

# AGREEMENT

*between*

Chaney-Monge Public Schools  
District 88 Board of Education

*and*

Chaney-Monge Teachers Organization  
American Federation of Teachers-Local 604  
IFT/AFT, AFL-CIO

**July 1, 2012 - June 30, 2014**

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## **ARTICLE I - PREAMBLE**

- 1.1 The Chaney-Monge Public School, District 88 Board of Education, and the Chaney-Monge Teachers Organization, American Federation of Teachers-Local 604, IFT, AFL-CIO, recognizing that they have a common interest and responsibility to provide the highest quality education for the children of the community, declare their mutual intent to cooperatively work toward the attainment of this common goal.

It is toward this end that the Board and the Organization enter into the following agreements.

## **ARTICLE II - DEFINITIONS**

- 2.1 The term "teacher" for the purpose of this document means classroom teachers and other certified personnel on the salary schedule who do not have responsibility for rating the performance of teachers.
- 2.2 The term "Board" shall mean the Chaney-Monge Public Schools, District No. 88 Board of Education.
- 2.3 The term "Organization" shall mean the Chaney-Monge Teachers Organization, American Federation of Teachers-Local 604, IFT, AFL-CIO.

## **ARTICLE III - RECOGNITION OF RIGHTS AND RESPONSIBILITIES**

### **3.1 Organization**

- A. The Board of Education School District 88, officially recognizes the Chaney-Monge Teachers Organization, AFT Local 604, IFT, AFL-CIO, as the sole bargaining agent for the teaching staff of District 88.
- B. The Organization and its representatives shall have the right to use school buildings at all reasonable hours for meetings. Duly authorized representatives of the Organization and their affiliates shall be permitted to transact all official Organization business on school property at all reasonable times, provided that this shall not interfere with or interrupt normal school operations. If facilities are needed after school hours or on non-school days, superintendent approval will be required. Such requests shall be made in writing three days in advance.

The Organization shall have the right to use school facilities and equipment normally used by teaching personnel. All other equipment will be used only with the consent of the superintendent.

The Organization shall have the right to post notices of activities and matters of

**ARTICLE III - RECOGNITION OF RIGHTS AND RESPONSIBILITIES (continued)**

Organization concern on teacher bulletin boards and may use the school district mail service, teachers' mail boxes, and/or the district's electronic network for communication to teachers.

Materials used by the Organization will be purchased by the Organization.

- C. Meetings of the Organization shall be held in September and May.
- D. The Board will make available upon request, all information deemed necessary for negotiation, such as budget, cost estimates, etc., within 10 days of the request. The Board shall also make available to the president of the Organization, two official copies of the Board agenda and packet for each regular Board meeting and two copies of the minutes from each meeting. Nothing herein shall require the central administrative staff to research and assemble information.
- E. The Organization is responsible for maintaining a high level of educational awareness among the professional teaching staff of District 88. As evidence of its acceptance of the professional rights and responsibilities of teachers, the Organization has endorsed the Uniform Code of Ethics of the Education Profession.
- F. All future and existing Illinois School Laws referring to the rights and responsibilities of Teachers Organizations are hereby included in this Agreement.

3.2 The Teacher

- A. It is recognized that teaching is a profession requiring specialized education qualifications and that the success of the educational program in the district depends upon the maximum utilization of the abilities of teachers who are reasonably well satisfied with the conditions under which their services are rendered. The teacher, with the cooperation of all supervisory personnel has the responsibility to help provide a wholesome climate which will enable youngsters to attain optimum educational benefits.
- B. Professional employees shall have the right to form, join, or assist professional negotiations with the School Board through representatives of their own choosing and to engage in other activities, individually or in concert, for the purpose of establishing, maintaining, protecting, or improving conditions of professional service and other educational standards. Professional employees shall also have the right to refrain from any or all such activities.

## **ARTICLE III - RECOGNITION OF RIGHTS AND RESPONSIBILITIES (continued)**

### **3.3 The Board**

- A. It is recognized that the legal responsibility for education as stated in the School Code of Illinois, is vested in the local Board of Education, and that this responsibility of final decision making cannot be delegated. However, the Board agrees to participate in good faith negotiations.
- B. The Board of this district wishes at all times to safeguard and to promote the economic welfare and professional advancement of teachers and other school personnel. To this end, upon request of a teacher or teachers, the Board, while in session, will discuss personnel policies with the appropriate Organization committee before they are instituted or changed. Grievance procedure in Appendices will determine appropriate levels to be followed.

### **3.4 The Superintendent**

It is recognized that the superintendent has a dual role to fulfill as educational and professional leader of the staff and as chief administrative officer of the Board. However, he shall possess an allegiance to the learner which supersedes either of these loyalties. The superintendent shall, because of his educational and professional insights, and with the cooperation of all professional personnel, help provide those conditions which enable teacher, administrators, and other staff members to achieve their professional goals within a framework of continued quality educational services to all pupils.

### **3.5 The Principals and Other Supervisory Personnel**

- A. The Principals and other supervisory personnel have primary responsibility to assist the teaching staff and other auxiliary services in providing a quality Educational program and with the cooperation of all professional personnel establish the necessary climate for optimum education growth of the student.
- B. Principals and other supervisory personnel may act, upon the mutual agreement of the Teacher Organization and the Board of Education, as consultants and resource for the Teacher Organization and/or Board of Education when negotiations are occurring which deal with matters that are related to administrative and supervisory functions.
- C. A part time teacher-principal, shall be considered a principal.

## **ARTICLE IV – FAIR SHARE**

All teachers who are not members of the Union, commencing on the effective date of this Agreement, or thirty days after their initial employment, whichever is later, and continuing during the term of this Agreement, and so long as they remain non-members of the Union, shall pay to the Union each month their fair share of costs of the services rendered by the Union that are chargeable to non-members under the state and federal law, including district, local, state and national dues.

Such fair share payment by non-members shall be deducted by the Board from the earnings of the non-member teachers and remitted to the Union, provided, however, that:

1. The Union has posted the appropriate notices of imposition of such fair share fee in accordance with the rules and regulation of the Illinois Educational Labor Relations Board (IELRB); and
2. The Union has annually certified in writing to the Board (a) the amount of such fair share fee and (b) the fact that the notice required in (1) above has been posted.

The Board shall cooperate with the Union to ascertain the names of all non-members of the Union from whose earnings the fair share payments shall be deducted.

The Union shall prepare a notice containing the fair share fee information as required by the rules and regulations of the IELRB, (with a copy served on the Union) at any time before the expiration of this Agreement, in accordance with the rules and regulations of the IELRB. The parties recognize the right of teachers to object to the amount of the fair share fee and that such objections shall be handled under the rules and regulations now in effect or adopted later by the IELRB.

The parties recognize the rights of non-members based on their bona fide religious tenets or teachings of a church or religious body as provided in Section 11 of the Illinois Educational Labor Relations Act (IELRA). If a non-member teacher asserts the right on non-association under Section 11 of the IELRB, he/she shall be required to pay an amount equal to his/her proportionate share to a non-religious charitable Organization mutually agreed upon the teacher and the Union. If the teacher and the Union do not agree on the matter, a charitable Organization shall be selected from a list established by the IELRB under its rules.

The Union shall indemnify and hold harmless the Board, its members, officers, agents and employees from and against any and all claims, demands, actions, complaints, suits, or other forms of liability that shall arise out of or by reason of action taken by the Board for the purposed of complying with the above provisions of this Section, or in reliance on any list, notice, certification, affidavit, or assignment furnished under any of such provisions.

## **ARTICLE V - PROCEDURE FOR NEGOTIATIONS**

### 5.1 Committee Membership

The Board or designated representatives of the Board and the CMTO or their designated representatives shall constitute a joint negotiation committee. The number of representatives designated by each party shall be limited to no more than five (5) representatives at each negotiation meeting. Each party shall designate one (1) member of its committee to act as permanent spokesperson before the commencement of formal negotiations. However, any member of either negotiating team may speak if they so desire.

### 5.2 Meetings

- A. Negotiations shall begin no earlier than January 1 and no later than January 31 of the year in which the new contract will be in effect unless both parties agree to a later date. Meetings will be held at the time and places agreed to by both parties. Negotiations will begin when CMTO's committee presents the Board's committee with a list of negotiable items.
- B. Facts, opinions and proposals will be exchanged freely during the meeting or meetings in an effort to reach mutual understanding and agreement on matters of mutual concern.
- C. In the interest of time, meetings may be held by mutual consent between the superintendent or his representative and the CMTO representative to clarify issues and exchange information. These meetings may be requested by CMTO's president or the superintendent.

### 5.3 Communications

- A. The Board's negotiating committee may communicate the status of negotiations to the superintendent or Board at any time. The CMTO's negotiating committee may communicate the status of negotiations to all certified personnel at any time.
- B. Should the Board's committee or their designated representatives deem it advisable to meet with all certified personnel or should the CMTO's committee or their designated representatives deem it advisable to meet with the full Board to facilitate negotiations, accommodations shall be made by the spokesperson of each committee.

## **ARTICLE VI - SCOPE OF ITEMS IN NEGOTIATIONS**

- 6.1 Both parties agree to meet at reasonable times to negotiate salaries, fringe benefits,

## **ARTICLE VI - SCOPE OF ITEMS IN NEGOTIATIONS (continued)**

grievance procedures, working conditions and items stated in this agreement. This agreement and its provisions shall terminate and supersede any and all prior agreements and practices, Board policies that are presently contrary to this contract and rules and regulations concerning subjects covered herein.

## **ARTICLE VII - ASSISTANCE IN NEGOTIATIONS**

- 7.1 The participants may call upon competent professional and lay representatives to consider the matter under discussion and to make suggestions.
- 7.2 All participants have the right to utilize the service of consultants in deliberations.

## **ARTICLE VIII - IMPASSE PROCEDURES**

- 8.1 If agreement is not reached on all items, either party after ninety (90) calendar days from the commencement of negotiations may declare to the other in writing that an impasse exists and call for mediation.
- 8.2 Mediation
- A. Both parties agree that mediation shall be governed by Public Act 83-1014, II. Rev. State., Ch. 48, par. 1701 through par. 1721.
- B. The cost for mediation shall be equally shared by the Board and the CMTO.

## **ARTICLE IX - AGREEMENT AND APPENDICES**

- 9.1 When the participants reach agreement, it will be reduced to writing and will be submitted separately to the Board of Education and to the membership of the Organization for ratification. Upon ratification, it shall become part of the official minutes of the Board of Education.
- 9.2 When further agreements are reached, they will be acted upon in like manner and will become part of this agreement as appendices.
- 9.3 Signed copies of the written, agreed upon material will be prepared for the Board and the Organization prior to the adjournment of the meeting at which agreement was reached. When necessary, provisions in the agreement shall be reflected in the individual teachers' contracts. The agreement shall not discriminate against any

**ARTICLE IX - AGREEMENT AND APPENDICES (continued)**

member of the teaching staff, regardless of membership or non-membership in any teacher's Organization.

**ARTICLE X - AMENDMENTS**

- a. The terms and conditions set forth in this agreement represent the full and complete understanding and commitment between the parties hereto. The terms and conditions may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in a written amendment executed according to the provisions of the agreement.

**ARTICLE XI - DURATION AND VALIDITY OF AGREEMENT**

- 11.1 This agreement shall become effective on July 1, 2012 and shall continue in effect until June 30, 2014.
- 11.2 This agreement shall be terminated when a challenging Organization is declared the exclusive representative as provided for in this agreement.
- 11.3 The Board and the Organization acknowledge that during the negotiations which resulted in this agreement each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the area of collective bargaining, and that the understandings and agreements arrived at by the Parties after exercise of that right and opportunity are set forth and solely embodied in this agreement.

This agreement is signed this 16<sup>th</sup> day of May, 2012 and witnessed thereof:

\_\_\_\_\_  
President, Board of Education  
Chaney-Monge S.D. #88

\_\_\_\_\_  
President, Chaney-Monge Teachers  
Organization, AFT-Local 604

\_\_\_\_\_  
Secretary, Board of Education

\_\_\_\_\_  
Secretary, CMTO

Attested to: \_\_\_\_\_  
Superintendent of Schools

## **APPENDICES**

The following appendices have been approved and are added as extensions of this agreement. These appendices shall remain a part of this agreement until amended or deleted as provided in the procedures of this agreement.

- Appendix A:           Salary Schedule
- Appendix B:           Fringe Benefits
- Appendix C:           Grievance Procedure
- Appendix D:           Teaching and Employment Conditions

**APPENDIX A**

A. Salary Schedules

1. The salary and extra-duty provisions as negotiated by the Board and the Organization for the 2012-2013, and 2013-2014 school years can be found in this appendix.
2. For all employees hired after June 30, 1993, the BA step shall go to 10 years, BA+15 to 13 years, BA+30 to 16 years.
3. Longevity Steps

Step 1	Years 16-20	\$800
Step 2	Years 21-25	Step 1 + \$500
Step 3	Years 26+	Step 2 + \$500

B. Board Payment of Teacher Retirement Contribution

1. The Board will pay 9.4% retirement contribution to the Teachers' Retirement System of Illinois.
2. It is expressly understood that figures appearing on the schedules include a sum equal to 9.4% of the full salary of each teacher which is, in fact, payable to the Teachers' Retirement System on the teacher's behalf. The teacher shall have no claim upon this money except as such may arise upon retirement or upon severance from the Teachers' Retirement System.
3. The Organization agrees to indemnify and hold harmless, the Board, the individual members thereof, and its agents and employees from any and all claims, including but not limited to the cost of the defense thereof, resulting from any action taken to affect compliance with this section.
4. In the event this provision becomes inoperable because of legal mandate, the 9.4% contribution now paid by the Board for each teacher into the Teachers' Retirement System will be paid directly to the teacher.

# 2012-2013 Salary Schedule

	<b>BA</b>	<b>BA + 15</b>	<b>BA+30</b>	<b>MA</b>	<b>MA+15</b>	<b>MA+30</b>	<b>MA+45</b>
<b>1</b>	33626	34426	35226	36426	37226	38026	38826
<b>2</b>	34163	35403	36644	37886	39267	40646	42027
<b>3</b>	35022	36264	37505	38746	40126	41505	42887
<b>4</b>	36048	37288	38529	39770	41150	42531	43912
<b>5</b>	37023	38263	39504	40745	42126	43506	44886
<b>6</b>	38397	39637	40879	42119	43500	44880	46260
<b>7</b>	38767	40020	41273	42527	43920	45313	46707
<b>8</b>	39141	40407	41672	42938	44344	45751	47158
<b>9</b>	39519	40796	42074	43352	44772	46194	47614
<b>10</b>	<u>40933</u>	42211	43489	44766	46186	47608	49028
<b>11</b>	42347	43624	44902	46180	47600	49020	50442
<b>12</b>	43761	45039	46317	47593	49014	50435	51856
<b>13</b>	45172	<u>46449</u>	47727	49005	50424	51845	53267
<b>14</b>	46585	47863	49140	50418	51839	53259	54680
<b>15</b>	48965	50242	51521	52797	54219	55640	57060
<b>16</b>	50927	52321	<u>53598</u>	54876	56297	57718	59139
<b>17</b>	53222	54498	55776	57054	58475	59895	61316
<b>18</b>	55054	56330	57608	58886	60306	61728	63149
<b>19</b>	56959	58236	59513	60791	62212	63633	65054
<b>20</b>	60039	61316	62594	63870	65292	66713	68134
<b>21</b>	62144	63421	64699	65977	67397	68818	70239
<b>22</b>	63559	64836	66113	67391	68811	70232	71653
<b>23</b>	64972	66249	67527	68805	70225	71645	73067
<b>24</b>	66387	67663	68940	70218	71639	73060	74481
<b>25</b>	67800	69077	70355	71633	73054	74473	75895
<b>26</b>	69214	70491	71768	73046	74467	75888	77308
<b>27</b>		71905	73183	74460	75880	77301	78723
<b>28</b>		73319	74596	75873	77295	78716	80136
<b>29</b>		74733	76011	77288	78709	80129	81551
<b>30</b>				78701	80123	81543	82964
<b>31</b>				80115	81537	82957	84379
<b>32</b>				81529	82951	84371	85792
<b>33</b>				82943	84365	85785	87206
<b>34</b>				84357	85778	87199	88621
<b>35</b>				85771	87192	88613	90034

**NOTE: COLUMNS STOP AT UNDERLINED FIGURES FOR EMPLOYEES HIRED AFTER JUNE 30, 1993.**

# 2013-2014 Salary Schedule

	<b>BA</b>	<b>BA + 15</b>	<b>BA+30</b>	<b>MA</b>	<b>MA+15</b>	<b>MA+30</b>	<b>MA+45</b>
<b>1</b>	34172	34972	35772	36972	37772	38572	39372
<b>2</b>	34719	35545	36371	37610	38436	39262	40088
<b>3</b>	35273	36554	37835	39117	40543	41967	43393
<b>4</b>	36160	37443	38724	40005	41430	42854	44281
<b>5</b>	37220	38500	39781	41063	42487	43913	45339
<b>6</b>	38226	39507	40788	42069	43495	44920	46345
<b>7</b>	39645	40925	42208	43488	44914	46339	47763
<b>8</b>	40027	41321	42614	43909	45347	46786	48225
<b>9</b>	40413	41720	43026	44333	45785	47238	48691
<b>10</b>	<u>40803</u>	42122	43441	44761	46227	47695	49161
<b>11</b>	42263	43583	44902	46221	47687	49155	50621
<b>12</b>	43723	45042	46361	47681	49147	50613	52081
<b>13</b>	45183	<u>46503</u>	47822	49140	50607	52074	53541
<b>14</b>	46640	47959	49278	50598	52063	53530	54998
<b>15</b>	48099	49419	50737	52057	53524	54990	56457
<b>16</b>	50556	51875	<u>53195</u>	54513	55981	57448	58914
<b>17</b>	52582	54021	55340	56659	58127	59594	61061
<b>18</b>	54952	56269	57589	58908	60375	61842	63309
<b>19</b>	56843	58161	59480	60800	62266	63734	65201
<b>20</b>	58810	60129	61447	62767	64234	65701	67168
<b>21</b>	61990	63309	64628	65946	67414	68881	70348
<b>22</b>	64164	65482	66802	68121	69587	71055	72522
<b>23</b>	65625	66943	68262	69581	71047	72515	73982
<b>24</b>	67084	68402	69722	71041	72507	73973	75442
<b>25</b>	68545	69862	71181	72500	73967	75434	76902
<b>26</b>	70004	71322	72642	73961	75428	76893	78362
<b>27</b>	71463	72782	74100	75420	76887	78354	79821
<b>28</b>		74242	75561	76880	78346	79813	81281
<b>29</b>		75702	77020	78339	79807	81274	82740
<b>30</b>		77162	78481	79800	81267	82733	84201
<b>31</b>		0	0	81259	82727	84193	85660
<b>32</b>		0	0	82719	84187	85653	87121
<b>33</b>		0	0	84179	85647	87113	88580
<b>34</b>		0	0	85639	87107	88573	90040
<b>35</b>		0	0	87099	88566	90033	91501

**NOTE: COLUMNS STOP AT UNDERLINED FIGURES FOR EMPLOYEES HIRED AFTER JUNE 30, 1993.**



## EXTRA-DUTY SALARY SCHEDULE

<u>ASSIGNMENT</u>	<u>FY 13</u>	<u>FY 14</u>
ELEMENTARY NEWSPAPER	\$ 790	\$ 816
JH NEWSPAPER	\$ 790	\$ 816
JH SCIENCE CLUB	\$ 790	\$ 816
LIT MAGAZINE	\$ 790	\$ 816
6-8 STUDENT LEADERSHIP	\$ 790	\$ 816
EL. DIV. LIASON	\$ 790	\$ 816
JH DIV. LIASON	\$ 790	\$ 816
YEARBOOK SPONSOR	\$ 1579	\$ 1630
MUSIC DIRECTOR	\$ 4227	\$ 4364
DANCE CLUB	\$ 790	\$ 816
TECHNOLOGY ASSOCIATE	\$10,000	\$10,325

## **APPENDIX B - FRINGE BENEFITS**

### **1. SICK LEAVE**

Each full-time teacher shall be granted 15 days of sick leave at full pay in each school year. If any teacher does not use the full amount of annual leave thus allowed, the unused amount shall accumulate to the TRS maximum allowable for service credit at full pay, including the leave of the current year. In the event that a teacher has already accumulated days beyond the current contractual allowance of 340 days, he/she may use these additional days for service credit.

Sick leave shall be interpreted to mean personal illness, quarantine at home, or serious illness in the immediate family. The immediate family shall include: parents, spouse, children, siblings, parents-in-law, siblings-in-law, grandparents, grandparents-in-law, and legal guardians(s).

### **2. RETIREMENT BENEFIT OPTION PROGRAM**

- a. Any teacher who renders a minimum of 15 years of cumulative creditable service to the district preceding his or her retirement and who does not cause the district to incur cost payable to TRS under the Early Retirement Option (ERO) will be paid a salary increase his/her last 4 years of service equal to six percent (6%) above the previous year's contracted salary for the same assignments/workload. The six percent (6%) increase shall be in lieu of any annual salary/stipend increase, step, longevity, and/or lane advancement and shall be adjusted to reflect any changes in assignments or duties from year to year during the duration of the retirement option. Eligibility for this option is limited to teachers who will be at least sixty (60) years old, or will be between the ages of fifty-five (55) and fifty-nine (59) with at least 35 years of creditable TRS service at the time of retirement.
- b. An employee must submit an irrevocable letter of intent to retire, which shall include a specific retirement date, by June 1<sup>st</sup> four years prior to the intended date of retirement.
- c. Total salary increase from year to year shall be established at six percent (6%) after the submission and acceptance of the ILIR (irrevocable letter of intent to retire).
- d. Post retirement lump sum severance benefit: An employee who retires under the terms and conditions of this section shall qualify for a post retirement lump sum severance benefit. For each year of full-time active service with School District 88, the Board shall pay the eligible employee .5% of the employee's final school year's salary (excluding extra duty, extended learning or any other additional form of compensation) up to a maximum of fifteen percent (15%) of the employee's final salary. Example, \$75,000 X .5% X 30 years = \$11, 250. The payment shall be made to the employee 30 to 60 days after the teacher's last day of work or the last paycheck, whichever occurs intended by the teacher nor the Board to be creditable earnings under TRS.

## APPENDIX B - FRINGE BENEFITS (Continued)

Between September 1st and October 1<sup>st</sup> of every school year, the Organization will provide a list of employees who are within five years of being eligible, or who are eligible to retire under any TRS retirement program to the Superintendent. Between October 31st and December 15<sup>th</sup> of every school year, the Superintendent or his/her designee, a union representative and each employee on the list will meet to determine whether the employee, under the current salary schedule, collective bargaining language (horizontal lane movement, promotion, extra-curricular, stipends, any possible additional payment) would earn more than the TRS maximum allowable rate without penalty to the Board of Education over the previous school year's creditable earnings in any year of this contract.

The parties agree that under no circumstances will the increases in creditable earnings for teachers who are within four years of becoming eligible for retirement or who are eligible to retire under any TRS retirement program, exceed the TRS maximum allowable rate without penalty to the Board of Education from one year to the next. The parties agree that if the cap might be exceeded, the parties will meet and agree to restructure the teacher's assignment or compensation so that the cap will not be exceeded. The parties acknowledge, the purpose of such an agreement is to avoid liability for penalties which may result from increases in creditable earnings from one year to the next in excess of TRS maximum allowable rate without penalty to the Board of Education.

### 3. BEREAVEMENT LEAVE

Up to three bereavement days with pay shall be allowed upon superintendent's approval in the event of death in the immediate family as defined in B.1 providing that such days are days when school is in session. The bereavement leave may be extended for up to two additional workdays upon approval by the Superintendent and the use of up to two of the employee's accumulated sick leave days.

### 4. PERSONAL LEAVE

Two paid personal leave days shall be granted each teacher. Teachers with 10 or more years of service to Chaney-Monge SD #88 shall be granted up to three paid personal leave days. Teachers with 20 or more years of service to Chaney-Monge District #88 shall be granted up to four paid personal leave days. Teachers shall receive sick leave credit for any unused personal days. Employees may request additional personal leave days in an emergency or unavoidable situation in excess of their annual allotment. If approved by administration, one sick leave day shall be deducted from the employee's accumulated sick leave total and the per diem cost of the substitute teacher shall be deducted from the per diem pay of the employee. The deductions will be made commensurate with the number of the additional personal leave days approved by administration.

**APPENDIX B - FRINGE BENEFITS (Continued)**

5. LEAVES OF ABSENCE

All leaves of absence shall be unpaid, governed by school district policy and, where applicable, the Family Medical Leave Act of 1993. Employees may use unpaid family and medical leave, guaranteed by the federal Family Medical Leave Act, for up to a combined total of 12 weeks during a 12 month eligibility period which shall commence on the first day of the employee's family medical leave.

Definition: Eligibility period is the 12 month period of time that shall begin with the first day of the approved family and medical leave and 365 days (12 months) thereafter. An employee may use up to a combined total of 12 weeks of family and medical leave during the eligibility period.

6. CIVIC DUTY LEAVE

A teacher shall be excused at full pay for the purpose of performing civic duties such as jury duty and witnessing. The teacher will be allowed to keep any money received for jury duty. Scheduling of time away from school for civic duty shall be processed through the Superintendent. Civic duty shall not be counted as a personal or sick leave day.

7. MILITARY SERVICE CREDIT

One year shall be granted for each year of active military service, up to a maximum of two years.

8. DEATH BENEFIT

Life insurance coverage in the amount of \$50,000 shall be provided for employees included in this agreement.

9. INSURANCE

a. EMPLOYEE INSURANCE

The Board shall fully pay the premiums for the following insurance for full-time certified employees covered under this agreement except as provided in part (i) of this section:

- I. Major Medical and Hospitalization
- II. Dental
- III. Vision
- IV. Life Insurance: \$50,000 policy

**APPENDIX B - FRINGE BENEFITS (Continued)**

- b. EMPLOYEE FAMILY MAJOR MEDICAL-HOSPITALIZATION INSURANCE FOR EMPLOYEES HIRED PRIOR TO JUNE 30, 1993

The Board shall contribute a maximum of \$280.00 for major medical and hospitalization family rider premiums for employees that qualify for the plan hired before June 30, 1993.

Beginning FY98 and henceforth, the Board shall pay a maximum of \$280.00/month for employee family coverage.

Employees may elect to have their portion of premiums paid directly to the business office or through a payroll deduction plan.

- c. EMPLOYEE FAMILY MAJOR MEDICAL-HOSPITALIZATION INSURANCE FOR EMPLOYEES HIRED JULY 1, 1993 OR THEREAFTER.

The Board shall offer family major medical and hospitalization insurance coverage to employees hired on or after July 1, 1993 through the district's health care insurance plan. The employee shall be required to pay for the total cost of the premium and may elect to pay the district directly or through a payroll deduction plan.

- d. FAMILY DENTAL AND VISION COVERAGE:  
ALL EMPLOYEES

The Board shall offer family dental and vision insurance to all employees. Employees will pay for the total cost of selected coverage either through direct payment to the business office or through a payroll deduction plan. Employees covered under the district's vision plan shall be able to obtain frames every two years as enumerated in the VSP plan.

- e. PARTICIPATION

Employees participating in any of the above insurance programs shall follow the procedures enumerated for each plan. Copies of the procedures and policies are available in the school business office.

Employees may elect to enroll in any health insurance plan offered by the school district.

- f. CHANGE IN INSURANCE CARRIER

The Board may, when deemed necessary, change the insurance carriers. However, the benefits therein must be equal to and comparable to the original (replaced) insurance program. (Note: Master plan on file in the district business office.)

**APPENDIX B - FRINGE BENEFITS (Continued)**

When a change in insurance vendors takes place, the level of coverage in the new plan shall be comparable to the plan being replaced. The Board may also provide alternative health insurance products to employees covered by this agreement at any time.

- g. EMPLOYEE FAMILY MAJOR MEDICAL-HOSPITALIZATION INSURANCE:

Prescription Drug Card Plan Employee Co-payments

- 1. Effective July 1, 2003, the following employee co-payment fees shall be applicable: \$7.00 for all generic brand drugs; \$12.00 for all formulary brand name drugs (brand name drugs that are included in the drug card provider's formulary listing); and \$20.00 for all brand-name prescriptions drugs not listed on the drug card provider's formulary listing.

- h. EMPLOYEE FAMILY MAJOR MEDICAL-HOSPITALIZATION INSURANCE HEALTH INSURANCE PLAN:

Single/Family Plan Annual Deductibles

- 1. Effective July 1, 2006, employees participating in the health insurance preferred provider option (PPO) plan, single deductibles shall be \$400. Family plan deductibles shall be as per the policy plan.

- i. ANNUAL COMBINED HEALTH CARE PREMIUM INCREASE CONTRIBUTION:

Annual Premium Increase Employee Contribution

- 1. Effective July 1, 2003, employees shall pay for 10% of the annual single coverage premium increase for the combined cost of health, life, vision and dental insurance.

- j. EMPLOYEES HIRED AFTER JUNE 30, 2006 SHALL PAY THE FOLLOWING:

Year 1	25% of single premium
Year 2	20% of single premium
Year 3	15% of single premium
Year 4	10% of single premium
Year 5+	10% of annual single premium increase

**APPENDIX B - FRINGE BENEFITS (Continued)**

10. **PAY FOR DEGREE ADVANCEMENT/GRADUATE WORK**

- a. All graduate programs, state certification programs, and course work must be approved by the Superintendent for reimbursement and/or movement on the salary schedule before any course work is attempted.
- b. The pre-requisite for approval is that the course work shall be:
  1. in an approved program for an advanced degree in education  
or
  2. able to aid in professional growth by enhancing teaching performance.
- c. Course work used for salary lane advancement must be earned outside of the regular school day.
- d. All semester hours of credit for salary advancement must be on file in the office of the superintendent before September 1 of the current school year.
- e. Upon completion of an approved course and upon evidence thereof filed with the Superintendent, a teacher will be reimbursed at the rate of \$325/hr per graduate credit hour not to exceed 15 graduate credit hours per fiscal year.
- f. Degree Completion Employment Guarantee: Upon completion of a graduate or post graduate degree for which the district has reimbursed an employee in whole or in part for at least 50% of the graduate hours in the degree program, said employee shall remain in good standing and in contractual continued services in the district for two school years following the end of the school year in which the degree was earned. If the employee leaves the district prior to this time, the employee shall reimburse the district \$1,000 for each full year and/or portion thereof that the employment guarantee is not fulfilled. Reimbursement shall be made to the school district prior to the Board's acceptance of the employee's letter of resignation.

When a teacher has met the requirement for, and received, the M.S. or M.A. Degree, after the school year has begun and prior to the beginning of the second semester, his/her salary shall be prorated after the 90th teaching day of the same year to reflect the granting of the advance degree upon filing the proper documentation in the school business office.

11. **CREDIT UNION**

The Canals and Trails Credit Union is established as the sole credit union authorized for Payroll deductions. Any teacher requesting payroll deductions must do so within a reasonable time after the negotiable salary is determined for the new year or no later than 10 days before the paycheck showing the salary for the new year. The teacher has the right to terminate this deduction at any time during the year.

**APPENDIX B - FRINGE BENEFITS (Continued)**

12. **TEACHER'S PERSONAL PROPERTY**

The Board shall provide to teachers, personal property insurance on all personal items of significant value that the teachers request be covered under this insurance. However, the request must first meet the approval of the building principal and superintendent. In addition:

- a. If applicable, the teacher must claim under his homeowner policy before the Board insurance coverage will apply.
- b. A request form must be completed describing the article, serial number, new, used, value, length article will remain in District 88.
- c. The article must, except when being directly used, be under lock and key. No article will be insured by the Board of Education unless the article has been properly and safely secured.

IMPORTANT NOTE: Only those articles that have been properly processed with a request form and that have the approval of the building principal and superintendent shall be insured by the Board of Education.

13. **PROFESSIONAL CONFERENCES**

Upon the discretion and approval of the Superintendent or designee, teachers shall be allowed to attend professional conferences and workshops. Pre-approved expenses for conferences/workshop fees, food, and travel will be reimbursed. Receipts for all expenses claimed shall be turned in before reimbursement is approved. Travel expenses shall be reimbursed at the current allowable rate as defined by the Internal Revenue Service.

14. **DUES DEDUCTION**

Upon receipt of a lawfully executed, written authorization from a teacher, the Board agrees to deduct AFT and/or Organization dues in equal installments over 19 pay periods. Any teacher requesting deductions must indicate the amount to be deducted by the end of the first week of the new school year.

Deductions for dues will automatically resume the following school year unless and until the authorization is withdrawn by the individual teacher by written notice, through the Organization treasurer, to the business office.

**APPENDIX B - FRINGE BENEFITS (Continued)**

15. **TAX SHELTERED ANNUITY PAYROLL DEDUCTION PLANS**

The Board of Education will enter into an agreement for TSA (Tax Sheltered Annuity) payroll deduction plans for a vendor having a minimum of five school district employees or more enrolled in the plan and meets and agrees to the terms and conditions of the District 403B plan document.

## **APPENDIX C - GRIEVANCE PROCEDURE**

A grievance is defined as a complaint or claim by a teacher or the Union that there has been a violation, misinterpretation or misapplication of any provisions of this Agreement.

The Board acknowledges the right of the Organization to assist a grievant at any level of the grievance procedure if it obtains the consent of the grievant, and the Organization acknowledges the right of any member of the Administration to receive assistance as desired in any step of the grievance procedure. Failure of any employee or the Union to act on a 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 prescribed time limits shall permit the grievant to proceed to the next step. The time limits, however, may be extended by mutual consent. At any stage of the grievance procedure, the grievant may be represented by a representative of his or her choice.

A grievance involving the act of any administrator above the building level shall initially be filed at Step 3 of the grievance procedure after the grievant first having consulted the Administrator involved.

- Step 1: A complaint shall first be discussed with the object of resolving the matter informally. If the matter is resolved and a Union representative was not present at the adjustment of the complaint, the principal shall inform the Union president of the adjustment.
- Step 2: If the grievance cannot be resolved informally, the grievant shall present the grievance in writing to his/her immediate supervisor no later than twenty (20) business days after the occurrence of the claim or complaint. The supervisor will arrange for a meeting to take place within five (5) business days after receipt of the grievance. The aggrieved party, the immediately involved supervisor, and union representation when requested, shall be present for the meeting. The supervisor will then, within five (5) business days after the meeting, provide the aggrieved party and the superintendent with a written memorandum setting forth the disposition of the grievance. Such memorandum shall contain reasons upon which the disposition of the matter was based.
- Step 3: If the grievant is not satisfied with the disposition of the grievance at step 2, or if step 2 time limits expire without the issuance of the supervisor's memorandum, the grievant shall present the grievance in writing to the superintendent within ten (10) business days. The superintendent shall arrange for a meeting to take place within five (5) business days after receipt of the grievance. The superintendent shall conduct the meeting with the same parties being present as were present in Step 2. Upon the conclusion of the hearing of the grievance, the superintendent shall have ten (10) business days in which to provide his/her written decision to the grievant.
- Step 4: If the grievant is not satisfied with the disposition of the grievance at Step 3, or if step 3 time limits expire without the issuance of the superintendent's decision, the grievant may refer the grievance to the Board of Education.

## **APPENDIX C - GRIEVANCE PROCEDURE (continued)**

Upon receipt of the request, the Board shall schedule, within thirty (30) days, a closed session hearing on the grievance, and shall promptly thereafter render its decision in writing.

Step 5: If the grievance is not resolved satisfactorily at Step 4, there shall be available a step of impartial, binding arbitration. The Union may submit, in writing, a request to the superintendent within ten (10) business days from receipt of the step 4 answer. The arbitrator shall be selected from the American Arbitration Association in accordance with their voluntary labor tribunal rules.

Each party shall be entitled to representation and witnesses. The arbitrator shall have no power to alter the terms of this Agreement, nor to make any award void or prohibited by law, statutory or decisional.

The cost of the arbitrator shall be borne equally between the aggrieved party and the school district. Should either party request a transcript of the proceedings, that party will bear the cost of the transcript. The arbitrator's decision shall be final and binding upon the parties. His/her decision must be based solely and only upon his or her interpretation of the meaning or application of the express relevant language of the Agreement.

A business day is defined as a day on which the School Administration Office is open for business.

Should the investigation of any grievance require, in the judgment of the superintendent, that an employee be released from his/her regular assignment, he/she will be released without loss of pay or benefits.

The Board agrees not to take any reprisal against any person for his participation in the grievance process. The Union agrees to take no reprisals against any person because of his or her participation or refusal to participate in the grievance process.

Furthermore, should any member of the bargaining unit commence an action against the Board and/or any of its members individually or collectively, before any State or Federal Administrative agency, Court or Tribunal, charging the Board or any of its members as aforesaid with any alleged violation of any of the rights granted to or enumerated herein, said proceeding shall act as a bar to the commencement of further proceeding of any grievance filed herein which alleges as its subject matter any violation of any rights specifically enumerated herein.

The final determination of a grievance at any step shall be included in the interested teacher's (s) official Board file.

## **APPENDIX D - TEACHING AND EMPLOYMENT CONDITIONS**

### 1. CLASS LOAD

The Board of Education will do all within its power and within the financial limits and building capacities of the district to provide the most efficient and effective class size possible. They will strive for as low a teacher-pupil ratio as possible.

### 2. TEACHER CONTACT PERIODS

Every effort will be made to equalize the contact and preparation periods as each school permits. Every teacher should have the same number of instructional contact periods at Chaney-Monge.

### 3. TEACHER AIDES

The Board of Education will consider the possibility of providing a teacher aide in the classroom when student needs or classroom conditions warrant.

### 4. SCHEDULING AND CLASS LENGTH

The administrators of School District 88 shall hereby be charged with the responsibility of meeting annually with a CMTO Committee to freely discuss teacher opinions and suggestions in regard to scheduling and class length for the following year.

The Administrators will, wherever they deem feasible, attempt to incorporate in the schedule any suggestions offered by the teachers' committee.

### 5. DUTIES

All non-teaching duties shall be kept at a minimum and assigned on a fair and equitable basis.

### 6. PAY PERIOD OPTIONS – BALANCE OF PAYMENT

Prior to the first pay period of each school year the administration shall contact each teacher to determine whether they elect to receive their annual salary in twenty (20) or twenty-six (26) equal payments. The option selected shall remain in effect until the following school year unless the teacher is not returning to the district in which case the following paragraph applies.

Should there be any balance in the Board's contractual salary commitment to a teacher who is not returning to the district, said teacher shall have the option to be paid on the last pay date of the school term, if requested by May 1.

**APPENDIX D - TEACHING AND EMPLOYMENT CONDITIONS (continued)**

7. **INSTRUCTIONAL SUPPLIES**

The Board of Education will do all within its power and within the financial limits of the district to assure that adequate instructional supplies shall be made available to all teachers.

8. **OVERNIGHT CHAPERONE**

In lieu of a person being paid to be an overnight chaperone, the Board shall grant the person(s) one day off with pay.

9. **EVENING ATTENDANCE**

A 1:30 p.m. dismissal will occur when evening attendance is requested of the teachers.

10. **VACANCY PROCEDURES**

- a. The superintendent shall make available a listing of teaching vacancies that exist in the district as they occur. Notices shall be distributed to all teachers. Positions will be held open for at least five (5) school days.
- b. A teacher shall submit a written request to the superintendent indicating his or her interest in the available position.
- c. If more than one teacher applies for the same vacancy, the teacher deemed best qualified by the superintendent shall be appointed to the position.
- d. Upon the request of the teacher, reasons for denial shall be given in writing by the superintendent.

11. **DISCIPLINE PROCEDURE**

In the event of any disciplinary action by an administrator toward a teacher, the following procedures will occur:

- a. A conference with the superintendent, the teacher and a union representative, if requested, will be held.
- b. A written reprimand or official letter of Notice to Remedy may be placed in the teacher's personnel file.
  1. The letter WILL NOT be placed in the teacher's file until he or she has

an opportunity to read the material.

**APPENDIX D - TEACHING AND EMPLOYMENT CONDITIONS (continued)**

2. The teacher shall acknowledge that he or she has read such material by affixing his or her signature on the actual copy to be filed with the understanding that such signature merely signifies that he or she read the material to be filed, but does not indicate agreement with its content.
3. A teacher shall have the right to answer the material within seven (7) days, in writing, and his or her answer shall be attached to the corresponding file material.

12. **INTERNAL SUBBING STIPEND**

In the event of an emergency, teachers shall be reimbursed at the rate of \$30.00 per class period for internal substitute teaching services as directed or as authorized by the administration during the teacher's normal non-contact and/or planning periods.

The Internal Subbing Stipend shall also be paid to a teacher for covering two or more classes simultaneously ("doubling") during a regularly scheduled contact period as directed or as authorized by the administration.

The Internal Subbing Stipend shall not be applicable for staff members who voluntarily agree to cover for a colleague's limited or temporary absence from his/her work assignment with the prior approval of the administration.

13. **EMPLOYEE PROFESSIONAL GROWTH**

As part of the ongoing professional growth of all certified employees of District #88, each employee shall submit a signed affidavit (available at the District office) of intent to participate in professional growth activities for the forthcoming contractual year to the Superintendent of schools. Activities may include, but not be limited to:

Undergraduate credit for coursework in subject/grade level areas;

Graduate coursework in subject/grade level areas;

Supervisory coursework relative to education;

Workshops pertaining to subject/grade level areas;

Training seminars relative to education, students, teachers, or classroom management;

Research work done independently or within a group that has been approved

by the superintendent;

**APPENDIX D - TEACHING AND EMPLOYMENT CONDITIONS (continued)**

Project sponsorship, development that will enhance the overall quality of educational services offered by the school.

Failure to comply with the terms and conditions of this article will cause the employee to be frozen (vertically) on the current step he/she maintains on the salary schedule for the forthcoming school year.

School sponsored in-service activities, institutes, and/or meetings held within the course of the normal school day may not be considered as part of this professional growth plan. However, workshops held during the school day at another location that meet the intent of the professional growth article, may be considered.

All professional growth activities must be completed by the end of the school fiscal year for which the plan was developed.

14. **EMPLOYEE PROFESSIONAL GROWTH ALLOCATION**

Definition: A guaranteed annual budgetary allocation made by the Chaney-Monge Board of Education equal to the number of employees covered by the collective bargaining agreement times the established allocation per employee listed below.

Annual non-cumulative allocations per certified employee: \$500. This would include conference fees, mileage and sub coverage.

Purpose: To cover, in whole or in part, expenses related to annual, approved professional growth activities as per the employee's professional growth affidavit (or approved 5-year professional development plan).

- Limitations:
1. Employees covered under the collective bargaining agreement.
  2. Non-cumulative. Use it or lose it.
  3. Maximum reimbursement per employee = to the amount indicated in the contract.
  4. The activity and Actual/Estimated Expenditures must be pre-approved by the superintendent or his/her designee.
  5. This is a reimbursement process not a pre-pay program.

- Exclusions:
1. Expenditures related to graduate level coursework: i.e.: tuition, books, fees, mileage and supplies.
  2. Expenditures covered in whole or in part by specific grant or

entitlement programs.

**APPENDIX D - TEACHING AND EMPLOYMENT CONDITIONS (continued)**

Samples: Registration fees, materials, mileage, tolls, parking, lodging, meals, transportation fair, Internet coursework, software, postage, supplies.

Time Frame: 1. Allocation year (reimbursement deadline) = Fiscal Year July 1 – June 30.  
2. Submission deadline = Minimum 15 calendar days prior to the actual date of the activity/event.

Process: 1. Submit activity info/description to the Superintendent with an estimate of expenses at least 15 days prior to the date of the activity.  
2. Complete the activity and collect verification documentation, receipts, etc.  
3. Submit activity expense voucher with receipts, verification etc. to the Superintendent.  
4. Reimbursement will be made during the next pay period cycle.

15. **TEACHER EVALUATION PLAN**

A copy of the revised teacher evaluation plan shall be included and made a part of the new contract.

**CHANEY-MONGE ELEMENTARY  
SCHOOL DISTRICT 88**

400 Elsie Avenue  
Crest Hill, Illinois 60403  
Telephone (815) 722-6673  
Fax (815) 722-7814

**EMPLOYEE PROFESSIONAL GROWTH PLAN  
as per Appendix D, #14 of the Contract between  
Chaney-Monge School District #88 and CMTO, Local #604, A.F.T.  
For the school year 2012-2013 2013-2014**

As part of the ongoing professional growth of all certified employees of District #88, each employee shall submit a signed affidavit of intent to participate in professional growth activities for the forthcoming contractual year to the superintendent of schools. Activities may include, but are not limited to:

- Undergraduate coursework in subject/grade level area.
- Graduate coursework in subject/grade level areas.
- Supervisory coursework related to education.
- Workshops pertaining to subject/grade level areas.
- Training seminars relative to education, students, teachers or classroom management.
- Research work done independently or within a group that has been approved by the superintendent.
- Project sponsorship: development and implementation of a school based program that will enhance the overall quality of educational services offered by the school.

As you can see, the possibilities are limitless. Also, if you are actively working on an advanced degree in education, your yearly coursework in most instances satisfies the Employee Professional Growth provision.

Failure to comply with the terms and conditions of this article will cause the employee to be frozen (vertically) on the current step he/she maintains on the salary schedule for the forthcoming school year.

School sponsored inservice activities, institutes, and/or meetings held within the course of the normal school day may not be considered as part of this professional growth plan. However, workshops held during the school day at another location that meet the intent of the professional growth article, may be considered.

All professional growth activities must be completed by the end of the school fiscal year for which the plan was developed.

An approved activity may only be used for one fiscal/school year unless the plan is approved for more than one year as in the case of a long term research/project orientated activity. It is highly recommended to have your professional growth plans completed and submitted to the superintendent no later than the last Friday in September.

Furthermore, do not assume that an activity that you plan to engage in will be approved by the superintendent. Save some time, aggravation and possibly money by having the activity approved well in advance.

**AFFIDAVIT FOR THE  
CHANNEY-MONGE SCHOOL DISTRICT #88  
EMPLOYEE PROFESSIONAL GROWTH AGREEMENT**

DATE SUBMITTED: \_\_\_\_\_ FOR FISCAL YEAR: FY13 FY14  
(SCHOOL YEAR) 2012-2013 2013-2014

EMPLOYEE'S NAME: \_\_\_\_\_

DATE APPROVED: \_\_\_\_\_ SUPT. SIGNATURE: \_\_\_\_\_

ANTICIPATED DATE OF COMPLETION: \_\_\_\_\_

DATE COMPLETED: \_\_\_\_\_ SUPT. SIGNATURE: \_\_\_\_\_

Please answer the following questions concerning your professional growth activity(ies) for the upcoming school year as completely as possible. Use additional paper if necessary.

1. What type of professional growth activity(ies) are you proposing to participate in for the coming fiscal year?
  
2. How will your plan enhance or improve your overall effectiveness as an educator? For example: Is the activity content oriented? Method oriented? Will it enhance your overall skill as a teacher or add to your knowledge base in your particular subject area? Or, will the activity expand your general knowledge of the art and science of education?
  
3. Please describe when and where this activity will take place and, if possible, the name of the sponsoring institution, company or service that is providing the program.
  
4. What type of evidence and/or documentation will you submit to the superintendent upon completion of the program that indicates that you have attended, participated, passed or achieved the intended purpose of your proposed professional growth program?

I understand the terms and conditions of Appendix D, #15 and agree to complete the above professional growth plan by June 30 of the fiscal year for which the plan was developed.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**GUIDELINES FOR RESEARCH OR PROJECT ORIENTED PROGRAMS**

**EMPLOYEE PROFESSIONAL GROWTH AGREEMENT**

School-based research and or project based professional growth activities are highly recommended for the following reasons:

1. School district employees will be focusing on school District issues.
2. Action research is ongoing and improvement oriented.
3. School based projects usually put educational theory into practice.
4. The outcome of the project is highly relevant and often transferable to other grade and subject areas within the school.
5. More than one person can/may be involved in a research/project based professional growth activity – a team effort.
6. Facilitates creative thinking and problem solving among educational professionals.
7. Fosters an atmosphere of experimentation and “tinkering” with accepted “sacred” practices.

Some examples of research/project oriented professional growth activities:

- The effectiveness of using cooperative learning methods in grade four.
- An analysis of the achievement scores of students from two and single parent households for district #88.
- Interdisciplinary learning units: Creating and implementing.
- What do parents think of the quality and quantity of homework being assigned to their children by Chaney-Monge teachers?
- Methods of accommodating the gifted student in junior high math: Do they make a difference?
- Do children learn faster from video taped lessons or teacher-led lessons?
- Four teachers conducting a series of after school tutoring sessions for reading: did the tutoring make a difference?
- Cross-grade teaching: a project.

This is by no means an exhaustive list. For the most part, all of these activities begin with the identification of a problem or need. The ultimate goal of all the projects is IMPROVEMENT!

However, do not initiate any study until you have completed a research/project proposal and submitted it to the superintendent. Projects that are not pertinent, not well thought out, nebulous or shallow will not be authorized. The purpose of the proposal is to clearly state the intent, procedure and intended outcome of the project.

Initial proposals should be in the superintendent's office no later than the last Friday of September.

**PROFESSIONAL GROWTH – RESEARCH/PROJECT PROPOSAL**

SCHOOL YEAR:     Circle            2012-2013     2013-2014

Name(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Area of Study: \_\_\_\_\_

Title of the project: \_\_\_\_\_

State the problem: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Focus-Target group/area/subject: \_\_\_\_\_

Reason(s) for conducting this project/study: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Intended Outcome-Intended product: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Methods-Project Narrative: Use additional paper if necessary.

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

- Items that should be addressed in the narrative:
- Timeline
  - Anticipated costs and necessary resources/materials.
  - Will there be issues involving confidentiality? Privacy?
  - Will you be using any outside agencies? If so, whom?
  - How will you evaluate the overall effectiveness of the project?

A Step-by-Step description of the project from beginning to end.

Chaney-Monge School District #88

400 Elsie Avenue

Crest Hill, Illinois 60403

**District Evaluation Plan**

I. Teacher Evaluation

A. Teacher Involvement

(See attached Assurance Statement.)

B. Identification of Evaluators

(See attached List of District Evaluators.)

C. Job Description – Elementary Teaching

(See attached Job Description – Elementary Teaching.)

D. Standards

(See attached Teacher Classroom Performance Descriptors.)

E. Evaluation Process

(See attached Evaluation Process.)

F. Schedule of Evaluation

(See attached Evaluation Cycle.)

G. Philosophy of Teacher Evaluation

(See attached Philosophy of Teacher Evaluation.)

H. Performance Ratings.

(See attached Performance Ratings.)

I. Evaluation Instrument

(See attached Appraisal of Standards of Teaching Performance.)

II. Administrative Evaluation

A. Evaluation Procedures

B. Job Description

C. Areas of Evaluation

D. Evaluation Instrument

(Sections A, B, C and D as per contractual or mutual agreement.)

E. Schedule of Evaluation

Annually, but not later than March 1, of each calendar year, the Superintendent shall review with the administrator, principal; Principal's progress toward established goals, and working relationship among general administration, the School Board, faculty staff and community.

F. Report Results of Evaluation

(See Evaluation Process, numbers 6, 7, and 8.)  
Chaney-Monge School District #88  
400 Elsie Avenue  
Crest Hill, Illinois 60403

**Assurance Statement Teacher Involvement**

Representatives of the District's Teacher Negotiation Unit were involved in the development of the District Evaluation Plan.

\_\_\_\_\_  
President, Teachers Association

\_\_\_\_\_  
President, Board of Education

Evaluation Committee Members:  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_

\_\_\_\_\_  
Superintendent

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

**Chaney-Monge School District 88 Personnel Evaluators**

As of July 1, 2012

Name of Evaluator	Positions Evaluated		
	Teacher	Administrator	Education Support Personnel
Andy Siegfried	X	X	X
Jackie Hall	X	X	X
Sue Bruce	X		X

## Job Description

Title: Certified Teacher

Qualifications: 1. BA or BS Degree in Education.  
2. Proper Illinois Certification.  
3. Such alternatives to the above as the School Board may find appropriate and necessary.

Reports To: Building Administrators

Job Goal: 1. To create a flexible elementary program and environment most favorable to learning and personal growth.  
2. To motivate each student to develop skills, attitudes and knowledge to the highest level of potential and achievement.  
3. To provide a foundation for coping with an ever changing society and as a base for further education.  
4. To establish cooperative relationships with parents, students, volunteers and colleagues.

### Performance Responsibilities:

1. Meets and instructs assigned students/classes in locations/times assigned.
2. Assists in upholding/enforcing school rules, administrative regulations and School Board policies.
3. Establishes/maintains standards of student behavior within the school/classroom conducive to a functional learning atmosphere.
4. Instructs students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the District.
5. Plans/prepares for classes assigned, and exhibits written evidence of preparation upon request of the immediate supervisor.
6. Evaluates student progress on a regular basis.
7. Communicates with parents through conferences/other means to discuss student progress and interpret the school program.
8. Initiates problem solving conferences to solve student/class problems.
9. Identifies student needs and cooperates with colleagues in assessing and addressing student health, attitude and/or learning problems.
10. Seeks to create an effective environment for learning through functional/attractive displays, bulletin boards and interest centers.
11. Maintains professional competence through inservice activities provided by the District and ongoing self-selected professional growth activities.
12. Selects and requisitions instructional materials within limits of the budget; maintains required inventory records.
13. Attends and participates in faculty meetings.
14. Works both independently and cooperatively with colleagues to plan instructional goals, objectives and methods.
15. Administers group standardized tests in accordance with District testing program. Evaluates student progress with required classroom testing.
16. Participates in District curriculum development projects.

## Teacher Classroom Performance Descriptors

### Planning/Preparation:

The teacher is aware of the relationship between thorough preparation/planning and student success, thus the teacher:

1. Maintains clear/detailed written lesson plans which shall be prepared at least five days in advance.
2. Conducts ongoing revision of written lesson plans to address student needs, ability levels and interests.
3. Relates plans to clearly defined objectives that are consistent with established District curriculum scope and sequence.
4. Provides an appropriate amount of time for each subject area, consistent with State law/District procedures.
5. Has necessary instructional materials/equipment available.
6. Provides clear plans to enable a substitute teacher to maintain continuity of instruction.

### Implementation:

The teacher implements planning/methodology by demonstrating an understanding of learning theory, organizing effective learning experiences and achieving objectives. Thus, the teacher:

#### Lessons:

1. Previews lesson activities; provides clear verbal and written directions; repeats instructions and key points; and checks for student understanding.
2. Designs presentations, such as lectures/demonstrations to communicate clearly to students; digressions are avoided.
3. Includes ample activities requiring higher levels of thinking.

#### Teacher:

1. Helps students get ready to learn by explaining lesson objectives in easily understood terms and referring to lesson objectives throughout lesson to maintain focus.
2. Posts/distributes objectives to help students maintain a sense of direction and checks to see that objectives are understood.
3. Describes the relationship of a current lesson to previous lessons. Students are reminded of key concepts/skills previously covered.
4. Challenges students to learn, particularly prior to difficult lessons. Students know in advance what is expected and are ready to learn.
5. Adjusts pace of the lesson to the class and allows for different ability levels.
6. Provides prompt/positive feedback to students (homework/seatwork).
7. Uses routine assessment procedures designed for ease of use and quick return of results to students. Reports are connected to learning objectives, simple/clear and designed to help students understand/correct errors.
8. Uses a wide variety of questioning techniques appropriate to student ability levels

while requiring the highest level of thinking skills and designed to return student questions to class.

**Teacher Classroom Performance Descriptors (continued)**

9. Cues students appropriately while incorporating reasonable "wait time".
10. Has purposeful movement among instructional area to increase/control participation, maintain student engagement and provide individual assistance as needed.

**Student Involvement/Participation:**

Student involvement/participation is vital to meaningful learning. It is necessary that the teacher employ considerable skills to draw students into the activity. Thus, the teacher:

1. Provides ample opportunity for each student to participate in any activity.
2. Achieves a balance of teacher/student centered activities appropriate to the grade level/subject matter being taught.
3. Supports/accepts relevant student ideas/responses.
4. Acts appropriately to secure participation of the passive or uninvolved as well as acting to avoid the dominance of activities by a few students.
5. Uses available student data to ascertain instructional needs, plan work and guide the learning process.
6. Utilizes information/knowledge about students with special needs and takes appropriate action to meet identified needs.
7. Provides differentiated experiences to meet varied needs/ability levels of all students.
8. Allows for creative/artistic expression as well as verbal participation.
9. Secures and maintains student attention.
10. Treats all students fairly/impartially.

**Subject Matter Preparation in Content Areas:**

The teacher is knowledgeable in the assigned subject areas as well as in other disciplines that directly relate to student learning. The latter includes, but is not limited to guidance, learning disabilities, social work and speech. The teacher is also knowledgeable in the theories/principles of learning and demonstrates their effective application. Thus, the teacher:

1. Relates content areas appropriately.
2. Provides appropriate remedial/enrichment activities.
3. Demonstrates knowledge of current practices as they apply to subject matter/pedagogy.
4. Provides current/accurate information to students and readily acknowledges that he/she does not know all there is to know.

**Classroom Management:**

The teacher structures/manages the classroom to secure meaningful participation of students in activities with minimal teacher intervention. School organizational

patterns/grade levels are factors to be considered in assessing this topic. Thus, the teacher:

**Teacher Classroom Performance Descriptors (continued)**

1. Uses class time efficiently by employing appropriate routines.
2. Uses class time efficiently by beginning instruction promptly.
3. Uses class time efficiently by providing materials essential to the lesson.
4. Directs smooth transition between activities and/or types of instruction.
5. Provides clear/concise directions for assignments/classroom procedures.
6. Perceives/monitors activities in the instructional area.

**Classroom Control:**

Maintenance of a climate conducive to learning is essential for maximum student success. The teacher encourages students to develop self-directed positive behavior. The teacher recognizes behavior inappropriate to the activity and quickly takes constructive action to terminate it. Standards for classroom behavior are explicit. Thus, the teacher ensures that:

1. Students are informed of the standards for behavior in the classroom.
2. Classroom behavior standards are written, taught and reviewed from the beginning of the year/course throughout the year/course.
3. Rules, discipline procedures and consequences are planned in advance. Standards are consistent or identical to the school code of conduct.
4. Consistent/equitable discipline is applied for all students. Procedures are carried out quickly/clearly and linked to inappropriate behavior of students.
5. Disruptions are stopped quickly, taking care to avoid disrupting the learning environment of the class.
6. Disciplinary actions focus on the inappropriate behavior of the student.
7. Classroom problems are handled and supportive help is willingly sought.
8. Communication of classroom problem to Principal and/or parent is timely when problem needs supportive help.

**Classroom Environment:**

1. Physical Setting is conducive to a productive learning environment.
2. Classroom exhibits cleanliness.
3. Classroom organization facilitates what is to be learned.

**Attendance:** Attendance, punctuality and use of preparation time with work habits relating to teacher effectiveness are necessary. Thus, the teacher shall:

1. Attend required staff meetings.
2. Attend District scheduled Parent/Teacher Conferences.
3. Attend District scheduled activities.
4. Observe punctuality in arrival/departure times from building, classes and faculty and committee meetings.

**Student Expectations:**

To demonstrate high expectations for student learning the teacher shall:

1. Set high standards for learning and let all students know that they are expected to

meet standards to the best of their abilities. Standards are set so that they are both challenging and attainable.

**Teacher Classroom Performance Descriptors (continued)**

2. Set quality standards for academic work and consistently maintain them. Grading scales and mastery standards are set high to promote excellence.
3. Communicate to students that no students are expected to fall below the level of learning needed to be successful at the next level of education.
4. Communicate to students that they are expected to do well on tests and earn good grades.

**Evaluation Process**

1. All observations/evaluations of performance of a teacher shall be conducted openly and with full knowledge of the teacher.
2. In any meetings/conferences following or flowing from the evaluation process a teacher shall retain the right to have a union representative present and available.
3. If a difference of opinion occurs between the teacher and the evaluating supervisor, the teacher shall retain the right to seek observation/evaluation by another District #88 administrator and/or to attach an explanation, response or rebuttal to the observation notes and/or summative evaluation.
4. Each observation shall be of at least thirty minutes duration and should commence at the beginning of a class period and end at a natural break in the class.
5. As per contractual agreement, a copy of the District Evaluation Plan will be included in the teacher contract so that all involved parties will be aware of criteria/standards, job description, evaluation instrument and expectations.
6. A pre-observation conference will be held between the "qualified" evaluator and teacher being observed to discuss evaluation procedures and reach agreement as to the dates and times of scheduled observations.
7. A post observation conference will be held within ten days of completed observation between the "qualified" evaluator and teacher being observed to analyze the observation notes which shall be specific as to teacher's strengths and weaknesses, with supporting reasons for the comments made.
8. Each summative evaluation shall be concluded with a written summative evaluation report. All parties shall meet their responsibilities for completion of this process by April 30th of the current school year.

**Evaluation Cycle**

**Non-Tenured Teachers:**

Each non-tenured teacher shall be observed by an administrator a minimum of two times each school year. Summative Evaluations of non-tenured teachers which recommend termination of contract must be completed by March 15th of the school year.

**Tenured Teachers:**

Each tenured teacher in contractual continued service will be observed and receive a

summative evaluation at least once in the course of every two school years.

### **Evaluation Cycle (continued)**

After a teacher has been granted tenure and has received two consecutive satisfactory summative evaluations, he/she may be offered evaluation options in his/her off cycle year with clearly defined guidelines and deadlines to be published at the beginning of the administrative observation cycle each year. These options include but are not limited to:

1. Submission of Peer Observation by tenured colleague.
2. Submission of Teaching Portfolio.
3. Submission and completion of Job Targets Action Plan.

#### Remediation Plan:

If a tenured teacher receives an overall "unsatisfactory" rating on any summative evaluation report he/she shall have a remediation plan/procedure developed and implemented in accordance with 105 ILCS 5/24A-5; Ill. Rev. Stat. c. 122, par. 24A-5.

The remediation guidelines shall be submitted to the Evaluation Plan Committee for final revision/approval.

#### Consulting Teachers:

The consulting teacher shall not be required by either party to participate in any dismissal hearing. The consulting teacher shall provide advice to the teacher rated "unsatisfactory" on ways to improve teaching skills and successfully complete the remediation plan. The consulting teacher shall participate in designing the remediation plan.

Consulting teachers will receive release time to perform duties as consulting teachers. The consulting teacher will receive a stipend based upon his/her annual salary per diem on time spent after the regular school day. The School Board will hold consulting teachers harmless from any legal liability arising from the performance of their responsibilities as consulting teachers.

### **Philosophy of Teacher Evaluation**

The purpose of the Teacher Evaluation Plan is to improve the quality of instruction by:

1. Evaluating teacher knowledge, skills and overall competence.
2. Detecting, preventing and remediating teaching deficiencies.
3. Informing teachers of the required teaching standards.
4. Recognizing successful teaching behaviors.

The evaluation process is designed so that teachers are provided with the necessary professional assistance to aid in the development/maintenance of a quality instructional program. Administrators are expected to work closely/cooperatively with the staff during this evaluation process.

### **Philosophy of Teacher Evaluation (continued)**

Evaluation of teachers will produce the stated objectives if the process:

1. Requires administrators to thoroughly acquaint teachers with the evaluation instrument/plan.
2. Provides for pre and post observation conferences.
3. Allows teacher responses to administrators' comments.
4. Provides for a minimum number of observations held during a designated period.
5. Includes a written evaluation which is specific as to a teacher's strengths and weaknesses.

Teacher performance shall be evaluated on the basis of direct observation or on the basis of objective measures that can be directly and clearly related to the teacher's effectiveness in the classroom and in the performance of his/her other professional duties using the criteria/standards established by the evaluation committee. However, administrators retain the right to schedule observations at any time under the guidelines set forth in this document.

### **Performance Ratings**

Excellent: Performs commendably in meeting performance criteria by demonstrating:

1. Multiple strengths in skill areas.
2. Any identified weaknesses can be improved without administrative intervention.
3. A positive impact on student/school environment.

Satisfactory: Performs adequately in meeting performance criteria by demonstrating:

1. Acceptable levels of performance in skill areas.
2. Any identified weaknesses can be improved with administrative intervention.
3. An adequate impact on student/school environment.

Unsatisfactory: Does not meet performance criteria as evidenced by:

1. Significant weaknesses of performance in skill areas during documented observations.
2. Any identified weaknesses that require direct administrative intervention.
3. Continued performance at this level would have a negative impact on student/school environment.

Chaney-Monge School District #88  
400 Elsie Avenue  
Crest Hill, Illinois 60403

**Appraisal of Standards of Teaching Performance Teacher Summative Evaluation Form (Phase 11)**

Teacher's Name: School Year:  
Grade Level/Subjects: Days Absent to Date:  
Length of Service in #88: Evaluation Date:

To the Evaluator: Follow each item with an O, E, S or U that, in your opinion, most appropriately describes the classroom teacher's performance in relation to the item.

Standard 1.0 Knowledge of Teaching Responsibilities

- 1.1 The teacher demonstrates in-depth knowledge in his/her field of specialization.
- 1.2 The teacher demonstrates knowledge of his/her school, its mission, goals, etc.
- 1.3 The teacher demonstrates knowledge of the school publics.
- 1.4 The teacher demonstrates knowledge of his/her roles and professional responsibilities.

Comments:

Standard 2.0 Planning/Organizing Instruction

- 2.1 The teacher develops flexible methods based on sound learning theory and District curricula.
- 2.2 The teacher identifies and constructs both long-range and short-range objectives.
- 2.3 The teacher selects and utilizes various teaching strategies, techniques and materials based upon needs and abilities of students.
- 2.4 The teacher employs daily planning that details how students will be actively engaged in curriculum-related activities throughout the school day.
- 2.5 The teacher utilizes available school and community resources for curriculum enhancement (local agencies, resource people, media, specialists, etc.).
- 2.6 The teacher provides students with meaningful homework assignments.
- 2.7 The teacher effectively structures the work of substitute teachers.

Comments:

**Appraisal of Standards of Teaching Performance Teacher Summative Evaluation Form (Phase 11)**  
**(continued)**

Standard 3.0 Communication

- 3.1 The teacher effectively communicates course content to all students.
- 3.2 The teacher involves parents in the education of their children and communicates with them on a professional one-to-one basis successfully.
- 3.3 The teacher effectively uses instructional technology to enhance student learning.
- 3.4 The teacher exhibits a good command of the English language, both written and verbal.
- 3.5 The teacher conveys a clear understanding and working knowledge of the District goals and objectives to both students and their parents.
- 3.6 The teacher establishes/maintains professional rapport with all students.

Comments:

Standard 4.0 Classroom Management

- 4.1 The teacher effectively enforces school rules/regulations in the classroom setting.
- 4.2 The teacher maintains consistent and reasonable expectations of student behavior, performance and responsibility.
- 4.3 The teacher establishes a classroom climate that is positive and productive while encouraging honesty, academic growth and risk-taking.
- 4.4 The teacher effectively manages to avoid and, when necessary, to cope with emergencies.
- 4.5 The teacher effectively supervises junior block students, student teachers, classroom volunteers and/or classroom aides.

Comments:

Standard 5.0 Effectiveness of Classroom Instruction

5.1 The teacher motivates students by generating an enthusiasm for learning through initiative, originality and creativity.

**Appraisal of Standards of Teaching Performance Teacher Summative Evaluation Form (Phase 11)**  
**(continued)**

5.2 The teacher treats student response in ways that encourage participation and maintain academic focus.

5.3 The teacher presents clear and appropriate directions for carrying out instructional activities.

5.4 The teacher demonstrates knowledge of curriculum and content.

5.5 The teacher competently completes the necessary classroom "administrative" business so instruction can begin immediately.

5.6 The teacher examines and reflects upon the effectiveness and appropriateness of his/her instructional techniques.

Comments:

Standard 6.0 Evaluation

6.1 The teacher uses multiple and diverse assessment methods to guide instruction.

6.2 The teacher effectively uses assessment to diagnose/respond to student needs

6.3 The teacher effectively assesses student achievement employing student written work, written tests and performance assessments to that end.

6.4 The teacher professionally reports student progress to students, administrators, parents and other authorized persons.

Comments:

Standard 7.0 Professionalism

7.1 The teacher attends workshops, seminars, conferences and courses which stimulate professional and personal growth.

7.2 The teacher shows interest in issues critical to teaching and learning through professional reading, sharing ideas and perspectives, and initiating assistance to colleagues.

7.3 The teacher treats personal information about students, parents or colleagues confidentially and ethically by discussing such personal information only with appropriate individuals.

**Appraisal of Standards of Teaching Performance Teacher Summative Evaluation Form (Phase 11) (continued)**

7.4 The teacher maintains accurate, complete and punctual records.

7.5 The teacher is punctual, attends school regularly and misses assignments only for legitimate personal and professional reasons.

7.6 The teacher maintains professional integrity and performance at all times.

7.7 The teacher maintains a professional attitude and appearance at all times.

7.8 The teacher works well as a professional member of a team and a responsible member of the staff.

Comments:

Standard 8.0 Other Services to School and Community

8.1 The teacher effectively manages and maintains discipline in non-classroom settings (playground, bus lines, hallways, washrooms, field trips, etc.).

8.2 The teacher consistently and effectively adheres to established Board philosophy, District policies and school guidelines.

Comments:

Composite for Overall Evaluation:            Excellent            Satisfactory            Unsatisfactory

Remediation Plan is Mandated:            Yes            No

Commendable Areas:

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Teacher