC SCHOOL DISTRICT 158  
EVALUATION FOR CERTIFIED TEACHING PERSONNEL

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

Overall Rating: \_\_\_\_\_ Total Points: \_\_\_\_\_

Excellent = 56-64 Points

Satisfactory = 39-55 Points

Unsatisfactory = 0-38 Points

Meets the NCLB qualifications for a Highly Qualified Teacher

COMMENTS:

Teacher Attendance:

Sick days accumulated through the end of the current school year: \_\_\_\_\_

Days absent to date: \_\_\_\_\_

Teacher signature indicates receipt and knowledge of this evaluation in accordance with Article VII., Section 7.5 of the PROFESSIONAL BARGAINING AGREEMENT.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employer's Signature

\_\_\_\_\_  
Date

PROFESSIONAL GROWTH PLAN  
TENURED TEACHERS

GOAL OF PLAN:

To enhance classroom teaching skills through staff development and the goal-setting process. Professional activities will be conducted in and supported by a collegial atmosphere.

CORE TEACHING BEHAVIORS:

Once the tenured teacher has reached an excellent level of performance and is proficient in the thirty-two (32) core teaching behaviors as delineated on the LANSING ELEMENTARY PUBLIC SCHOOL DISTRICT 158 EVALUATION FOR CERTIFIED TEACHING PERSONNEL, for three consecutive evaluations, s/he will engage in the goal-setting process.

The core behaviors are as follows:

- I. Attendance and Punctuality
  - A. School Records and Reports
  - B. Job Assignments and Meetings
  
- II. The Teaching Environment
  - A. Classroom Displays
  - B. Integration of Technology
  - C. Instructional Materials and Equipment
  
- III. Instructional Planning and Preparation
  - A. Lesson Plan Preparation
  - B. Lesson Plan Format
  - C. Classroom Organization
  
- IV. Instructional Methods
  - A. Initiating the Lesson
  - B. Developing and Sustaining Learning
    - 1. Statements of Objectives
    - 2. Instructional Input
    - 3. Modeling
    - 4. Checking for Understanding
    - 5. Guided Practice
    - 6. Independent Practice
  - C. Closing the Lesson

PROFESSIONAL GROWTH PLAN  
TENURED TEACHERS

- V. Classroom Management
  - A. Managing Routines
    - 1. Distribution of Materials
    - 2. Time-on-Task for Students
    - 3. Monitoring Behavior
    - 4. Expectations and Consequences
  - B. Interpersonal Relations
    - 1. Interaction with Students
    - 2. Positive Reinforcement and Motivation
  
- VI. Knowledge of Subject
  - A. Subject Matter
  - B. Child Development
  
- VII. Assessment of Learning
  - A. Diagnosis of Students' Needs
  - B. Assignments and Homework
  - C. Evaluation of Cognitive Levels
  - D. Frequency of Evaluations
  
- VIII. Contribution to Total School Program
  - A. Rules, Regulations, and Policies
  - B. Working Relationships
  - C. Communication with Parents
  - D. Supervision

SUMMATIVE EVALUATION:

To satisfy state requirements, a Summative Evaluation Report will be completed for each tenured teacher on a biennial basis, using the eight (8) instructional areas (which summarize the thirty-two (32) core teaching behaviors, as listed in the Evaluation for Certified Teaching Personnel). The teacher must maintain Excellence in seven (7) of the eight (8) instructional areas. *In the event an incident occurs during an unscheduled, informal evaluation which might negatively impact the summative evaluation, the principal will inform the observed teacher of same within five (5) school days.* A rating of less than seven (7) "excellent" will result in the teacher being evaluated on the Evaluation For Certified Teaching Personnel instrument. Two (2) consecutive "Excellent" ratings will again be necessary for a teacher to be enabled to participate in the goal setting process.

Goal Setting: At least once every two (2) years, each eligible tenured teacher *may* elect, with the concurrence of the building principal, to participate in a personal goal-setting process. The outcome of this process will be recorded in writing. The teacher's progress toward his/her goals will be recorded on the Semester Worksheet.



## PROFESSIONAL GROWTH THROUGH GOAL SETTING

Goal setting is essential to both individual and collegial professional growth. Each tenured teacher begins a new goal setting process once every two years.

Tenure professional teachers who have mastered the core teaching behaviors know on what areas they need to focus and so are responsible for setting their own goals. Ownership of goals is crucial to growth and success at all levels, from students to teachers.

Any goal whose achievement demonstrates professional growth is appreciated and permitted. The only stipulation is that a goal must be congruent with one or more of the teaching behaviors as listed in the Evaluation for Certified Teaching Personnel. Goals also should relate to the areas on which the school district is focused.

*Goal-setting is a collaborative process rather than an evaluation.* The administrator's role is to lend his/her expertise to the process and provide support rather than judgment. A skillful administrator knows how to suggest an appropriate focus for teacher goals.

The number of goals a teacher sets varies, depending on the complexity of each goal. The number of goals should be realistic and manageable. Goals may be carried into a second school year.

The *Record of Goal-Setting* is to be submitted as early as the final quarter of the prior year, but by the end of the first quarter of the goal setting year.

The *Record of Goal-Setting* is to be completed for every goal setting cycle (i.e., once every two years). Each teacher should keep a copy of the record in his/her personal portfolio. A second form, the *Semester Worksheet*, is used to monitor progress toward goals. It is expected that the teacher will meet on a semester basis with his/her evaluator to review the worksheet. There should be flexibility in meeting dates for submitting progress, however, a summary of progress to date will be submitted by March 15<sup>th</sup>.

The teacher should approach the worksheet in a spirit of complete candor; the information recorded on the sheet is intended to help the teacher evaluate his/her own progress and to make whatever "mid-course corrections" may be needed. The sheet will not be included in any school or district personnel record.

Goal setting is a collaborative process, involving teacher and administrator. The elements of the process center on dialogue between the professional teacher and the administrator, with each making a valuable and essential contribution. In a sense, the process can be more important than the goal.

# Semester Worksheet

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

Goal: \_\_\_\_\_

---

Semester/Date	Accomplishments to Date	Concerns	Action Needed

---

\_\_\_\_\_  
Teacher's Initials

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Initials

\_\_\_\_\_  
Date

One (1) copy to teacher, one (1) copy to administrator. This sheet is not to be included in the teacher's personnel file.

## RECORD OF GOAL SETTING

---

Goal:

---

Professional Development:

---

Time Frame:

Anticipated Completion Date:

---

Participants:

---

Planned Activities:

- |  |   |
|--|---|
| <input type="checkbox"/> Peer Coaching                       | <input type="checkbox"/> Professional Reading                 |
| <input type="checkbox"/> Journal Writing                     | <input type="checkbox"/> College Coursework                   |
| <input type="checkbox"/> Portfolio Development               | <input type="checkbox"/> Collaborative Teaching               |
| <input type="checkbox"/> Video Taping Sessions               | <input type="checkbox"/> Taking Part in Program Improvement   |
| <input type="checkbox"/> Staff Member Requesting Observation | <input type="checkbox"/> Conducting Professional Research     |
| <input type="checkbox"/> Mentoring                           | <input type="checkbox"/> Engaging in Professional Publication |
| <input type="checkbox"/> Presenting to a Group of Educators  | <input type="checkbox"/> Technology Integration               |
| <input type="checkbox"/> Professional Visitations            | <input type="checkbox"/> Self-Assessment Reflection           |
| <input type="checkbox"/> Attending Conferences/Seminars      | <input type="checkbox"/> Other Options (specify)              |

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Documentation of Results:

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Anticipated Outcomes:

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Teacher's Signature      Date

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Administrator's Signature      Date

LANSING ELEMENTARY PUBLIC SCHOOLS  
DISTRICT 158  
EVALUATION FORM FOR RESOURCE CENTER DIRECTORS

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

Observation Date: \_\_\_\_\_ Conference Date: \_\_\_\_\_

Each teacher begins with a thirty (30)-point total. The final rating score is derived by subcontracting as follows:

Competency	-0
Could be Improved	-1/2
Remediation	-1

Code:     An X in Column 1 indicates evidence of competency.  
           An X in Column 2 indicates could be improved.  
           An X in Column 3 indicates need for remediation.

A.	Selection of Materials	1	2	3
1.	Enlists suggestions from faculty and students for materials selection.			
2.	Attempts to maintain an up-to-date collection.			
3.	Makes an effort to select materials related to curricula.			
4.	Is knowledgeable of student interests and selects materials accordingly.			

Comments/Supporting Reasons:

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B.	Utilization of LRC and its Materials	1	2	3
1.	Encourages use of all materials and equipment in the LRC.			
2.	Has clearly set forth circulation procedures for students and faculty.			
3.	Helps students with reference questions, reading selection, use of computers, A-V materials, and equipment.			
4.	Keeps faculty and students informed of new materials received.			
5.	Creates a pleasant atmosphere in the LRC which encourages student use.			
6.	Organizes materials so that students and faculty can easily find what they want.			
7.	Stimulates interest in reading (displays, bulletin boards, etc.).			
8.	Provides orientation and instruction in library/media skills for groups and individuals at appropriate levels.			

Comments/Supporting Reasons:

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LANSING ELEMENTARY PUBLIC SCHOOLS  
DISTRICT 158  
EVALUATION FORM FOR RESOURCE CENTER DIRECTORS

C.	LRC Management	1	2	3
1.	Shows enthusiasm for media program and has ideas for expansion and change.			
2.	Maintains media collection and equipment for optimum use (maintenance and repair).			
3.	Recruits, trains, and supervises student, staff, or parent volunteers.			
4.	Confers with administrators concerning media operation, programs, and budgets.			
5.	Keeps adequate records of budget disbursements.			
6.	Maintains an accurate, up-to-date inventory.			
7.	Maintains an up-to-date card catalog, shelf list, and Chapter II file.			
8.	Attends to the physical appearance of the LRC.			
9.	Keeps administration informed of current services and of plans for change and expansion.			
10.	Routine organizational tasks and responsibilities are completed.			
11.	Time lines are met for placing purchase orders (Chapter II, etc.).			

Comments/Supporting Reasons:

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D.	Interpersonal Relations	1	2	3
1.	Maintains a satisfactory student-teacher relationship.			
2.	Maintains a balance of freedom and security in the LRC.			
3.	Promotes constructive behavior on the part of students.			
4.	Maintains a cooperative atmosphere with other LRC directors.			
5.	Maintains a professional and cooperative attitude in staff relationships.			
6.	Demonstrates a willingness to participate in school activities.			
7.	School goals and curriculum objectives are stressed during LRC activities.			

Comments/Supporting Reasons:

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LANSING ELEMENTARY PUBLIC SCHOOLS  
DISTRICT 158  
EVALUATION FORM FOR RESOURCE CENTER DIRECTORS

OVERALL PERFORMANCE RATINGS: \_\_\_\_\_

Excellent	(26 1/2 – 30)
Satisfactory	(23 1/2 – 26)
Unsatisfactory	(23)

SIGNATURES

\_\_\_\_\_  
Staff Member's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date

The signatures of all parties merely indicate that this report was examined.

LANSING ELEMENTARY PUBLIC SCHOOLS  
DISTRICT 158  
EVALUATION FORM FOR SCHOOL SOCIAL WORKER

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Each of the lettered statements which follow is a standard deemed to be significant in professional performance of the school social worker. Each of the numbered statements specifies illustrations or behavioral descriptions of that standard as it may be applied to a given school social worker's work in a particular assignment or duty.

Competency	-0
Could be Improved	-1/2
Remediation	-1

Code:      An X in Column 1 indicates evidence of competency.  
               An X in Column 2 indicates could be improved.  
               An X in Column 3 indicates need for remediation.

**I. EFFECTIVE SCHOOL SOCIAL WORK SERVICES**

A.	The school social worker utilizes effective assessment techniques.	1	2	3
1.	Uses objective and subjective assessment tools in evaluating the needs and characteristics of students in the learning environment.			
2.	Evaluates students to determine their potential need for school social work services.			
3.	Social Developmental students contain data relevant to making an appropriate academic placement.			
4.	Participates in multi-disciplinary conferences.			
5.	Participates in the development of Individualized Educational Programs when appropriate.			
6.	Conducts or participates in periodic needs assessment.			

Comments/Supporting Reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B.	The school social worker provides direct services and intervention.	1	2	3
1.	Provides counseling to children and parents to assist them in solving social/emotional problems which interfere with school performance.			
2.	Provides effective group counseling for students with similar personal issues.			
3.	Makes home visits to understand the student within the family context.			
4.	Facilitates referrals regarding child and family needs to existing community agencies.			

LANSING ELEMENTARY PUBLIC SCHOOLS  
DISTRICT 158  
EVALUATION FORM FOR SCHOOL SOCIAL WORKER

B.	The school social worker provides direct services and intervention (Continued).	1	2	3
	5. Acts as an advocate and communication link between school and home regarding supportive and education services available through school; aspects of the case study evaluation; understanding of public laws which affect the educational process.			

Comments/Supporting Reasons:

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C.	The school social worker provides consultative services.	1	2	3
	1. Consults with classroom teachers and administrators to help them better understand and work with particular students or manage particular classes of students.			
	2. Participates in conferences with other school specialists such as guidance counselors, school psychologists, etc.			

Comments/Supporting Reasons:

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D.	The school social worker demonstrates an adequate knowledge base.	1	2	3
	1. Demonstrates the ability to understand and articulate the various components of a student's situation such as psychodynamic, interpersonal, learning, economic, and socio-cultural.			
	2. Demonstrates an understanding of student behavior/development stages.			
	3. Maintains knowledge of Illinois and federal legislation and regulations affecting students in both school and community environments.			
	4. Knowledgeable of special education referral procedures.			
	5. Demonstrates ability to present information in a professional and succinct manner in both written and oral presentations.			
	6. Demonstrates knowledge of assessment tools and methods utilized by other school professionals.			
	7. Knowledgeable about principles and methods of behavior analysis in designing and implementing behavioral change programs for individual students.			

Comments/Supporting Reasons:

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LANSING ELEMENTARY PUBLIC SCHOOLS  
 DISTRICT 158  
EVALUATION FORM FOR SCHOOL SOCIAL WORKER

II. EFFECTIVENESS IN RELATIONSHIPS WITH COLLEAGUES

A.	The school social worker demonstrates skills in human relations with other adults in the workplace and wherever representing the Social Work Department.	1	2	3
1.	Words and actions demonstrate an openness and sensitivity to the feelings and ideas of others.			
2.	Contributes to the common goals of the working units of which he/she is a member by assisting colleagues when possible.			
3.	Works and shares ideas, special talents, and experiences cooperatively with colleagues.			
4.	Demonstrates effective interpersonal skills in conflictual situations.			

Comments/Supporting Reasons:

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B.	The school social worker demonstrates a constructive attitude toward self and other adults in the workplace, reflecting a commitment to the school, community, and the profession.	1	2	3
1.	Meets deadlines for submitting reports and office records.			
2.	Submits reports and records that are accurate and complete.			

Comments/Supporting Reasons:

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III. EFFECTIVENESS IN CONTACT WITH PARENTS, PATRONS, AND COMMUNITY

		1	2	3
A.	The school social worker devotes time and effort to the promotion of the department's philosophy and program, thereby contributing to his/her effectiveness with parents, patrons, and the community at large.			
B.	The school social worker communicates well with parents and/or other interested parties in oral and written form.			

Comments/Supporting Reasons:

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LANSING ELEMENTARY PUBLIC SCHOOLS  
 DISTRICT 158  
EVALUATION FORM FOR SCHOOL SOCIAL WORKER

IV. EFFECTIVENESS IN CONTRIBUTIONS TO THE TOTAL SCHOOL PROGRAM

A.	The school social worker is involved in, or responsible for, a special program or project which has an impact on students or on the Social Work Department goals.	1	2	3
	1. Represents the department and participates in in-services, workshops, staff meetings, conventions, or a special conference.			
	2. Contributes to the development and implementation of improvements in department procedures.			

Comments/Supporting Reasons:

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V. STRENGTHS

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LANSING ELEMENTARY PUBLIC SCHOOLS  
DISTRICT 158  
EVALUATION FORM FOR SCHOOL SOCIAL WORKER

X. OVERALL PERFORMANCE RATINGS: \_\_\_\_\_

Excellent	(26 1/2 – 30)
Satisfactory	(23 1/2 – 26)
Unsatisfactory	(23)

SIGNATURES

\_\_\_\_\_  
Staff Member's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date

The signatures of all parties merely indicate that this report was examined.

**LANSING ELEMENTARY PUBLIC SCHOOL DISTRICT 158  
EVALUATION FOR CERTIFIED RELIEF TEACHING PERSONNEL**

Teacher: \_\_\_\_\_ Grade/Position: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Subject(s): \_\_\_\_\_

Rating Scale: E (excellent) = 2 points; S (satisfactory) = 1 point; U (unsatisfactory) = 0 points

**I. ATTENDANCE AND PUNCTUALITY**

A. School Records and Reports:		B. Job Assignments and Meetings:	
<b>E</b>	The teacher attends to daily classroom duties, preparations, reports, in a prompt and accurate fashion.	<b>E</b>	Attendance and punctuality are reflected in reporting to assignments and meetings.
<b>S</b>	The teacher attends to daily classroom duties, preparations, reports, and records.	<b>S</b>	The teacher has one or two tardies or unexcused absences from assignments and/or meetings.
<b>U</b>	The teacher does not meet the minimum criteria.	<b>U</b>	The teacher does not meet the minimum criteria.

COMMENTS:

**II. INSTRUCTIONAL IMPLEMENTATION**

A. Lesson Plan Preparation:		B. Lesson Plan Format:	
<b>E</b>	The teacher can effectively execute the lesson plans left for him/her, demonstrating an understanding of District curriculum and the use of technology. The teacher prepares plans at least two (2) days in advance during longer assignments, if required.	<b>E</b>	Teacher can effectively implement the stated objectives, activities, assessments, and utilize the materials left for his/her assigned job.
<b>S</b>	The teacher can adequately follow the lesson plans prepared for that particular job assignment and can prepare lesson plans during longer assignments, if required.	<b>S</b>	Teacher can adequately follow the stated objectives, activities, assessments, and utilize the materials left for his/her assigned job.
<b>U</b>	The teacher does not meet the minimum criteria.	<b>U</b>	The teacher does not meet the minimum criteria.

C. Classroom Organization:		D. Assignments and Homework:	
<b>E</b>	The teacher can effectively and accurately follow the class roster(s), instructional group assignments, teaching schedules, seating charts, and detailed instruction left by the regular teacher during his/her assigned jobs.	<b>E</b>	The teacher can effectively and accurately check assignments (when appropriate for the given lesson), for completeness and accuracy and provide students with correct feedback on the assignment checked.
<b>S</b>	The teacher can adequately follow detailed instructions left by the regular teacher during his/her assigned job.	<b>S</b>	The teacher can adequately check assignments (when appropriate for the given lesson plan) for completeness and accuracy, and feedback is provided to the students on the assignment checked.
<b>U</b>	The teacher does not meet the minimum criteria.	<b>U</b>	The teacher does not meet the minimum criteria.

COMMENTS:

LANSING ELEMENTARY PUBLIC SCHOOL DISTRICT 158  
EVALUATION FOR CERTIFIED RELIEF TEACHING PERSONNEL

III. INSTRUCTIONAL METHODS

A. Initiating the Lesson:		B. Developing and Sustaining Learning:	
1. Statements of Objectives:		1. Statements of Objectives:	
E	The teacher spends not more than five (5) minutes preparing students for the lesson.	E	The teacher can effectively state objective to the lesson, the task to be performed, how the task is to be completed, and at what level the students are expected to achieve.
S	The teacher prepares students for the lesson.	S	The teacher can accurately state the objective of the lesson and identify the tasks to be performed for the lesson.
U	The teacher does not meet the minimum criteria.	U	The teacher does not meet the minimum criteria.

2. Instructional Input:		B. 3. Modeling:	
E	The teacher moves among the students while they are working providing additional reinforcement when needed.	E	The teacher effectively illustrates concepts taught, providing varying examples, and responds to students' questions accurately.
S	The teacher provides reinforcement when needed.	S	The teacher can adequately provide the modeling of concepts taught.
U	The teacher does not meet the minimum criteria.	U	The teacher does not meet the minimum criteria.

4. Checking for Understanding:		5. Guided Practice:	
E	The teacher effectively assesses that students are understanding a targeted concept to the lesson he/she is implementing.	E	The teacher can (when appropriate for the given lesson) effectively incorporate the use of students working in groups or independently while monitoring the progress of the total class toward the lesson's objective.
S	The teacher assesses adequately that the students understand the concepts of the lessons he/she is implementing.	S	The teacher can (when appropriate for the given lesson) adequately provide some time for practice of the concepts being presented.
U	The teacher does not meet the minimum curriculum.	U	The teacher does not meet the minimum criteria.

6. Independent Practice:		C. Closing the Lesson:	
E	The teacher can (when appropriate for the given lesson) effectively utilize guided practice as developed in the prepared lesson plans.	E	The teacher can effectively bring closure to a prepared objective by emphasizing the lesson's importance on the unit of study.
S	The teacher can (when appropriate for the given lesson) adequately provide practice for the concept taught as developed through the lesson plan.	S	The teacher can adequately provide a summary statement of the prepared lesson plan objective.
U	The teacher does not meet the minimum criteria.	U	The teacher does not meet the minimum criteria.

COMMENTS:

LANSING ELEMENTARY PUBLIC SCHOOL DISTRICT 158  
EVALUATION FOR CERTIFIED RELIEF TEACHING PERSONNEL

IV. CLASSROOM MANAGEMENT

A. Materials and Equipment:		B. Use of Materials and Equipment:	
<b>E</b>	The teacher sees that the material and equipment he/she will be using are organized.	<b>E</b>	The teacher uses current District materials and equipment as required by District curricula. He/she also uses technology as it becomes available while he/she is implementing a prepared lesson plan.
<b>S</b>	The teacher sees that the materials and equipment he/she will be using are minimally organized.	<b>S</b>	The teacher uses some of the available materials and/or equipment that can be used to enhance teaching while implementing a prepared lesson plan.
<b>U</b>	The teacher does not meet the minimum criteria.	<b>U</b>	The teacher does not meet the minimum criteria.

C. Managing Routines:			
1. Distribution of Materials:		2. Time-on-Task for students:	
<b>E</b>	The teacher can (when appropriate for the lesson being performed) effectively distribute materials in an orderly manner.	<b>E</b>	The teacher can effectively keep all students at a high level of time on task and redirect those students who are off task.
<b>S</b>	The teacher can (when appropriate for the lesson being performed) adequately make available the materials needed for the particular lesson.	<b>S</b>	The teacher can adequately present the prepared lesson in small tasks to accommodate the time allotted.
<b>U</b>	The teacher does not meet the minimum criteria.	<b>U</b>	The teacher does not meet the minimum criteria.

3. Monitoring Behavior:		4. Expectations and Consequences:	
<b>E</b>	Student behavior is continuously monitored. Appropriate behavior is encouraged; inappropriate behavior is promptly handled in accordance with the established discipline plan.	<b>E</b>	The teacher can effectively follow the expectations and consequences provided for each classroom to which he/she is assigned.
<b>S</b>	The teacher maintains a healthy control over the class.	<b>S</b>	The teacher can adequately balance understanding and firmness for each classroom to which he/she is assigned..
<b>U</b>	The teacher does not meet the minimum criteria.	<b>U</b>	The teacher does not meet the minimum criteria.

D. Interpersonal Relations:		2. Positive Reinforcement and Motivation.	
1. Interaction with Students:			
<b>E</b>	The teacher interacts with students in a mutually respectful and friendly manner.	<b>E</b>	The teacher praises students for on-task behavior, appropriate conduct, and learning accomplishments.
<b>S</b>	The teacher demonstrates mutual respect in the classroom setting in which he/she is assigned.	<b>S</b>	The teacher uses praise and encouragement.
<b>U</b>	The teacher does not meet the minimum criteria.	<b>U</b>	The teacher does not meet the minimum criteria.

COMMENTS:

LANSING ELEMENTARY PUBLIC SCHOOL DISTRICT 158  
EVALUATION FOR CERTIFIED TEACHING PERSONNEL

V. KNOWLEDGE OF SUBJECT MATTER AND STUDENT POPULATION

A. Subject Matter:		B. Student Population:	
<b>E</b>	The teacher displays effective knowledge and application of subject matter he/she is assigned to teach	<b>E</b>	The teacher can effectively relate to the physical, social, and the emotional environments of the students.
<b>S</b>	The teacher displays adequate knowledge of the subject matter he/she is assigned to teach.	<b>S</b>	The teacher can adequately relate to the physical, social, and the emotional environment of the students.
<b>U</b>	The teacher does not meet the minimum criteria.	<b>U</b>	The teacher does not meet the minimum criteria.

COMMENTS:

VI. CONTRIBUTION TO TOTAL SCHOOL PROGRAM

A. Rules, Regulations, and Policies:		B. Working Relationships:	
<b>E</b>	School District rules, regulations, and policies are consistently and accurately implemented.	<b>E</b>	The teacher takes the initiative to actively seek out the cooperation of staff, support personnel, and administration.
<b>S</b>	School District rules, regulations, and policies are implemented.	<b>S</b>	The teacher works with staff, support personnel, and administration in a professional manner.
<b>U</b>	The teacher does not meet the minimum criteria.	<b>U</b>	The teacher does not meet the minimum criteria.

C. Communication with Parents:		D. Supervision.	
<b>E</b>	The teacher actively seeks out and participates in Open House, Parent/Teacher Conferences, and helps to contact parents for meeting schedules.	<b>E</b>	The teacher consistently supervises students during transitional periods (i.e. arrivals, dismissals, assemblies, hallway, and playground, etc.)
<b>S</b>	The teacher, when asked, will participate in Open House, Parent/Teacher Conferences, and contacting parents for meeting schedules.	<b>S</b>	The teacher supervises students during transitional periods (i.e. arrivals, dismissals, assemblies, hallway, and playground, etc.)
<b>U</b>	The teacher does not meet the minimum criteria.	<b>U</b>	The teacher does not meet the minimum criteria.

COMMENTS:

LANSING ELEMENTARY PUBLIC SCHOOL DISTRICT 158  
EVALUATION FOR CERTIFIED RELIEF TEACHING PERSONNEL

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

Overall Rating: \_\_\_\_\_ Total Points: \_\_\_\_\_

Excellent = 49 - 56 Points  
Satisfactory = 28 - 48 Points  
Unsatisfactory = 0 - 27 Points

Teacher Attendance:

Sick days accumulated through the end of the current school year: \_\_\_\_\_

Days absent to date: \_\_\_\_\_

The teacher's signature indicates receipt and knowledge of this evaluation in accordance with Article VII, Section 7.5, of the PROFESSIONAL BARGAINING AGREEMENT.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employer's Signature

\_\_\_\_\_  
Date

## TEACHER JOB DESCRIPTION

### Duties, Responsibilities, and Criteria/Standards

#### I. Attendance and Punctuality

##### A. School Records and Reports:

###### Standard of Excellence

The teacher attends to daily classroom duties, preparations, and reports, in a prompt and accurate fashion.

###### Standard of Satisfactory

The teacher attends to daily classroom duties, preparations, reports, and records.

##### B. Job Assignments and Meetings:

###### Standard of Excellence

Attendance and punctuality are reflected in reporting to assignments and meetings

###### Standard of Satisfactory

The teacher has one or two tardies or unexcused absences from assignments and/or meetings.

#### II. The Teaching Environment

##### A. Classroom Displays:

###### Standard of Excellence

Classroom displays are changed periodically and reflect student learning activities.

###### Standard of Satisfactory

Classroom displays reflect some student learning activities.

##### B. Integration of Technology:

###### Standard of Excellence

Evidence of the integration of technology within the district curriculum to support instruction using at least two different types of technology, for example: Smart Board, content websites, district software, classroom computers, web quests, LRC open lab, or as additional technology becomes available.

Standard of Satisfactory

Evidence of the integration of technology within the district curriculum to support instruction using one type of technology, for example: Smart Board, content websites, district software, classroom computers, web quests, LRC open lab, or as additional technology becomes available.

C. Use of Materials and Equipment:

Standard of Excellence

Teacher uses current District materials and equipment as required by District Curriculum. Teacher uses technology as it becomes available.

Standard of Satisfactory

Teacher uses some of the available materials and/or equipment to enhance teaching.

### III. Instructional Planning Preparation

A Lesson Plan Preparation

Standard of Excellence

The teacher prepares lesson plans a minimum of two (2) days in advance. Plans reflect the Illinois Learning Standards, the District curriculum, available technology and student academic needs.

Standard of Satisfactory

Lesson plans are prepared two (2) days in advance and reflect District curriculum.

B. Lesson Plan Format

Standard of Excellence

Lesson plans include general objectives, activities and materials to be used. Each lesson is referenced to the learning standards. The teacher demonstrates an awareness of long-range plans for each subject taught.

#### Standard of Satisfactory

The teacher writes lesson plans which include general objectives, reference to the Illinois Learning Standards and reference teaching materials.

#### C. Classroom organization

##### Standard of Excellence

The teacher provides class rosters, instructional groups, teaching schedules, seating charts (or desks marked with name tags) and detailed instructions for substitute teachers.

##### Standard of Satisfactory

The teacher provides detailed instructions for substitute teachers.

#### IV. Instructional Methods

##### A. Initiating the Lesson

###### Standard of Excellence

The teacher links instructional activities to prior learning.

###### Standard of Satisfactory

Teacher prepares students for the lesson.

##### B. Developing and Sustaining Learning

###### 1. Statement of Objectives

###### Standard of Excellence

The teacher's statement of objective includes identification of the task, how it is to be completed, and the minimum level of competency to be achieved.

###### Standard of Satisfactory

The teacher's makes a statement of objective which identifies the task.

## 2. Instructional Input

### Standard of Excellence

The teacher circulates among students to check all students' performance.

### Standard of Satisfactory

The teacher provides reinforcement when needed.

## 3. Modeling

### Standard of Excellence

The teacher conducts the lesson or instructional activity at an appropriate pace. The teacher creates instructional opportunities to accommodate diverse learners.

### Standard of Satisfactory

The teacher provides modeling of concepts taught.

## 4. Checking for Understanding

### Standard of Excellence

The teacher systematically checks students' understanding through either verbal or written means.

### Standard of Satisfactory

The teacher assesses students understanding of concepts prior to teaching additional concepts.

## 5. Guided Practice

### Standard of Excellence

The teacher provides time within the lesson for students to work in groups or independently. The teacher carefully monitors student achievement of the stated objectives while keeping students engaged at various levels.

#### Standard of Satisfactory

The teacher provides time within the lesson for students to practice the new concepts taught during the lesson. The teacher monitors students' achievement of the objectives.

#### 6. Independent Practice

##### Standard of Excellence

The teacher provides independent practice that meets the needs of their students for a particular assignment as an appropriate reinforcement of the lesson concepts.

##### Standard of Satisfactory

The teacher provides independent practice of the objective or skill as a reinforcement of the lesson objectives.

#### C. Closing the Lesson

##### Standard of Excellence

The teacher provides a student centered closing statement that refers to the lesson objectives and emphasizes the lesson's importance to the unit of study.

##### Standard of Satisfactory

The teacher provides a summary of the lesson relative to the lesson objectives.

#### V. Classroom Management

##### A. Managing Routines

###### 1. Distribution of materials:

##### Standard of Excellence

All instructional and technology materials are ready to be used in an orderly and efficient manner.

##### Standard of Satisfactory

Teacher does an adequate job of knowing what materials are available and suitable.

2. Time on Task for Students:

Standard of Excellence

The teacher maintains a high level of time-on-task for all students. Students who are off-task are redirected.

Standard of Satisfactory

The teacher appropriately breaks down tasks to fit the allotted time.

3. Monitoring Behavior:

Standard of Excellence

Student behavior is continuously monitored. Appropriate behavior is taught and reinforced; inappropriate behavior is promptly handled. Behavior interventions are used in the classroom.

Standard of Satisfactory

Appropriate behavior is taught and reinforced.

4. Expectations and Consequences:

Standard of Excellence

Behavior continuum is established and ready to use and follow in accordance with the setting.

Standard of Satisfactory

The teacher balances understanding and firmness.

B. Interpersonal Relations

1. Interactions with Students:

Standard of Excellence

Teacher is a resourceful role model who instructs, inspires, mentors, and enforces school codes.

Standard of Satisfactory

Mutual respect is prevalent in the classroom.

2. Positive reinforcement and motivation:

Standard of Excellence

The teacher praises and rewards students for on-task behavior, appropriate conduct, and learning accomplishments.

Standard of Satisfactory

The teacher uses praise and encouragement.

## VI. Knowledge of Subject Matter

### A. Subject Matter

Standard of Excellence

Knowledge, understanding, and application of subject matter are demonstrated in an effective presentation combined with professional knowledge and practical life experiences.

Standard of Satisfactory

Knowledge of subject matter is demonstrated.

### B. Child development:

Standard of Excellence

Teacher makes presentations which are appropriate to the physical, social, and emotional development of the children in the classroom and are geared toward motivating students in the learning process.

Standard of Satisfactory

Teaching strategies are aimed at reaching every student.

## VII. Assessment of Learning

### A. Diagnosis of Student's Needs:

Standard of Excellence

Students' knowledge and skills are diagnosed prior to introducing new content. Teacher may use various instruments including current technology to assess students.

#### Standard of Satisfactory

Students' needs are informally assessed prior to the introduction of new material.

#### B. Assignments and Homework

##### Standard of Excellence

Teacher checks all assignments for completeness and accuracy. Students may receive a rubric to gauge success. Students are provided feedback on all assignments.

##### Standard of Satisfactory

Assignments are checked for completeness and accuracy. Students are provided with feedback on assignments.

#### C. Evaluation of Cognitive Levels:

##### Standard of Excellence

Assessment provides for the varied levels of cognition (i.e. recall, understanding, application, analysis, synthesis, evaluation, etc.)  
Assessment adapted for students involved in RtI.

##### Standard of Satisfactory

Assessments provide for limited analysis of cognition (e.g. recall only.)

#### D. Frequency of Evaluations:

##### Standard of Excellence

An appropriate number of assessments are given with consideration to grade level, subject content and students involved in RtI.

##### Standard of Satisfactory

Evaluations are made with consideration for a limited number of learning styles.

## VIII. Contributions to the Total School Program

### A. Rules, Regulations, and Policies:

#### Standard of Excellence

School District rules, regulations, and policies are consistently and accurately implemented.

#### Standard of Satisfactory

School District rules, regulations, and policies are implemented.

### B. Working Relationships:

#### Standard of Excellence

The teacher initiates avenues to create and maintain a positive environment in the building. This involves cooperation with staff, support personnel, and administration.

#### Standard of Satisfactory

The teacher cooperates with staff, support personnel and administration in a professional manner.

### C. Communication with parents:

#### Standard of Excellence

The teacher documents parent contact efforts through report cards, phone calls, conferences, and written communication appropriate to each student's needs.

#### Standard of Satisfactory

The teacher keeps parents informed through report cards and Parent Conference Days.

### D. Supervision:

#### Standard of Excellence

The teacher consistently and actively supervises students during transitional periods (i.e. arrivals, dismissals, assemblies, hallway movement, and playground activities).

Standard of Satisfactory

The teacher supervises students during transitional periods (i.e. arrivals, dismissals, assemblies, hallway, and playground, etc.).

CERTIFIED RELIEF TEACHER JOB DESCRIPTION  
SCHOOL DISTRICT 158

Duties, Responsibilities, and Criteria/Standards

I. Teacher Attendance and Punctuality

A. School records and reports

Standard of Excellence

The teacher attends to daily classroom duties, preparations, reports, and records in a prompt and accurate fashion.

Standard of Satisfactory

The teacher attends to daily classroom duties, preparations, reports, and records.

B. Job assignments and meetings

Standard of Excellence

The teacher's attendance and punctuality are reflected in reporting to assignments and meetings.

Standard of Satisfactory

The teacher has one (1) or two (2) tardies or unexcused absences from assignments and/or meetings.

II. Instructional Implementation

A. Lesson plan implementation

Standard of Excellence

The teacher can effectively implement the stated objectives and activities, and utilize the materials left for his/her assigned job.

Standard of Satisfactory

The teacher can adequately follow the stated objectives and activities, and utilize the materials left for his/her assigned job.

B. Classroom organization

Standard of Excellence

The teacher can effectively and accurately follow the class roster(s), instructional group assignments, teaching schedules, seating charts and detailed instruction left by the regular teacher during his/her assigned jobs.

Standard of Satisfactory

The teacher can adequately follow detailed instructions left by the regular teacher during his/her assigned job.

C. Assignments and Homework

Standard of Excellence

The teacher can effectively and accurately check assignments (when appropriate for the given lesson plan) for completeness and provide students with correct feedback on the assignment checked.

Standard of Satisfactory

The teacher can adequately check assignments (when appropriate for the given lesson plan) for completeness and accuracy and feedback is provided to the students on the assignment checked.

III. Instructional Methods

A. Initiating the lesson

Standard of Excellence

The teacher spends not more than five (5) minutes preparing students for the lesson.

Standard of Satisfactory

The teacher prepares students for the lesson.

B. Developing and Sustaining Learning

1. Statement of objectives

Standard of Excellence

The teacher can effectively state objective of the lesson, the task to be performed, how the task is to be completed, and at what level the students are expected to achieve.

Standard of Satisfactory

The teacher can adequately state objective of the lesson and identify the tasks to be performed for the lesson.

2. Instructional Input

Standard of Excellence

The teacher moves among the students while they are working, providing additional reinforcement when needed.

Standard of Satisfactory

The teacher provides reinforcement when needed.

3. Modeling

Standard of Excellence

The teacher effectively illustrates concepts taught, provides varying examples, and responds to student questions accurately.

Standard of Satisfactory

The teacher can adequately provide modeling of concepts taught.

4. Checking for Understanding

Standard of Excellence

The teacher effectively assesses that students are mastering a targeted concept related to the lesson he/she was implementing.

Standard of Satisfactory

The teacher adequately assesses that the students understand the concepts of the lessons he/she was implementing.

5. Guided Practice

Standard of Excellence

The teacher can (when appropriate for the given lesson) effectively incorporate the use of students working in groups or independently while monitoring the progress of the total class toward the lesson's objective.

Standard of Satisfactory

The teacher can (when appropriate for the given lesson) adequately provide some time for practice of the concepts being presented.

6. Independent Practice

Standard of Excellence

The teacher can (when appropriate for the given lesson) effectively utilize guided practice as developed in the prepared lesson plans.

Standard of Satisfactory

The teacher can (when appropriate for the given lesson) adequately provide practice for the concept taught as developed through the lesson plan.

C. Closing the Lesson

Standard of Excellence

The teacher can (when applicable) effectively bring closure to a prepared objective by emphasizing the lesson's importance to the unit of study.

Standard of Satisfactory

The teacher can (when applicable) adequately provide a summary statement of the prepared lesson plan objective.

IV. Classroom Management

A. Use of Materials and Equipment

Standard of Excellence

The teacher uses current District materials and equipment as required by District Curricula. When appropriate he/she also uses technology as it becomes available while he/she is implementing a prepared lesson plan.

## Standard of Satisfactory

The teacher is aware of some of the available materials and/or equipment that can be used to enhance teaching while implementing a prepared lesson plan.

### B. Managing Routines

#### 1. Distribution of Materials

##### Standard of Excellence

The teacher can (when appropriate for the lesson being performed) effectively distribute materials in an orderly manner.

##### Standard of Satisfactory

The teacher can (when appropriate for the lesson being performed) adequately make available the materials needed for the particular lesson.

#### 2. Time on Task for Students

##### Standard of Excellence

The teacher can, while implementing the prepared lesson plan, effectively keep all students at a high level of time on task and redirect those students who are off task.

##### Standard of Satisfactory

The teacher can adequately present the prepared lesson in small tasks to accommodate the time allotted.

#### 3. Monitoring Behavior

##### Standard of Excellence

Student behavior is continuously monitored. Appropriate behavior is encouraged; inappropriate behavior is promptly handled.

##### Standard of Satisfactory

The teacher maintains a healthy control over the class.

4. Expectations and Consequences

Standard of Excellence

The teacher can effectively follow the expectations and consequences provided for each classroom to which he/she is assigned.

Standard of Satisfactory

The teacher can adequately balance understanding and firmness for each classroom to which he/she is assigned.

C. Interpersonal Relations

1. Interactions with Students

Standard of Excellence

The teacher interacts with students in a mutually respectful and friendly manner.

Standard of Satisfactory

The teacher demonstrates mutual respect in the classroom setting to which he/she is assigned.

2. Positive Reinforcement and Motivation

Standard of Excellence

The teacher praises students for on-task behavior, appropriate conduct, and learning accomplishments.

Standard of Satisfactory

The teacher uses praise and encouragement.

V. Understanding the Student Population

Standard of Excellence

The teacher can effectively relate to the physical, social, and emotional environment of the students.

Standard of Satisfactory

The teacher can adequately relate to the physical, social, and emotional environment of the students.

VI. Contributions to the Total School Program

A. Rules, Regulations and Policies

Standard of Excellence

School District rules, regulations, and policies are consistently and accurately implemented.

Standard of Satisfactory

School District rules, regulations, and policies are implemented.

B. Working relationships

Standard of Excellence

The teacher takes the initiative to actively seek out the cooperation of staff, support personnel, and administration.

Standard of Satisfactory

The teacher works with staff, support personnel and administration in a professional manner.

C. Communication with Parents

Standard of Excellence

The teacher actively seeks out and participates in Open House, Parent/Teacher Conferences, and helps to contact parents for meeting schedules.

Standard of Satisfactory

The teacher, when asked, will participate in Open House, Parent/Teacher Conferences, and contacting parents for meeting schedules.

D. Supervision

Standard of Excellence

When relieving in a given classroom, the teacher effectively supervises students (when applicable) during times of arrivals, dismissals, assemblies, hallways, and on the playground.

Standard of Satisfactory

When relieving in a given classroom, the teacher adequately supervises students (when applicable) during times of arrivals, dismissals, assemblies, hallways, and on the playground.

## RATINGS IN THE TEACHER EVALUATION INSTRUMENT

1. Excellent - The teacher consistently meets standard of excellence set forth in this evaluation.
2. Satisfactory - The teacher consistently meets the standard of satisfactory set forth in this evaluation.
3. Unsatisfactory - The teacher does not meet the minimum criteria(standard of satisfactory) set forth in this evaluation.

RATING OF TEACHER PERFORMANCE  
AND  
DEFINITIONS OF RATINGS

EXCELLENT

Evidence of excellence is determined by the earning of 56 - 64 total points on the evaluation form. (26.5 - 30 on the RESOURCE DIRECTOR'S and SOCIAL WORKER'S forms)

An excellent teacher is a highly competent professional. This teacher exceeds the expectations, requirements and standards of the District.

SATISFACTORY

Evidence of competency is determined by the earning of 39 - 55 points on the evaluation form. (23.5 - 26 on the RESOURCE DIRECTOR'S and SOCIAL WORKER'S forms)

A satisfactory teacher is a competent professional. This teacher meets, with few exceptions, the expectations and requirements of the District. The teacher may be in need of improvement in some specific areas. However, the documented weaknesses, if corrected, are not such as to prevent the teacher from meeting minimal standards of performance.

UNSATISFACTORY

A teacher will receive an unsatisfactory rating if unsatisfactory performance is identified in seven (7) or more areas of the criteria/standards. This supersedes the point ratings.

An unsatisfactory teacher does not meet the expectations and requirements of the District. This teacher shows documented weaknesses in seven or more categories. The magnitude and/or duration of these deficiencies are such as to compel formal remediation of deficiencies in order to continue as an employee of the District.

Post-Evaluation Conference and Procedures:

The teacher and the supervisor shall mutually agree to a conference to discuss the evaluation within five (5) school days after the teacher has been observed. The teacher will receive a written copy of his/her evaluation one (1) school day prior to the scheduled conference. Following the post-evaluation conference, the teacher shall sign a copy of the evaluation report prepared by the evaluator. In no case shall the teacher's signature be construed to mean that he/she necessarily agrees with the contents of the evaluation only that they have been discussed. A teacher may submit additional comments to the written evaluation if he/she so

desires within five (5) school days of the post-evaluation conference. All written evaluations and the teacher's comments are to be placed in the teacher's personnel file. A copy of the response will be provided to the supervisor. The supervisor will sign the response acknowledging that he/she read the material.

## REMEDIATION PLAN

- I. A remediation plan will commence within thirty (30) days after completion of "unsatisfactory" evaluation designed to correct deficiencies cited in the evaluation.
- II. The teacher rated "unsatisfactory", a consulting teacher, and a District administrator will develop the remediation plan which will contain the following components:
  - A. Description of the condition(s) in need of change.
  - B. Clear definition of acceptable levels of performance.
  - C. Plan to achieve identified expectations.
  - D. Indication of assistance to be provided.
  - E. System of monitoring progress.
  - F. Indicators for success.
  - G. Resource needs.
  - H. Time lines for completion.
- III. Teachers placed on the remediation plan will be evaluated every thirty (30) schools days for a ninety (90) school day period.
- IV. Any teacher who completes the ninety (90) school day remediation plan with a "satisfactory" or better rating will be reinstated to a biennial evaluation schedule.
- V. Any teacher who fails to remediate deficient conduct will be dismissed in accordance with Section 24-12 of the School Code of Illinois (with due process rights).

## CONSULTING TEACHER

- I. The law provides that “the consulting teacher” is an educational employee...has at least five (5) years of teaching experience and a reasonable familiarity with the assignment of the teacher being evaluated and who received an “excellent” rating on his/her most recent evaluation.

The Lansing Education Association will provide a roster of qualified teachers for selection of a consulting teacher. A selected consulting teacher may reject a consulting teacher assignment. If no District teachers are available and/or qualified, the District will request the Illinois State Board of Education to supply a teacher. The teacher under remediation shall select a consulting teacher from the consultants’ roster.

- II. The consulting teacher will advise the teacher rated “unsatisfactory” on how to improve and successfully complete the remediation plan. The final decision on the evaluation will be done solely by the Administrator.

- III. The following provisions will be made for the remediation plan to be put into effect:

- A. A substitute teacher will be provided for the consulting teacher when he/she needs to be absent from his/her classroom for the remediating teacher.
- B. The consulting teacher will maintain a log of consulting hours outside the required school day. This log will be submitted to the administrator at the end of every thirty (30) school days during the remediation period.
- C. All meetings will be held on school property.
- D. Administrators will be notified in advance of the meeting.
- E. The consulting teacher will be paid twenty five dollars (\$25.00) an hour for any consultation time beyond the school day.
- F. Meetings will be limited to one (1) hour and five (5) meetings per every thirty (30) school days.
- G. Additional meetings must be approved by the consulting teacher and the administrator.

- IV. It is agreed that any statement(s) made by a teacher to anyone, about a teacher under remediation, which are related to their function as a consulting teacher, are confidential and may not be used by either the Board of Education (or their agents) or the teacher under remediation in any subsequent evaluations,

conversations, hearings, etc. It is the intent of the parties that any statements made by the consulting teacher to or about the teacher under remediation shall be in strict confidence.

- V. The Board of Education, District 158, shall provide full legal assistance and completely hold harmless any teacher who becomes involved as a defendant in any type of adjudication because of his/her involvement as a consulting teacher. Further, the Board of Education agrees to fully indemnify any such teacher for any legal costs, assessments, damages, bodily injury, etc. If the involvement in any such adjudication or bodily injury requires time off from work, the teacher shall suffer no loss of pay, any leave day, seniority, fringe benefits, or job assignments.

Further, the Lansing Education Association shall be held harmless by the Board of Education for its involvement in the evaluation process, (i.e., providing a list of possible consulting teachers, working with the Board of Education and/or its agents in developing an Evaluation Plan, etc.).

#### 7.6 Notification of Assignments, Vacancies, and Summer School Positions

##### A. Assignments

The teacher will be notified of his/her tentative assignment for the forthcoming year no later than the first day of July preceding the first day of the new school term. Every reasonable effort will be made to notify the teacher of a possible change in assignments occurring after the first day of July preceding the first day of the new school term. In the event that a change in the teacher's assignment is made after the first day of July preceding the first day of the new school term, the teacher affected will be notified promptly.

##### B. Vacancies

All vacant, certified positions, excluding the position of Superintendent, will be posted within three (3) business days of the time they become available and will remain posted for a minimum of seven (7) business days. These postings will be date stamped upon receipt in each building office and will be posted on the LEA bulletin boards and in the administrative office. All positions that become available during the summer will be posted in the administrative office only.

Vacancies occurring within ten (10) school days prior or within five (5) school days after the first day of school year do not require posting for seven (7) school days before a permanent appointment is made.

C. Resignations

No teacher may resign during the school term in order to accept another teaching assignment. Tenured teachers may resign for other extenuating reasons at any time by obtaining concurrence of the Board of Education or by serving thirty (30) days prior notice. When a resignation is initiated by a teacher less than thirty (30) days prior to the beginning of the school term or during the school term, the resigning teacher shall pay District 158 five hundred dollars (\$500.00) and the Board shall release the teacher from his/her contract in accordance with the conditions stated herein and as outlined by statute.

D. Summer School

Vacant positions in the summer school program will be, to the extent feasible, filled by the regularly contracted teacher in the School District. Summer school assignments shall be offered to teachers according to seniority in the District, subject to the following conditions:

1. The first year this Article is in effect, the teacher with the most seniority in the District will be offered the position. The following year, this teacher will be placed at the bottom of the list according to seniority, except that he/she will have precedence over new teachers entering the District that year.
2. The second year this Article is in effect, the teacher with the second most seniority in the District will be offered the position first. The following year, this teacher will be placed at the bottom of the list according to seniority except that he/she will have precedence over new teachers entering the District that year.
3. The foregoing shall be applicable only where the qualifications of the teachers involved are clearly not distinguishable.
4. No other provision of this Agreement shall be applicable to summer school unless expressly provided to the contrary, and this Article shall not imply any requirement that the Board conduct a summer school.

7.7 Reduction in Teachers

- A. If the removal or dismissal of a teacher in contractual continued service results from the decision of the Board to decrease the number of teachers employed by the Board or to discontinue some particular type of teacher service, written notice shall be given to the teacher by regular mail and certified mail or personal delivery with receipt at least sixty (60) days

before the end of the school term, together with a statement of honorable dismissal and the reason therefore, and in all such cases the Board shall first remove or dismiss teachers who have not entered upon contractual continued service before removing or dismissing any teacher who has entered upon contractual continued service and who is legally qualified to hold a position currently held by a teacher who has not entered upon contractual continued service. In the event that teachers who have entered upon contractual continued service shall be dismissed for reasons stated herein, those with the least number of years of continuing contractual services shall be dismissed first. For any employee hired after July 1, 1984, this section will be based on years of continuing contractual service. If the Board has any vacancies for the following school term or within one calendar year from the beginning of the following school term, the positions thereby becoming available shall be tendered to the teachers so removed or dismissed in the reverse order of layoff so far as they are legally qualified to hold such positions.

- B. A copy of the tentative seniority list will be provided to the Association President no later than October 5<sup>th</sup> of each year. The final seniority list will be published by February 1<sup>st</sup> of each year and a copy provided to the Association President on said date.
- C. No teacher shall be retained for any position for which he/she is not legally certificated.
- D. The number of teaching positions for each school year will be determined by attrition and at the discretion of the School Board.

#### 7.8 Orientation of New Teachers

Orientation of new teachers will be held at the discretion of the Superintendent.

#### 7.9 Class Distribution

Assignment and distribution of children for the next grade level will be determined in conference by teachers and the building principal.

#### 7.10 Clerical Duties

- A. Achievement tests given in first through eighth grades shall be machine scored.
- B. No teacher will be required to maintain an attendance register. Registers shall be kept by the office of each school.

- C. All student Progress Reports will be self-carbon forms or computer generated.
- D. No teacher will responsible for more than three (3) hallway bulletin board displays per year.

7.11 Dismissal Preceding Holidays and Vacations

Teacher dismissal on the Wednesday before Thanksgiving, and the day before the Winter and Spring Breaks, shall be at 2:10 p.m. following a 2:00 p.m. student dismissal.

7.12 Agenda of Board Meeting

Upon the presence at any Board meeting of the Association president or Designee, a copy of the agenda of the meeting shall be presented to that person.

7.13 Communications

The President of the Association shall be permitted to transact official Association business during non-teaching time. The President and the Superintendent may request a meeting with one another to discuss items that are beneficial to the educational process of School District #158 and the Association.

7.14 School Calendar Committee

A school calendar committee consisting of equal numbers of Association representatives and Administrators will meet to develop suggestions and recommendations for the school calendar prior to December 1 of each year. The Superintendent will designate a chair for the committee. The committee will present recommendations to the Superintendent for consideration.

7.15 Association Leave

- A. The Board shall grant two (2) days leave with pay for each of the (2) delegates to attend the IEA Convention.
- B. The Association shall be entitled to ten (10) days per school year for the purpose of conducting Association business. Such days shall be distributed at the discretion of the Association President. The Association President shall give the Superintendent three (3) days written notice as to the individual(s) who will be using the Association leave. The national, state, or local Association shall reimburse the District for the cost of substitutes if substitutes are employed to replace the individual(s) on Association leave.

- C. An unpaid leave of absence of up to three (3) years shall be granted to any tenured teacher upon application for the purpose of serving in an elective office in the National Education Association or the Illinois Education Association. Seniority, accumulated sick leave, and salary schedule position will be retained upon return from such a leave.

#### 7.16 Teachers' Day

- A. At all District #158 schools, the teachers' day on Tuesdays and Thursdays shall be seven (7) hours and ten (10) minutes inclusive of the thirty (30) minute duty-free lunch. On Monday, Wednesdays, and Fridays, the teachers' day at the junior high school shall be six (6) hours and forty (40) minutes inclusive of the thirty (30) minute duty-free lunch. On Monday, Wednesdays, and Fridays, the teachers' day at the elementary school shall be six (6) hours and thirty-five (35) minutes, inclusive of the thirty (30) minute duty free lunch.
- B. Elementary: On Tuesdays, the first 35 minutes of the teacher day shall be utilized for individual and team plan time without student contact. On Thursdays, the last 35 minutes of the teacher day shall be utilized for professional activities without student contact in collaboration with the principal. The grade leaders will provide a summary report of each session to the principal.
- C. During the 2010-2011 school year, a committee of equal members will be appointed by the Superintendent and the Association to review the A.M./P.M schedule and consider revisions to it. All recommendations of this committee will be forwarded to the Superintendent and The Association for consideration.
- D. Building meetings, if scheduled, shall not exceed one (1) per month, except in emergency situations. Such meetings shall be held either before or after the normal school day and shall not exceed one (1) hour in duration.
- E. At the discretion of the Superintendent, teachers will attend a one and one-half hour (1.5) Open House at their home school not to exceed one (1) per school year.
- F. In-Service and Institute Days Planning Committee

The Superintendent will designate a Committee of Curriculum and Instruction with no less than two (2) teachers per buildings (as appointed by the Association) with the Director of Curriculum, Assessment and Technology or Superintendent's designee. This Committee will meet to plan agendas for school improvement days and District in-service days.

The committee will present recommendations to the Superintendent by May 1 of each year for the following school year.

7.17 No Smoking Policy

- A. Effective August 24, 1992, all campuses and District 158 property shall be smoke/tobacco products free.
- B. The Board of Education members, parents and employees shall abide by the non-smoking agreement.
- C. When the non-smoking agreement is violated by an employee during a twelve (12) month period, the following sequential disciplinary actions may occur:
  - 1. The employee will receive a verbal warning from a District administrator.
  - 2. The employee will receive a written warning.
  - 3. The employee may/will receive a one (1) day suspension without pay approved by the Board.
  - 4. The employee may/will receive up to a thirty (30) day suspension without pay approved by the Board.
  - 5. Upon Board of Education approval, the employee's dismissal may be sought in accordance with School Code.
  - 6. The employee shall receive written reasons for the disciplinary actions and shall be entitled to a hearing with the Administration or Board of Education before any action is taken.

7.18 Traveling Teacher

Any teacher who is required as part of his/her position to travel between schools, shall be provided with preparation and lunch periods as would any other teacher, and traveling time shall be scheduled so as not to infringe on these relief periods. Traveling time shall be scheduled so as to allow time for adequate take-down and clean-up at one work-site, travel time, and adequate set-up at the next work-site.

All teachers who are required to travel from one work-site to another shall be compensated at the then current I.R.S. allowable rate per mile for gasoline and mileage. The District will provide an approved form for completion of mileage.

7.19 Storage of Personal Property

The Board will provide each teacher with an area which can be locked for storage of personal belongings.

7.20 Job Sharing

Job sharing shall be defined as two (2) teachers sharing the responsibility of a single teaching position upon the approval of the Superintendent. Job sharing participants shall all develop an agreement with the District which specifies: salary, sick leave, employee hospitalization/medical insurance; dental insurance; seniority; and other appropriate conditions. The president of the Association of his/her designee shall be present at all meetings when those arrangements are discussed and shall be given a copy of the final agreement/arrangements. In addition to the specifics above, each teacher shall be officially recorded as serving in a teaching position for at least four (4) clock hours per day. Each teacher shall be covered by the Professional Negotiations Agreement for all provisions contained in the Agreement except as modified by this section of the Agreement. The Board shall grant each teacher a half-time, unpaid leave of absence for the school term to ensure no loss of statutory tenure rights. Each teacher shall be guaranteed a return to full-time employment for the following school year if desired by the teacher (subject to availability, to RIF, or dismissal for cause).

ARTICLE VIII EMPLOYEE PROTECTION

8.1 Assault on Teachers – Procedures

Any case of assault / battery and or threat upon a teacher while in the course of employment shall be promptly submitted in writing on the form titled ASSAULT/BATTERY REPORT to the Building Administrator. The employee and any witnesses may complete an incident report as well. The employee may request an association representative to be present for any meetings related to the assault report. The administrator or teacher may report the incident to the local law enforcement authorities, in a timely manner. The Building Administrator will notify the student's parent(s) or guardian of the action taken. The Board shall provide legal counsel which is acceptable to the teacher to advise the teacher of his/her rights and obligations with respect to such assault/battery and/or a threat and shall render all reasonable assistance to the teacher in handling the incident by law enforcement and judicial authorities.

8.2 Duty-Connected Absence

Absence due to duty-connected injury requiring a physician's attention shall not be deducted from the teacher's accumulated sick leave and shall receive full salary less Worker's Compensation for the period of absence due to the stated, duty-connected injury.

## ARTICLE IX EMPLOYEE DISCIPLINE

### 9.1 Discipline

Discipline includes, but is not limited to, warnings, reprimands, suspensions, dismissals, reductions in rank, or loss of professional advantage. Such action will be taken in an appropriate setting and will, where appropriate, adhere to the tenets of progressive discipline. A written notice will be forwarded to the Association informing it of the issuance of a disciplinary action to the specific employee.

If there is no recurrence for a period of three years of the actions leading to written reprimands being placed in an employee's personnel file, said reprimands shall be removed from the employee's file, with the approval of the Superintendent, at the employee's request. In the event the Superintendent's approval is not forthcoming, the employee shall have the right to appear before the Board in closed session for the purpose of hearing this appeal.

### 9.2 Representation at Discipline Meetings

In the event an administrator requires a teacher to attend a meeting for the purpose of disciplining said teacher, the teacher, upon request, may have an Association representative of the teacher's choice present. If a representative of the teacher's choice is not immediately available, the teacher must select another representative.

## ARTICLE X INCLUSION

### 10.1 Mainstreaming

Any classroom teacher who has special education students will be notified of case conferences. That teacher will be provided with an opportunity to attend the conference if scheduled during the teacher's workday.

## ARTICLE XI GRIEVANCE PROCEDURE

### 11.1 Definition

A grievance shall mean only a complaint that there has been an alleged violation, misinterpretation, or misapplication of any of the specific provisions of this Agreement.

### 11.2 General Provisions

A. The Association and every teacher covered by this Agreement shall have the right to present grievances in accordance with these procedures.

- B. The failure of a teacher or the Association to act on any grievance within the prescribed time limits will act as a bar to any further appeal, and an administrator's failure to give a decision within the time limits shall permit the grievant to proceed to the next step.
- C. It is agreed that any investigation or other handling or processing of any grievance by the aggrieved shall be conducted so as to result in no interference with or interruption whatsoever of the instructional program and related work activities.
- D. School days shall mean teacher employment days except during the summer vacation, when it shall mean days on which the District business office is opened exclusive of Saturday, Sunday and holidays.
- E. All grievances will be submitted in writing on the form titled Grievance Report Form.

### 11.3 Initiating and Processing

- A. **First Step:** The grievant shall present the grievance in writing within fifteen (15) school days of the occurrence or when the grievant might reasonably have had knowledge thereof to the involved principal, who will arrange for a meeting to take place within five (5) school days after the receipt of the grievance. The Association's representative, the grievant and the involved principal shall be present for the meeting. Within two (2) school days of the meeting, the grievant and the Association shall be provided with the principal's written response, including reasons for the decision.
- B. **Second Step:** In the event a grievance has not been satisfactorily resolved at the first step, the aggrieved teacher shall file within ten (10) school days of the receipt of the supervisor's written decision, a copy of the grievance with the Superintendent. Within ten (10) school days after such written grievance is filed, the aggrieved, the Association representative, and the Superintendent or her designee shall meet to resolve the grievance. The Superintendent or her designee shall file and answer within ten (10) school days of the second step grievance meeting and communicate it in writing to the teacher and the principal.
- C. **Third Step:** In the event a grievance has not been satisfactorily resolved at the second step, the aggrieved shall file within ten (10) school days of the Superintendent's written decision, a copy of the grievance with the Secretary of the Board. Within ten (10) school days after such written grievance is filed, the aggrieved and the Board shall meet to resolve the

grievance. The Board shall file a written answer to the aggrieved within ten (10) school days of the third step grievance meeting.

- D. Fourth Step: If the grievance is not resolved satisfactorily at the third step, there shall be available a fourth step of binding arbitration. The Association may submit, in writing, a request on behalf of the Association and the aggrieved to the Superintendent within thirty (30) days from receipt of the third step to enter into such arbitration. The arbitration proceeding shall be conducted by an arbitrator to be selected from a panel which the American Arbitration Association shall be requested to submit, the parties may waive this procedure and otherwise mutually agree upon an arbitrator. The decision of the arbitrator will be binding on the parties.

Expenses for the arbitrator's services shall be borne equally by the School District and the Association. The arbitrator, in his/her opinion, shall not amend, modify, nullify, ignore, or add to the provisions of this Agreement. His/her authority shall be strictly limited to deciding only the issue or issues presented to him/her in writing by the School District and the Association and his/her decision must be based solely and only upon his/her interpretation of the meaning or application of the relevant language of the Agreement.

- E. At any step in the grievance process, extension of the time line provided herein, shall be by mutual written agreement.

#### 11.4 Class Grievances

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 at the second step.

#### 11.5 Board-Association Cooperation

The Board shall cooperate with the Association in its investigation of any grievance.

#### 11.6 No Reprisal Clause

No reprisal shall be taken by the Board against any teacher because of the teacher's participation in a grievance.

#### 11.7 Released Time

Should the processing of any grievance require that a teacher or an Association representative be released from his regular assignment, the employee Association

representative shall be released without loss of pay or benefits for a maximum of two (2) days.

11.8 Filing of Materials

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

11.9 Grievance Withdrawal

A grievance may be withdrawn at any level without establishing precedent and shall thereafter be treated as though no grievance had been filed in the first instance.

11.10 Evidence

Neither the Board nor the Association shall be permitted to assert any grounds or evidence before the arbitrator which was not previously disclosed to the other party at least twenty-four (24) hours prior to the start of the arbitration proceedings. On all matters affecting the educational process, the teachers shall communicate initially with the building principal, the chief administrative officer in the building.

11.11 Grievance Form

All grievances shall be filed on the following form.

GRIEVANCE # \_\_\_\_\_

**STEP I**

**GRIEVANCE REPORT FORM – Supervisor/Principal**  
Lansing District #158

Grievant \_\_\_\_\_ Building \_\_\_\_\_ Assignment \_\_\_\_\_

A. Date Grievance Occurred: \_\_\_\_\_

\*B. 1. Statement of Grievance: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Applicable provisions of the Contract: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Remedy Sought: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signature of Grievant: \_\_\_\_\_ Date: \_\_\_\_\_

Received by Supervisor/Principal: \_\_\_\_\_ Date: \_\_\_\_\_

\*C. Response of Supervisor/Principal: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signature of Supervisor/Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Date Grievant received response: \_\_\_\_\_

\*If additional space is needed in reporting of Step I, attach an additional sheet.

\*D. Response of Grievant and/or Association: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Grievant/Association: \_\_\_\_\_ Date: \_\_\_\_\_

Received by Supervisor/Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Grievance resolved: \_\_\_\_\_ Request to move grievance to Step II: \_\_\_\_\_

\*If additional space is needed in reporting of Step I, attach an additional sheet.

Revised Form 2000

Distribution of form:  
Superintendent  
Grievant  
Supervisor/Principal  
Association

GRIEVANCE # \_\_\_\_\_

**STEP II**

**GRIEVANCE REPORT FORM – Superintendent**  
Lansing District #158

Grievant \_\_\_\_\_ Building \_\_\_\_\_ Assignment \_\_\_\_\_

A. Received by Superintendent or Designee: \_\_\_\_\_ Date: \_\_\_\_\_

\*B. Response of Superintendent or Designee: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Superintendent or Designee: \_\_\_\_\_ Date: \_\_\_\_\_

Date Grievant received response: \_\_\_\_\_

\*C. Position of Grievant and/or Association: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signature of Grievant/Association: \_\_\_\_\_ Date: \_\_\_\_\_

Received by Superintendent or Designee: \_\_\_\_\_ Date: \_\_\_\_\_

Grievance resolved: \_\_\_\_\_ Request to move grievance to Step III: \_\_\_\_\_

\*If additional space is needed in reporting of Step II, attach an additional sheet.

GRIEVANCE # \_\_\_\_\_

**STEP III**

**GRIEVANCE REPORT FORM – School Board**  
Lansing District #158

Grievant \_\_\_\_\_ Building \_\_\_\_\_ Assignment \_\_\_\_\_

A. Received by Secretary of School Board: \_\_\_\_\_ Date: \_\_\_\_\_

\*B. Response of School Board: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date received by Grievant: \_\_\_\_\_

\*C. Response of Grievant and/or Association: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signature of Grievant/Association: \_\_\_\_\_ Date: \_\_\_\_\_

Received by Secretary of School Board: \_\_\_\_\_ Date: \_\_\_\_\_

Grievance resolved: \_\_\_\_\_ Request to move grievance to Step IV: \_\_\_\_\_

\*If additional space is needed in reporting of Step III, attach an additional sheet.

Revised Form 2000

GRIEVANCE # \_\_\_\_\_

**STEP IV**

Distribution of form:  
Superintendent  
Grievant  
Supervisor/Principal  
Association

**GRIEVANCE REPORT FORM – Arbitration**  
Lansing District #158

Grievant \_\_\_\_\_ Building \_\_\_\_\_ Assignment \_\_\_\_\_

A. Date submitted to Arbitration: \_\_\_\_\_

B. Disposition and award of Arbitrator: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Arbitrator: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE:  
ALL PROVISIONS OF ARTICLE \_\_\_\_\_ OF THE AGREEMENT DATED \_\_\_\_\_ 20\_\_\_\_  
WILL BE STRICTLY OBSERVED IN THE SETTLEMENT OF GRIEVANCES.

## ARTICLE XII GENERAL PROVISIONS

### 12.1 Duration

This Agreement is in effect as of July 1, 2009, and shall continue in full force and effect until June 30, 2014.

The Lansing Education Association agrees that it will not, during the period of this Agreement, directly or indirectly, engage in a strike. The Board also agrees that it will not during the period of this Agreement lock out any employee.

### 12.2 Effect of Agreement

Complete understanding - the terms and conditions set forth in this Agreement represent the full and complete understanding between the parties. The terms and conditions may be modified only through the written mutual consent of the parties.

The parties acknowledge that during the term of this Agreement there shall be no obligation to negotiate any matter of any nature whatsoever except as otherwise specifically provided herein and except as may be necessary to deal with a finding of invalidity of any provision of this Agreement by a court of competent jurisdiction.

### 12.3 Applicability to Employees Outside Association Unit

The terms of this professional negotiation Agreement shall apply equally to all members of the negotiating unit without regard to their membership or lack of membership in the Association.

### 12.4 Right to Prefer Association

Any member of the negotiating unit may join any employee organization or group of eligible employees of his/her own selection, whether or not the employee organization or group of eligible employees of his/her own selection, is the sole and exclusive bargaining agent for the negotiating unit, or may refuse to join any employee organization or group of eligible employees, and any employees shall have the right to submit suggestions to, and discuss professional problems with the Board either as an individual or in a group, but not negotiate with the Board.

### 12.5 Termination of Authority of Present Negotiating Agent

Upon written petition by thirty percent (30%) of the members of the negotiating unit, alleging that they desire that such authority as the present and sole and exclusive professional negotiating agent be rescinded, the Board of Education

shall take a secret ballot of the full time, contracted, certified employees in such unit and certify the results thereof.

12.6 Applicability of Resolution Setting Forth Policy of Professional Negotiations

This Agreement is subject to the provisions of the Resolution setting forth the policy of the Board on professional negotiations adopted the fourth day of March, 1969.

12.7 Conformity to Law

If any provision of this Agreement is or shall at any time be contrary to law, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law, and any substitute action shall be subject to appropriate consultation and negotiation with the Association.

12.8 Conformity to Superintendent's Decisions

The provisions of this professional negotiating Agreement cannot conflict with the duties and obligations imposed upon the Superintendent of Schools of School District 158 as set forth in the Illinois School Code and as amended from time to time; and as may be delegated to him by the Board. The Agreement hereby recognizes that the Superintendent of Schools of School District 158 is the chief administrator of the Board and of the school system.

12.9 Cost of Printing of Professional Negotiations Agreement

The Board and the Association mutually agree to share equally the cost of printing, in booklet form, the Professional Negotiations Agreement which shall include the recodification of all previous professional negotiation agreements and the Resolution of the Board of Education setting forth the Board's policy on professional negotiations.

12.10 Good Faith Performance

The Board and the Association, and their representative, mutually agree to carry out the performance of this contract in good faith and to faithfully comply with the case and statute law of the State of Illinois.

ARTICLE XIII SEPARABILITY

13.1 If any provision of this Agreement or any application of this Agreement to any bargaining unit member or to any group of bargaining unit members is held to be contrary to law, then such provision or application shall not be deemed valid and subsisting, except to the extent permitted by law; but all other provisions or applications shall continue in full force and effect.

13.2 It is further agreed that within ten (10) days of receipt of notification of such finding by any court of competent jurisdiction, negotiations shall commence for the purpose of reaching agreement on the affected matter.

IN WITNESS WHEREOF, the parties have caused these presents to be signed and sealed by their Presidents and attested by their Secretaries this

\_\_\_\_\_ day of \_\_\_\_\_, 2009.

LANSING EDUCATION ASSOCIATION  
LANSING, ILLINOIS

SCHOOL BOARD OF EDUCATION  
SCHOOL DISTRICT 158  
LANSING, COOK COUNTY, ILLINOIS

BY:

BY:

\_\_\_\_\_  
President

\_\_\_\_\_  
President

ATTEST:

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Secretary

LANSING EDUCATION ASSOCIATION  
BARGAINING TEAM:

BOARD OF EDUCATION  
BARGAINING TEAM:

Kathleen Poe  
Dona Hays-Smith  
Sharon Heim  
Karen Kern  
Mary Mahoney  
Sally Reynolds  
Janet Zitzer, IEA-NEA UniServ Director

Veronda Cottle, Superintendent  
Douglas Handley  
Jerry Kern  
Suzanne Long  
John Sufie  
Robert Wood  
Maureen Lemon, Attorney

Note: Signed Signature page was scanned and is under a separate document. Please substitute the scanned page with signatures for the above page #99. Thank you!