

**MEMORANDUM OF UNDERSTANDING  
EXTENDING COLLECTIVE BARGAINING AGREEMENT FOR ONE YEAR**

This Memorandum of Understanding (“MOU”) is entered into by and between the Board of Education of Zion Elementary School District No. 6 (“the Board”) and the Zion Education Association (“ZEA”).

**WHEREAS**, ZEA is the sole and exclusive bargaining representative of all regularly employed educational support personnel and teachers employed by the Board; and

**WHEREAS**, the Board and ZEA are parties to a collective bargaining agreement (“CBA”) that expired on June 30, 2022, which sets forth the terms and conditions of employment for all bargaining unit members; and

**WHEREAS**, the Parties have agreed to extend the term of the CBA until June 30, 2023, because it is in their best interests to postpone the bargaining of a multi-year successor agreement until the 2022-2023 school year; and

**NOW THEREFORE**, the Parties agree as follows:

1. **Duration.** The 2017-2022 CBA including all language, except as otherwise addressed below, shall be extended for one (1) calendar year through June 30, 2023.
2. **Article I.** The following paragraphs shall be revised as follows:
  - A.3. The term “educational support personnel employee” when used in this Agreement shall mean an employee ~~teacher (as defined immediately below)~~ not required to have a professional educator license and who is a member of the bargaining unit defined in Paragraph 1 above.
  - A.4. The term “teacher” when used in this Agreement shall mean an licensed employee required to have a professional educator license and who is a member of the bargaining unit defined in Paragraph 1 above.
3. **Article III A.** The following paragraphs shall be revised as follows:
  - B. Delete entire paragraph.
  - E. The Superintendent or his/her designee shall meet with the representatives of the Association annually prior to winter break to seek their suggestions for a calendar to be subsequently recommended to the Board for approval.

The Board acknowledges that its present policy provides that if it is not necessary to close school for an emergency, such unused days (not to exceed five (5) days) will not be employment days. The Board agrees it will not alter this policy unless some catastrophe shall otherwise require.

G. The Association shall have the right to hold its general membership meetings on School District property provided such meetings in no way interfere with any aspect of the instructional program, that such meetings entail no additional maintenance or custodial expenses and that facilities are available. When such meetings entail additional maintenance or custodial expenses, the Board may make a reasonable charge therefor. The Association shall contact the Superintendent or designee regarding the availability of the desired School District facility and make advance reservations for such prior to scheduling any meeting which is to be held on School District property. ~~This paragraph shall be inapplicable to any meeting of more than twelve (12) persons where less than ninety percent (90%) of those attending are employees of the District.~~ Once a meeting has been scheduled and the time reserved, neither the Board nor the Administration will schedule any conflicting meetings.

Q. Delete entire paragraph.

4. **Article III B.** The following paragraphs shall be revised as follows:

H.3 Employees may request that disciplinary letters/documents that are at least two (2) years old be expunged from their personnel file by the Administration. Such request must be submitted in writing to the Human Resources Department. If the request is approved, the Employee will be notified of such approval and the letter/record will be expunged from the file.

I. **Zion Education Association: Time/Teacher Institute (Employee Orientation)**

At the request of the Association, a half hour block will be made available during the first day of Staff Orientation and a second half hour block will be made available during the workday within the first two weeks of school (Professional Development Day or Early Dismissal Day) for to the Association to hold a voluntary building level meeting with staff.

5. **Article VI.** The following paragraphs shall be revised as follows:

ARTICLE VI

~~EMPLOYEE~~TEACHER PROTECTION

A.3. Education support personnel employees shall not be required to meet with parents who have complaints about the teacher or about the educational support personnel employee him/herself.

B. Any case of assault upon an employee while on duty for the school system shall be promptly reported by the building administration to the Superintendent and the

Association President~~Board or its designee~~. The District~~Board~~ shall provide reasonable assistance to the employee in connection with the handling of the incident by the appropriate authorities

6. **Article VII.** The following paragraphs shall be revised as follows:

- B. All employee assignments shall be available in writing/electronically to the Association ~~at the beginning of the school term~~.
- D. If the Board conducts a summer program, preference for employment shall, to the extent feasible, be given to the selection of teachers for such employment as defined herein. Consideration shall be given to the teacher's ability, his/her experience with the particular course of study being offered, the prior applications for and assignments to summer positions, and other pertinent factors except such pertinent factors shall not include the teacher's salary. The Board will advise the Association President or designee of the acceptance by the State Board of Education of a requested grant for conducting summer school within thirty (30) days of an affirmative response from the state. ~~There shall be a good faith effort made to maintain the number of hours and weeks of summer school as were available during the summer of 1989.~~
- G. The District will ~~make every effort to~~ secure an outside substitute from its approved substitute list or a building level substitute before using an inside ~~teacher staff member~~ as an internal substitute. Should an external or building level substitute not be available, another member may be utilized as an internal substitute. If a staff member must leave during the school day, it is not the responsibility of the staff member to arrange for a substitute. When ~~no outside substitute is available~~, the District utilizes an internal substitute, the District shall have the option to do any of the following:
1. Temporarily reassign students from the class in which the teacher was absent to other classrooms. ~~-(If this option is implemented, the teacher in the classroom taking on extra students shall be eligible for half (1/2) the full rate of the internal substitution pay, as set out in Appendix B, in addition to his/her salary).~~ The teacher shall be paid for the length of time said class is assigned to them.
  2. Seek volunteers from teachers or educational support personnel employees with a valid substitute or teaching license to serve as an internal substitute. ~~-(If this option is implemented, teachers, and educational support personnel employees shall be eligible for the internal substitution pay set forth in Appendix B, in addition to their salaries or hourly rate of pay. The staff members shall be paid for the length of time assigned to the position. The seeking of volunteers will be done by the principal/administrator. Volunteer lists may be established at the beginning of each semester to use on a continual rotation. Such lists will be shared with the Association.~~

3. If there are no volunteers, the principal/administrator may involuntarily assign other teachers or educational support personnel employees with a valid substitute or teaching license to serve as an internal substitute but shall endeavor to rotate such assignments. If this option is implemented, teachers, and educational support personnel employees shall be eligible for the internal substitution pay set forth in Appendix B, in addition to their salaries or hourly rate of pay. The staff members shall be paid for the length of time assigned to the position.
4. If assuming responsibility for a class during their scheduled planning period, teachers shall be compensated for the missed planning period at the internal substitution pay set forth in Appendix B only if they are not provided with at least the contractual minimum of 200 minutes that week, in addition to the length of time assigned to the position.

~~All qualified educational support personnel employees serving in the capacity of an internal substitute shall continue to receive their daily or hourly rate of pay for services rendered, except for the portion of the day for which they serve as an internal substitute. For that portion, they shall receive their hourly rate or the internal substitution rate of \$27 per hour as set out in Appendix B, whichever is higher, but not both.~~

The Board of Education shall reimburse pay no more than up to \$50-\$60 for an educational support personnel employee to obtain a substitute or teaching license and may utilize such license for the duration of the initial term. Educational support personnel in possession of a substitute or teaching license obtained independently of the District shall have the choice to opt in or opt out of internal subbing at the start of the school year. Once the staff member has opted in, it shall be for the duration of the school year.

7. **Article VIII.** The following paragraphs shall be revised as follows:

- C. Delete in its entirety and replace with:

**Educational Support Staff Work Year**

1. Classroom Paraprofessionals: The work year for classroom paraprofessionals shall be the same as the 180-day work year for teachers. The scheduled workday shall not exceed seven (7) hours including an unpaid duty-free lunch period of at least thirty (30) minutes per day unless the employee agrees to work an eight (8) hour day including an unpaid duty-free lunch period. Additionally, two (2) paid fifteen (15) minute relief breaks shall be scheduled daily. All full-time classroom paraprofessionals are required to attend one weekly staff meeting or PD, which increases their work week by 30 minutes. Full-time classroom paraprofessional hours shall be adjusted to align with Parent-Teacher Conference hours and the hours being worked by classroom educators.

2. Supervisory Aides: The work year for supervisory aides shall be the same as the 180-day work year for teachers. The scheduled workday shall not exceed eight (8) hours including an unpaid duty-free lunch period of at least thirty (30) minutes per day unless the employee agrees to work additional time. Additionally, two (2) paid fifteen (15) minute relief breaks shall be scheduled daily.
3. Clerical: The first day of the work year for clerical staff shall be August 1<sup>st</sup> and the last day of the work year shall be June 30<sup>th</sup>. The scheduled workday shall not exceed eight (8) hours including an unpaid duty-free lunch period of at least thirty (30) minutes per day unless the employee agrees to work additional time. Additionally, two (2) paid fifteen (15) minute relief breaks shall be scheduled daily.
4. Nurses: The work year for nurses shall be twelve (12) months. The scheduled workday shall not exceed eight (8) hours including an unpaid duty-free lunch period of at least thirty (30) minutes per day unless the employee agrees to work additional time. Additionally, two (2) paid fifteen (15) minute relief breaks shall be scheduled daily.
5. Health Aides: The scheduled workday shall not exceed eight (8) hours including an unpaid duty-free lunch period of at least thirty (30) minutes per day unless the employee agrees to work additional time. Additionally, two (2) paid fifteen (15) minute relief breaks shall be scheduled daily.

D. Delete in its entirety and replace with:

#### **Educational Support Staff Relief Breaks**

All educational support staff members shall receive (2) paid fifteen (15) minute relief breaks daily. Normally breaks shall begin no earlier than 9 a.m. and no later than 2 p.m. on a regular basis. If a situation arises on a particular day when an exception to the break start time must be made, the principal shall promptly communicate such change to the educational support staff member along with the reason for the change that day. If such an exception must be made and the reason is known in advance of the day, the principal shall communicate the change as soon as possible before the day where the exception must be made.

8. Article IX. The following paragraphs shall be revised as follows:

- C. Delete entire paragraph.
- K. New and Transferring Students

When a new student is enrolled after the beginning of the school year, The District will provide a minimum of twenty-four (24) hours teacher notification for technology and classroom setup.

**9. Article X.** The following paragraphs shall be revised as follows:

- E. In a reduction in force, educational support personnel employees shall be dismissed in order of seniority within the category of position in which they are currently assigned, provided that assistants in a lower numbered assistant sub-category may bump assistants with less seniority in a higher numbered assistant sub-category and provided further assistants who had been in a lower numbered category in good standing may bump assistants with less seniority in such lower numbered category.

Educational support staff employees shall be ranked by their seniority within the following categories:

Categories of Position

- Assistants
- Nurses
- Clerical Secretaries

Assistant Sub-Categories

1. Highly Qualified Education Assistants Paraprofessionals Assistants
2. Health Assistants
- ~~3. PBIS Assistants~~
- ~~4. Supervisory Aides assistants (including hall monitors)~~
- ~~5. Playground/Crossing Assistants~~
- ~~6. Crossing Guard Assistants~~

In order to be eligible for the above-mentioned bumping rights, the assistant must meet the qualifications for the position within sixty (60) calendar days following the issuance of the sixty (60) day RIF notice which notice caused the position to become available. If it is determined that the required qualifications are not met, the assistant shall receive a thirty (30) day notice of RIF from the date of such determination.

**10. Article XI.** The following paragraphs shall be revised as follows:

ARTICLE XI

VACANCIES, TRANSFERS, AND REASSIGNMENTS PROMOTIONS

**A. Posting and Notices of Vacancies and New Positions**

The Superintendent or designee shall post notices of vacancies and new positions on the District website. A job description and a statement of minimum

qualifications and minimum salary shall accompany such notice. No vacancy except in case of emergency shall be filled on a temporary basis until such vacancy shall have been posted for at least five (5) business days. ~~Temporary appointments shall not extend beyond the school semester in which they are made. During the summer vacation, vacancy notices shall be posted on the District website. Vacancies shall be filled on the basis of competency, qualifications of the applicant and other relevant factors. If all factors are equal, seniority shall be determinative.~~

B. **Temporary Assignments**

Temporary appointments shall not extend beyond the school semester in which they are made.

- C. Any teacher presently on tenure or eligible for continuing contractual status in the coming school term or any non-probationary full-time assistant educational support personnel employee may apply for transfer to another building where a vacancy exists. Such application shall be in writing to the Superintendent or his/her designee. The interests and aspirations of the individual employee shall be considered in all transfers. If the Superintendent or his/her designee denies the request for such transfer, he/she shall set forth his/her reasons for the denial in writing.

D. **Involuntary Transfers and Reassignments**

~~1. Teachers~~

Once it is known, the Superintendent or his/her designee shall give notification to a teacher or educational support personal employee of a change in his/her ~~building~~ assignment for the forthcoming school year prior to the end of the school term.

In the event of an involuntary transfer to another building or reassignment during the summer recess, the ~~teacher-staff member~~ shall be notified promptly by communicating to his/her last known address and via email. The ~~teacher-staff member~~ shall be offered the opportunity of a conference with the administrator responsible for such change to discuss such change. ~~transfer.~~

In the event of an involuntary transfer or reassignment during the course of the school year, the staff member shall be given notification of the change in writing. The employee shall be offered the opportunity of a conference with the administrator responsible for the change to discuss the change.

Affected staff members shall be given a minimum of two (2) teacher workdays before the change takes effect.



When volunteers are not obtainable, such changes shall be made on the basis of teacher licensure and will consider District seniority (least seniority to most seniority), with staff on the retirement track considered last. Involuntary transfers and reassignments shall not be for punitive reasons. The reason(s) for such ~~transfer change~~ shall be provided.

If an opening occurs before the start of the next school year in the previous assignment or building from which the ~~teacher-staff member~~ was involuntarily transferred, the affected ~~teacher-staff member~~ will be given first consideration in the following year ~~to allow that teacher~~ to return to the previous assignment or building. If the request is denied, the reason(s) shall be provided in writing.

~~A teacher who has been involuntarily transferred shall, upon written request, be granted an unpaid leave of absence for the balance of the school year in which the transfer occurs which shall be effective as soon as a replacement teacher can be employed, but in no event longer than thirty (30) calendar days. Such year shall not constitute a year of experience for the purpose of annual salary increases unless the teacher has worked more than one hundred and twenty (120) work days in the school year. If the teacher does not advise the Superintendent of his/her intention to return to employment the following school year by March 1<sup>st</sup> of the prior school year, such shall be construed as the submission of his/her resignation provided said teacher is notified by the Superintendent by February 15<sup>th</sup> for the next school year.~~

Before finalizing an involuntary transfer of a ~~teacher-staff member~~, the Superintendent or designee shall send an email to staff requesting volunteers for the assignment and, if a qualified ~~teacher-staff member~~ volunteers within forty-eight (48) hours of the email being sent, then the Superintendent or his/her designee shall first consider such volunteer(s) before involuntarily transferring a ~~teacher-staff member~~ provided such volunteer(s) shall be fully qualified and able to fulfill the other aspects of the position, including level of experience, educational achievements and other qualities as described in the job description for the position and the District's evaluation plan. Such volunteers will also be given first consideration to return to the previous building for the following year.

Any staff member being involuntarily transferred or reassigned shall be given consideration of available vacancies needing to be filled before a decision is finalized.

11. **Article XII A.** The following paragraphs shall be revised as follows:

G. Consulting Teacher For Teacher on Remediation Plan



Consulting Teacher shall be paid: \$250; mileage for required travel (not including to and from residence of consulting teacher); up to seven (7) days of released time for necessary consulting duties.

**12. Article XV.** The following paragraphs shall be revised as follows:

- D. Employees may be granted leave at full pay to attend conferences, meetings, or workshops, or participate in visitation programs, upon approval of the Superintendent or designee. Application for such leave shall, where feasible, be submitted at least fourteen (14) calendar days before the leave commences. ~~on or before October 15<sup>th</sup>~~

**13. Article XVI.** The following paragraphs shall be revised as follows:

- D. In each building, the Principal and the Association Building Representative(s) shall periodically, but not less than once each month during the school term, meet to discuss matters which in the opinion of either party impact on the smooth operation of the building. Advisory resources may be at meetings, as each party deems necessary.

The purpose of the meeting(s) is to discuss mutual interest and/or to develop solutions or resolutions within a reasonable specified amount of time of any problem or concerns that are brought to the meeting by either party. If a solution or resolution of a problem or concern cannot be achieved, then either party may refer the problem or concern to the LMRC. The solution or resolution of any problem or concern may ~~shall~~ be reported to the Association President and the District Superintendent.

**14. Article XVII.** The following paragraphs shall be revised as follows:

- A.1. ~~Effective with the 2019-2020 school year, N~~newly hired teachers will be offered a starting salary in accordance with the applicable hiring matrix in Appendix A. Graduate hours towards a non-educational degree will not be utilized for placement on a lane of the hiring matrix.

The District shall grant a year of credit on the hiring matrix for each year of past full-time teaching experience. Past years of part-time service shall not be considered for credit on the hiring matrix. ~~has the discretion to offer credit on the hiring matrix for past teaching experience up to a limit of five (5) years of credit. The District may exceed the five (5) year credit limit for “hard to fill” positions provided the District complies with the following procedures:~~

- a. ~~The District will notify the Association in writing when the District determines that a vacant position is classified as “hard to fill”; and~~

~~b. The District will notify the Association in writing when a “hard to fill” vacancy has been posted; and~~

~~c. The District will notify the Association in writing when a “hard to fill” vacancy has been filled and such notice will include the starting salary of the new employee who filled the vacancy.~~

Absent a clerical error, salary matrix placement decisions are unchangeable once agreed upon between the new hire and the Superintendent/designee prior to Board approval.

A.2. Annual salaries for teachers shall be based on a 180-workday calendar adopted by the Board. Teachers not participating in the retirement plan will receive the following annual increases over their prior year’s base salary for the duration of this Agreement:

- ~~2022-2023: 3.75%~~
- ~~2017-2018: 2.0% (for teacher employed during 2016-2017)~~
- ~~2018-2019: 3.0% (for teachers employed during 2017-2018)~~
- ~~2019-2020: 3.0% (for teachers employed during 2018-2019)~~
- ~~2020-2021: 2.5%\* (for teachers employed during 2019-2020)~~
- ~~2021-2022: 2.5%\* (for teachers employed during 2020-2021)~~

\* Any teacher who receiveds a summative rating of “Unsatisfactory” in ~~2021-2022~~~~2019-2020 and/or 2020-2021~~ shall not receive a ~~3.75%~~~~2.5%~~ increase for the following year. Instead, such teachers will receive a 0% increase. This provision will be suspended for the 2022-2023 school year.

~~Due to the fact that this Agreement was not reached until after the expiration of the prior agreement, employees who were employed with the District on the date the Association ratified this Agreement shall be entitled to retroactive salary increases for 2017-2018 and 2018-2019.~~

A.3. See Section H of this Article for requirements and approval procedures. In addition to the annual salary increase set forth in Section 1 above, teachers who earn credits towards or beyond a Master’s Degree will; be eligible for the following salary increases:

~~2017-2018: 4% increase for a lane movement based on the lanes as they existed on the 2016-2017 salary schedule.~~

~~2018-2019: 4% increase per lane based on the lanes as they existed on the 2016-2017 salary schedule. Teacher will only be permitted to make one lane movement per year, but the move can be across multiple lanes if the teacher completed enough credits in the year. (Example: Teacher takes enough credits to move from MA+16 to MA+30,~~

~~passing by MA+24. Such teacher will receive an 8% increase for moving two lanes in one year).~~

~~2022-2023~~~~2019-2022~~: 4% increase for a lane movement based on the following lanes:

BA	MA
BA+15	MA+16
BA+24	MA+24
	MA+30

Teacher will only be permitted to make one lane movement per year, but the move can be across multiple lanes if the teacher completed enough credits in the year. (Example: Teacher takes enough credits to move from MA+16 to MA+30, passing by MA+24. Such teacher will receive an 8% increase for moving two lanes in one year).

A.8. Retention Bonus

Employees who were employed with the District during 2021-2022 school year, and who complete the full 2022-2023 school year as an employee of the District, shall receive a one-time noncumulative \$500.00 retention bonus on the final paycheck of the 2022-2023 school year.

B.1. ~~Effective with the 2019-2020 school year, n~~Newly hired ~~clerical staffsecretaries, paraprofessionals, supervisory aides, nurses and health assistantsassistants and PBIS assistants~~ will be offered a starting salary in accordance with the applicable hiring matrix in Appendix A. ~~Highly qualified educational assistants, playground/crossing assistants, health assistants and nurses shall be compensated in accordance with the salary schedules in Appendix A.~~

The District shall grant a year of credit on the hiring matrix for each year of past full-time relevant experience. Past years of part-time service shall not be considered for credit on the hiring matrix.~~The District has the discretion to offer credit on the hiring matrix for past experience up to a limit of five (5) years of credit. The District may exceed the five (5) year credit limit for “hard to fill” positions provided the District complies with the following procedures:~~

- ~~a. The District will notify the Association in writing when the District determines that a vacant position is classified as “hard to fill”; and~~
- ~~b. The District will notify the Association in writing when a “hard to fill” vacancy has been posted; and~~

~~e. The District will notify the Association in writing when a “hard to fill” vacancy has been filled and such notice will include the starting salary of the new employee who filled the vacancy.~~

Absent a clerical error, salary matrix placement decisions are unchangeable once agreed upon between the new hire and the Superintendent/designee prior to Board approval.

B.2. Educational support staff employees will receive the following annual increases over their prior year’s base salary for the duration of this Agreement:

Clerical: If an employee’s 2021-2022 hourly pay rate is below the step 0 starting pay rate set forth on the applicable hiring matrix, the employee’s pay rate will be increased to the step 0 pay rate and will also be given an additional 1% increase per year of service to the District (rounding up or down for partial years).

If an employee’s 2021-2022 hourly pay rate is at or above the step 0 starting pay rate set forth on the applicable hiring matrix, the employee’s pay rate will be increased by \$2.00.

The above salary increase will be in addition to any longevity payment for which the employee is eligible.

Paraprofessionals: If an employee’s 2021-2022 hourly pay rate is below the step 0 starting pay rate set forth on the applicable hiring matrix, the employee’s pay rate will be increased to the step 0 pay rate and will also be given an additional 1% increase per year of service to the District (rounding up or down for partial years).

If an employee’s 2021-2022 hourly pay rate is at or above the step 0 starting pay rate set forth on the applicable hiring matrix, the employee’s pay rate will be increased by \$2.00.

The above salary increase will be in addition to any longevity payment for which the employee is eligible.

Supervisory Aides: If an employee’s 2021-2022 hourly pay rate is below the step 0 starting pay rate set forth on the applicable hiring matrix, the employee’s pay rate will be increased to the step 0 pay rate and will also be given an additional 1% increase per year of service to the District (rounding up or down for partial years).

If an employee’s 2021-2022 hourly pay rate is at or above the step 0 starting pay rate set forth on the applicable hiring matrix, but below \$20.00 per hour, the employee’s pay rate will be increased by \$1.00.

If an employee’s 2021-2022 hourly pay rate is over \$20.00 per hour, but below \$25.00 per hour, the employee’s pay rate will be increased by \$0.50.

If an employee’s 2021-2022 hourly pay rate is at or over \$25.00 per hour, the employee’s pay rate will be increased by \$0.25.

The above salary increase will be in addition to any longevity payment for which the employee is eligible.

Nurses: Employees who were employed during the 2021-2022 school year shall receive a 2.0% increase for the 2022-2023 school year.

Health Assistants: Not applicable since there was no such position during the 2021-2022 school year.

~~2017-2018: 3.0% (for ESPs employed during 2016-2017)~~

~~2018-2019: 3.0% (for ESPs employed during 2017-2018)~~

~~2019-2020: 3.0% (for ESPS employed during 2018-2019)~~

~~2020-2021: 2.5%\* (for ESPs employed during 2019-2020)~~

~~2021-2022: 2.5%\* (for ESPs employed during 2020-2021)~~

The above annual increases for educational support staff employees on a salary schedule are the total amount of the increase ~~inclusive of step movement~~.

Due to the fact that this Agreement was not reached until after July 1, 2022, ~~the expiration of the prior agreement, 11 and 12-month~~ employees who were employed with the District on the date the Association ratified this Agreement shall be entitled to retroactive salary increases effective their first workday after June 30, 2022. ~~for 2017-2018 and 2018-2019.~~

**B.5. Retention Bonus**

Employees who were employed with the District during 2021-2022 school year, and who complete the full 2022-2023 school year as an employee of the District, shall receive a one-time noncumulative \$500.00 retention bonus on the final paycheck of the 2022-2023 school year.

**T. Longevity Pay for Educational Support Personnel Assistants**

Longevity pay shall be consecutive years employed in the School District as follows:

10 years-14 years	\$0.35 per hour
15 years-19 years	\$0.40 per hour
20 years-24 years	\$0.45 per hour
25 years-29 years	\$0.50 per hour
30 years and above	\$0.55 per hour

U. **Timekeeping—Educational Support Personnel Employees~~Secretaries, Playground Assistants and Crossing Guards~~**

Educational support personnel employees who are paid on an hourly basis~~Secretaries, Playground Assistants and Crossing Guards~~ may be required to utilize the District’s time keeping system when reporting to and leaving from work.



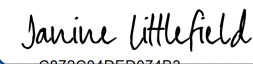
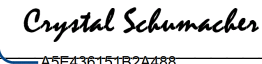
15. **Article XIX.** The following paragraphs shall be revised as follows:

A.2. Pursuant to the eligibility requirements set forth in Section 1 of this Article, a teacher must submit a notice of resignation by February 1<sup>st</sup> of the school year prior to the school year during which the teacher will begin receiving the salary increases set forth in Section 3 of this Article. The notice may not be submitted any earlier than the sixth school year prior to the teacher’s date of resignation (Example: For a June 20~~28~~25 retirement, notice may not be submitted prior to June 30, ~~2022~~2019). The last notices accepted under this Agreement shall be submitted on or before February 1, 202~~32~~32, with a resignation date no later than the end of the ~~2027-2028~~2026-2027 school year. A notice of resignation shall be irrevocable.

16. **Appendices A, B, C, D.** See the revised Appendices attached to this MOU.

17. **Effective Date.** This Memorandum of Understanding is effective immediately upon ratification and receipt of signatures of both Parties.

IN WITNESS WHEREOF, the PARTIES hereto have set their hands and seals as of the dates written below

<small>DocuSigned by:</small>  <hr/> <small>021295E94E03427...</small> President, Board of Education	8/11/2022 <hr/> Date
<small>DocuSigned by:</small>  <hr/> <small>C8B92EC27EA04D3...</small> Vice President, Board of Education	8/17/2022 <hr/> Date
<small>DocuSigned by:</small>  <hr/> <small>C872C04DED074B3...</small> ZEA President	8/22/2022 <hr/> Date
<small>DocuSigned by:</small>  <hr/> <small>A8E436151B2A488...</small> ZEA Vice President	8/22/2022 <hr/> Date

**MEMORANDUM OF UNDERSTANDING  
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**APPENDIX A**

**STARTING SALARY MATRICES**

*The below matrix for 2022-2023 is only used to determine starting salary for teachers*

<b>TEACHERS 2022 - 2023</b>							
	BA	BA+15	BA+24	MA	MA+16	MA+24	MA+30
1	\$40,647.80	\$44,954.03	\$48,298.37	\$49,607.12	\$54,020.01	\$56,355.87	\$59,505.56
2	\$41,416.06	\$45,744.04	\$49,206.42	\$50,485.15	\$54,970.50	\$57,248.39	\$60,510.93
3	\$41,989.68	\$47,326.13	\$50,952.11	\$52,239.12	\$56,872.53	\$59,690.90	\$62,668.71
4	\$42,660.61	\$48,117.18	\$51,825.99	\$53,116.10	\$57,824.06	\$60,760.47	\$63,787.98
5	\$43,047.61	\$48,407.11	\$52,008.35	\$53,417.61	\$58,169.47	\$60,684.76	\$64,076.39
6	\$43,770.09	\$49,257.80	\$52,986.14	\$54,363.09	\$59,192.98	\$61,645.84	\$65,158.99
7	\$44,492.57	\$50,110.72	\$53,926.03	\$55,307.43	\$60,216.49	\$62,962.57	\$66,320.75
8	\$45,215.04	\$50,961.41	\$54,865.92	\$56,251.78	\$61,241.11	\$64,275.96	\$67,482.51
9	\$45,937.52	\$51,813.23	\$55,806.92	\$57,196.12	\$62,265.73	\$65,427.69	\$68,687.76
10	\$46,660.00	\$52,665.03	\$56,747.92	\$58,140.48	\$63,288.13	\$66,579.41	\$69,891.89
11	\$47,380.25	\$53,548.07	\$57,688.93	\$59,088.17	\$64,312.75	\$67,659.79	\$71,102.71
12	\$48,594.41	\$54,431.10	\$58,627.71	\$60,033.64	\$65,336.27	\$68,737.93	\$72,312.41
13	\$49,806.34	\$55,314.12	\$59,568.71	\$61,029.28	\$66,365.35	\$69,894.12	\$73,522.11
14	\$51,031.66	\$56,197.15	\$60,508.61	\$62,024.90	\$67,393.32	\$71,049.19	\$74,730.70
15	\$52,254.75	\$57,237.38	\$61,553.29	\$63,021.65	\$68,713.41	\$72,312.41	\$75,940.40
16	\$53,455.52	\$58,276.50	\$62,597.98	\$64,019.53	\$70,032.37	\$73,574.51	\$77,148.99
17	\$54,656.31	\$59,314.51	\$63,640.45	\$65,069.79	\$71,883.16	\$75,249.15	\$78,645.23
18	\$55,869.36	\$60,353.63	\$64,682.92	\$66,118.95	\$73,733.95	\$76,921.55	\$80,140.37
19		\$62,226.72	\$66,773.42	\$68,219.49	\$75,584.75	\$78,915.05	\$82,274.35
20		\$64,099.80	\$68,861.69	\$70,318.91	\$77,432.19	\$80,906.33	\$84,408.33
21			\$70,952.19	\$72,418.33	\$79,284.09	\$82,898.70	\$86,543.44
22				\$74,517.76	\$81,135.99	\$84,889.98	\$88,679.65
23					\$83,251.03	\$86,591.38	\$90,813.62



**MEMORANDUM OF UNDERSTANDING  
EXTENDING COLLECTIVE BARGAINING AGREEMENT FOR ONE YEAR**

**APPENDIX A – continued**

*The below matrices for 2022-2023 are only used to determine starting salary for educational support personnel*

<b>2022-2023 Paraprofessionals</b>	
<b>Yrs of Experience</b>	<b>Starting Hourly Rate</b>
0	\$ 19.25
1	\$ 19.44
2	\$ 19.64
3	\$ 19.83
4	\$ 20.02
5	\$ 20.21
6	\$ 20.41
7	\$ 20.60
8	\$ 20.79
9	\$ 20.98
10	\$ 21.18
11	\$ 21.37
12	\$ 21.56
13	\$ 21.75
14	\$ 21.95
15	\$ 22.14
16	\$ 22.33
17	\$ 22.52
18	\$ 22.72
19	\$ 22.91
20	\$ 23.10

**APPENDIX A – continued**

<b>2022-2023 Supervisory Aides</b>	
<b>Yrs of Experience</b>	<b>Starting Hourly Rate</b>
<b>0</b>	<b>\$ 17.00</b>
<b>1</b>	<b>\$ 17.17</b>
<b>2</b>	<b>\$ 17.34</b>
<b>3</b>	<b>\$ 17.51</b>
<b>4</b>	<b>\$ 17.68</b>
<b>5</b>	<b>\$ 17.85</b>
<b>6</b>	<b>\$ 18.02</b>
<b>7</b>	<b>\$ 18.19</b>
<b>8</b>	<b>\$ 18.36</b>
<b>9</b>	<b>\$ 18.53</b>
<b>10</b>	<b>\$ 18.70</b>
<b>11</b>	<b>\$ 18.87</b>
<b>12</b>	<b>\$ 19.04</b>
<b>13</b>	<b>\$ 19.21</b>
<b>14</b>	<b>\$ 19.38</b>
<b>15</b>	<b>\$ 19.55</b>
<b>16</b>	<b>\$ 19.72</b>
<b>17</b>	<b>\$ 19.89</b>
<b>18</b>	<b>\$ 20.06</b>
<b>19</b>	<b>\$ 20.23</b>
<b>20</b>	<b>\$ 20.40</b>

**APPENDIX A – continued**

<b>2022-2023 Clerical</b>	
<b>Yrs of Experience</b>	<b>Starting Hourly Rate</b>
0	\$ 19.00
1	\$ 19.19
2	\$ 19.38
3	\$ 19.57
4	\$ 19.76
5	\$ 19.95
6	\$ 20.14
7	\$ 20.33
8	\$ 20.52
9	\$ 20.71
10	\$ 20.90
11	\$ 21.09
12	\$ 21.28
13	\$ 21.47
14	\$ 21.66
15	\$ 21.85
16	\$ 22.04
17	\$ 22.23
18	\$ 22.42
19	\$ 22.61
20	\$ 22.80

**APPENDIX A – continued**

<b>2022-2023 Health Assistants</b>	
<b>Yrs of Experience</b>	<b>Starting Hourly Rate</b>
0	\$ 17.00
1	\$ 17.17
2	\$ 17.34
3	\$ 17.51
4	\$ 17.68
5	\$ 17.85
6	\$ 18.02
7	\$ 18.19
8	\$ 18.36
9	\$ 18.53
10	\$ 18.70
11	\$ 18.87
12	\$ 19.04
13	\$ 19.21
14	\$ 19.38
15	\$ 19.55
16	\$ 19.72
17	\$ 19.89
18	\$ 20.06
19	\$ 20.23
20	\$ 20.40

**APPENDIX A – continued**

<b>2022-2023 Nurses</b>	
<b>Yrs of Experience</b>	<b>Starting Hourly Rate</b>
1	\$ 26.16
2	\$ 26.55
3	\$ 26.94
4	\$ 27.48
5	\$ 28.02
6	\$ 28.57
7	\$ 29.10
8	\$ 29.63
9	\$ 30.18
10	\$ 30.72
11	\$ 31.28
12	\$ 31.86
13	\$ 32.44
14	\$ 33.04
15	\$ 33.65

**APPENDIX B****EXTRA DUTY SCHEDULE**

<b>ELEMENTARY ATHLETIC ACTIVITIES</b>		
	<b>Stipend</b>	<b>Approx. Time</b>
Flag Football	\$891	33 Hours per season
Girls Basketball	\$891	33 Hours per season
Boys Basketball	\$891	33 Hours per season
Coed Soccer	\$891	33 Hours per season
Volleyball	\$891	33 Hours per season
Athletic Director	\$3,710	110 Hours/full school year
<b>ELEMENTARY NON-ATHLETIC ACTIVITIES</b>		
	<b>Stipend</b>	<b>Approx. Time</b>
Safety Patrol Sponsor	\$1,512	56 Hours/full school year
Robotics	\$1,250	50 Hours per season
Student Council	\$891	33 Hours/full school year
Spelling Bee	\$405	15 Hours per season
Breakfast Supervision	\$1,512	56 Hours/full school year
After School Chorus	\$891	33 Hours/full school year
PBIS Universal Team	\$405	15 Hours per school year
PBIS Tier 2 Committee	\$270	10 Hours per school year
PBIS Wrap Around Facilitator	\$270	10 Hours per school year
<b>ELEMENTARY Miscellaneous Activities (i.e.):</b>		
Academic Quiz Bowl		\$27/hour
Tutoring		\$27/hour
K Kids		\$27/hour
RtI Planning		\$27/hour
Enrichment		\$27/hour
Recreational Games		\$27/hour
Art Club		\$27/hour
Spelling Bee Coordinator		\$27/hour
Internal Substitution		\$27/hour

**APPENDIX B-continued**

<b>MIDDLE SCHOOL ATHLETIC ACTIVITIES</b>		
	<b>Stipend</b>	<b>Approx. Time</b>
Boys Basketball	\$1,350	50 Hours per season
Girls Basketball	\$1,350	50 Hours per season
Flag Football	\$1,350	50 Hours per season
Volleyball	\$1,350	50 Hours per season
Wrestling	\$1,350	50 Hours per season
Boys Soccer	\$1,350	50 Hours per season
Girls Soccer	\$1,350	50 Hours per season
Cheerleading	\$1,350	50 Hours per season
Boys Track	\$1,350	50 Hours per season
Girls Track	\$1,350	50 Hours per season
Athletic Director	\$4,860	180 Hours/full school year
<b>MIDDLE SCHOOL NON-ATHLETIC ACTIVITIES</b>		
	<b>Stipend</b>	<b>Approx. Time</b>
Drama	\$891	33 Hours/full school year
Newspaper	\$891	33 Hours/full school year
After School Chorus	\$891	33 Hours/full school year
Yearbook	\$891	33 Hours/full school year
6th Grade Student Council	\$891	33 Hours/full school year
7th Grade Student Council	\$891	33 Hours/full school year
8th Grade Student Council	\$891	33 Hours/full school year
Subject Specialist Team Leader:		
Language Arts	\$1,350	50 Hours/full school year
Math	\$1,350	50 Hours/full school year
Social Science	\$1,350	50 Hours/full school year
Sciences	\$1,350	50 Hours/full school year
Wellness	\$1,350	50 Hours/full school year
Special Education	\$1,350	50 Hours/full school year
Speech/Language	\$1,350	50 Hours/full school year
Social Work	\$1,350	50 Hours/full school year
Psychology	\$1,350	50 Hours/full school year
Breakfast Supervision	\$1,512	56 Hours/full school year
A-Team		
PBIS Universal Team	\$405	15 Hours per school year
PBIS Tier 2 Committee	\$270	10 Hours per school year
Wrap Around Facilitator	\$270	10 Hours per school year
SIP Committee Member		33 Hours/full school year
BLT		50 Hours/full school year
Band	\$1,512	56 Hours/full school year
Band (Summer)	\$1,188	44 Hours per season
<b>MIDDLE SCHOOL Miscellaneous Activities (i.e.):</b>		
Industrial Arts Club		\$27/hour
Recreational Games		\$27/hour
Art Club		\$27/hour
Saturday School		\$27/hour
Tutoring		\$27/hour
Movie Club		\$27/hour
Junior National Honor Society		\$27/hour
RtI Planning		\$27/hour
Academic Quiz Bowl		\$27/hour
Spelling Bee Coordinator		\$27/hour
Internal Substitution		\$27/hour



**APPENDIX C**

**GRANDFATHERED LONGEVITY FOR TEACHERS**

Any teacher who received a longevity payment in the 2021-2022 school year will continue to receive the longevity payment in 2022-2023 at the same amount that was paid in 2021-2022 unless the teacher enters the retirement track in 2022-2023 pursuant to Article XIX of this Agreement in which case the longevity payment that was received in 2021-2022 will be included in his/her base salary which will then be increased by the applicable percentage set forth in Article XIX, Section 3. For example, the teacher's base salary was \$100,000.00 in 2021-2022 and he/she also received a separate longevity payment of \$1,500.00 in 2021-2022. If that teacher submits a 5-year notice of retirement pursuant to Article XIX which provides the teacher a 6% increase over his/her 2021-2022 TRS creditable earnings of \$101,500.00, the teacher will be paid \$107,590.00 ( $\$101,500.00 \times 1.06$ ) in 2022-2023.

~~Any Teacher who was receiving longevity during the 2018-2019 school year shall continue to receive the same amount that they received during the 2018-2019 school year for 2019-2020 through 2021-2022 school years; however, such amount shall not increase. The amount is frozen at the amount received during the 2018-2019 school year.~~

**APPENDIX D**

**TEACHER EVALUATION PLAN**

The Parties agree that the procedural items in the Teacher Performance Evaluation Plan are subject to the Grievance Procedure.

**TEACHER PERFORMANCE  
EVALUATION**

**ZION ELEMENTARY SCHOOL DISTRICT 6**

**The mission of the Zion Elementary School District 6 is to educate students who will have the competence and character to excel in the global community as responsible citizens and life-long learners.**

## **VISION STATEMENT:**

In partnership with families and community, Zion Elementary School District 6 strives for educational excellence for every child in every classroom by providing a dynamic educational system in which learners actively participate, staff are caring, ethical and highly competent, and innovative instruction meets the diverse needs of students.

In keeping with the vision of the Zion Elementary School District 6, the Zion Elementary Schools are committed to providing a superior education for the youth of Zion. To meet this commitment District 6 must have an effective program of evaluation.

To be effective, evaluation must contribute to continuous improvement. Evaluation must provide the needed data to identify and implement appropriate instructional programs and techniques so that all students can succeed.

The evaluation of job performance in the school setting will contribute to the advancement of District goals, District beliefs and each School Improvement Plan.

Board of Education  
Zion Elementary School District 6

The Zion Education Association

Administration  
Zion Elementary School District 6

## **Zion Teacher Evaluation Plan Zion Elementary School District 6**

The **District 6 Evaluation Plan for Teachers** is the result of a collaborative effort of the District 6 Board of Education and administration, with the Zion Education Association to provide for “Excellence without Exception” for the children within our community. One of the established District 6 goals is that *District 6 must establish outstanding staff evaluation processes that truly measure performance in an objective and student-centered manner. Staff development that corresponds to these evaluative processes is also essential to individuals, schools, and the district as a whole.* We realize that the daily work which our teachers perform is vitally important to the growth of our children in Zion; there is no greater priority than our responsibility to provide for their ongoing development as teachers.

Therefore, the purpose of the **District 6 Evaluation Plan for Teachers** is the improvement of instruction. By utilizing a supervision and evaluation system that supports our teachers in the development of their craft, teachers can systematically improve their classroom performance, paying dividends to the learning of our children. The Framework for Teaching, the rubric that serves as the foundation of our evaluation system, is provided for the benefit of the teacher as an individual, as well as the collective professional learning community. The framework ensures the utilization of a common vocabulary for planning, management, instruction and professionalism, and this common rubric and vocabulary are the foundation of a professional dialogue vital to the continuous development of teachers. These dialogues allow teachers to share best practice and collectively improve.

The framework contains a rubric broken down into four professional domains of performance. These are Domain 1: Planning and Preparation, Domain 2: Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Practice. Within each domain are several more specific components which define the skills within the domain. Providing for an objective rubric also helps to articulate specific skill levels in particular component areas helps crystallize growth in specific areas for all teachers. Recommendations for improved instructions become much more specific, and supporting individual teachers with much more prescriptive coaching is possible. Additionally, a sound evaluation framework can provide assurance to the community that a high-quality of teacher performance is maintained within our schools.

Our teacher evaluation plan has several individual elements which each have specific purpose, process and desired results. Ultimately, the collective desired result of all these

procedures is to maximize teacher performance in the classroom resulting in increased student academic performance.

The **Goal Setting Process** is designed to allow individual teachers as well as collective groups of teachers, including entire schools, to articulate potential growth areas for the upcoming year. All teachers participate in this goal setting process annually, as goal setting is a vital component for professional development. By September 30, principals will establish school-wide goals that all staff members contribute to, and benefit from, as well as collaboratively work with the teacher or group of teachers to identify other potential goals. The school-wide goals are developed through data analysis of student performance in the past year. Individual goals are identified by teachers based on their past evaluations and/or observations by the principal. Additionally, teachers may choose an additional goal which is unique to their particular personal interests, and aimed at increasing student performance. Principals will check in with teachers at least once during the year on the progress of the teachers' goals and processes to reach them, as well as toward the end of the year as a reflective exercise. Teachers will each have an **individual goal setting** sheet which they will share with the principal at several checkpoints during the year for sure focus on specific goals.

The purpose of the **informal observations** is to provide for authentic evidence collection by the principal. These observations are approximately 20 to 30 minutes in length, are generally unannounced, and provide data collected and related back to The Framework rubric by the principal. All teachers will have an informal observation by October 31 of each school year because early, formative feedback is vital for teacher growth. Informal observations are great for capturing evidence within Domain 2 Classroom Environment, and Domain 3 Instruction. Principals will provide a written copy of the evidence collected and feedback related to the components from The Framework to the teacher on an **Informal Observation Form** within three working days of the observation. The teacher in turn should return the informal observation form signed to the principal within three days of receipt of the form. The principal may choose to request a meeting with the teacher based on the informal observation. Also, the teacher may request a meeting with the principal to discuss the informal observation feedback. By October 31st, it is also possible that either the teacher or principal may request the teacher be placed on the summative evaluation cycle even if originally this was scheduled to be a non-summative year. Over the course of the school year, it is anticipated that the principal may do multiple informal observations on a teacher, in addition to the one mandated early informal observation. However, if in any year the principal decides to perform more than four informal observations on a teacher, the principal will request a meeting with the teacher and a ZEA representative to discuss the reasons for more than four informal observations.

Evidence gathered from an informal observation is evidence for a teachers' summative evaluation.

The purpose of a **Formal Observation** is to provide for a more comprehensive, robust, and detailed observation of teacher performance. The formal observation is designed for the principal to collect evidence of planning, management, instruction and reflection. This also allows for a much greater opportunity for teacher growth in a variety of component areas over the course of the year. The formal observation process includes four steps. The first step is the pre-observation conference where the teacher provides, in advance of the classroom observation, context of the classroom, a plan for the lesson to be observed, and a focus for the observation. Prior to the pre-observation conference, the teacher should complete and forward a copy of the **Pre-Observation Form** to the principal. During the pre-observation conference, the teacher and principal will discuss the information that the teacher provided, and clarify a focus for the observation. The pre-observation conference provides evidence for Domain 1, Planning and Preparation.

The next step is the actual classroom Formal Observation. It is approximately 45 to 50 minutes in length and is intended to give the principal a more comprehensive look at the teacher instructional process. The principal will observe a teacher's performance, collecting evidence for Domains 1, 2 and 3. Afterward, the principal will synthesize the evidence, and arrange for a post conference meeting with the teacher within seven days of the observation. Prior to the post-observation conference, the principal will draft a preliminary draft of the **Formal Observation Form** which associates the evidence of particular components of the framework, and may develop a preliminary assessment of particular classroom performance components.

However, the ultimate comments regarding a formal observation can only be completed after the principal has had the opportunity to review the evidence and notes with the teacher. The teacher reflection of the class that was observed is critical to an analysis of the observation itself. As such, the teacher is expected to prepare a **Post-Observation Form** completed prior to the post-observation conference. The next step, the post-observation conference, occurs within seven days of the observation. The post-observation conference includes an opportunity for the teacher to reflect on his/her performance, as well as provide additional information and context that the principal may not have been aware of. As a result of the reflection, the principal will also be able to collect evidence and appropriately identify the teacher's skill level for 4a, Reflecting on Teaching. During the conference, the principal will communicate the most important items of the evidence collected, and make suggestions and recommendations. The post conference discussion is vital to the understanding of the evidence that was collected in

the classroom, including student work data, and the principal will need to review this prior to any final evaluation document being drafted.

The final step in the formal observation process occurs after the post-observation conference when the principal modifies and ultimately finalizes the Formal Observation Form, and provides the document to the teacher within 10 working days of the observation date. The teacher is expected to sign that they received the document and return it to the principal within three working days of receipt of the document.

The **Domain 4 Evidence Collection** is an opportunity for the principal to document evidence from the components within Domain 4 Professional Responsibilities. At various times during the year, the principal will want to capture on this **Domain 4 Evidence Collection Form** the positive contributions that teachers make within the school community to help build our strong learning community, as well as if there are any necessary areas of improvement. The collection and documenting of this evidence should be done with the feedback of teachers as teachers are also expected to provide evidence for their performance within this domain. The Domain 4 Evidence Collection form can be utilized at various times throughout the year as evidence is identified by the principal, but minimally once prior to the end of the year the principal should provide Domain 4 evidence for all teachers using the form. The teacher in turn should return the Domain 4 form signed to the principal within three days of receipt of the form. The principal may choose to request a meeting with the teacher based on the informal observation. Also, the teacher may request a meeting with the principal to discuss the informal observation feedback.

The **Summative Evaluation Process** is intended to provide an overall assessment of the teachers' performance over the course of the school year, and/or since the time of their last summative evaluation. (Teachers who are in non-summative years will still be part of the goal-setting process, be informally observed one time, and have Domain 4 evidence collected as evidence for their summative in the next school year.) *This summative evaluation process includes a student growth component as determined by the joint evaluation committee.* This summative evaluation is a necessary component in our assurance that the overall performance of teachers is adequate for the district. Additionally, this process provides for long-term multi-year growth and goal setting for individual teachers. Toward the conclusion of the school year, in accordance with the deadline dates associated with each teacher evaluation process, the principal will arrange for a summative evaluation conference with the teacher. The principal will bring to the meeting a draft copy of the **Summative Evaluation Form** that they have created based on an analysis of all of the evidence that was collected over the course of the evaluation period, including all domain evidence on the Composite Process Form. The principal will



provide a scoring for every component within the rubric, and will calculate a domain and overarching score based on pre-determined cut scores within the calculation. Any tenured teacher who has a summative evaluation score of unsatisfactory will be placed on a Remediation Plan as per State of Illinois guidelines. Any tenured teacher who has a summative rating of Needs Improvement will be on a summative evaluation year the following year, and will have a **Professional Development Plan** (“PDP”) designed to identify very specifically and concretely the areas of necessary improvement and desired skill development for the following year. This form allows the principal to very explicitly communicate to the teacher that significant improvement is expected over the course of the next year. This PDP form should be shared with the teacher within thirty (30) school days of the issuance of the Needs Improvement rating in connection with the goal setting process for the upcoming year. Additionally, the specific supports and coaching that a teacher may need to provide for such growth should also be identified. Hopefully, the District 6 Teacher Evaluation Process is only one aspect of our Professional Learning Community where feedback is regularly shared as part of daily professional practice. The processes and forms associated with the formal evaluation plan are used to document evidence and provide assurances for a fair and objective system. Therefore, it is expected that evidence to be used in the summative evaluation process be evidence collected on the evaluation documents. It is also expected, however, that there is an even more expansive culture of sharing feedback that occurs continuously for the improvement of instruction. Teachers need ongoing feedback from principals and each other on a regular basis to be given the opportunity to grow and fully realize their potential in our profession and making a difference in the lives of our students.

### **Student growth to Validate Quality Teaching and Learning**

The teacher evaluation process is designed to ensure and support quality educational experiences are being provided to our children. Analyzing student academic progress as a means to validate teacher effectiveness is a logical component of this evaluation process. The ability to track and document student academic growth in the classroom is vitally important to demonstrate accountability to student learning.

In Zion Elementary School District 6, we have a long history of utilizing and analyzing student growth data as a natural part of our educational process. We realized several years back that the ability to track growth data is not only important from a summative accountability perspective, but even more important from an instructional and intervention process. We need to continuously reflect on how our students are succeeding in meeting learning objectives, as evidenced by data collection, as well as where to direct our educational efforts and resources.

Our district building principals have had a student growth component within their evaluations for several years, and we have seen that the grade level and school expectations that the district has set forth are attainable. We have also seen that focus on these growth targets does result in increased student growth performance, thus promoting student learning.

Specifically, we hope that a strategic and intentional use of assessments to measure student growth can:

- Support a sense of clarity and purpose to our curriculum within the district by closely examining our district assessments.
- Act in a formative manner to provide teachers within the district with real-time, ongoing data as to student progress to help them adjust and modify teaching most effectively.
- Validate the outstanding teaching that occurs within our district by demonstrating the significant academic growth our students experience by their working with our staff, and identify specific teachers who may be in need of professional support.

In the beginning of each school year, the principal will review with each teacher who is accountable for a student growth component the exact ~~two or more~~ assessments for which the teacher is responsible in a given year as well as the expectations for growth on each assessment. This information is to be provided at the same time as the process goal meetings and should be captured on the **Student Growth Objectives Form**.

### **SYNTHESIZING PROCESS (DANIELSON) & PRODUCT (STUDENT GROWTH)**

This final rating of student growth accounts for 40% of the teacher' evaluation performance process. This, in conjunction with the 60% Danielson Framework Process component, is synthesized to produce a final evaluation rating and all the evaluation data is transferred onto the **Summative Evaluation Form**.

### Teacher Student Growth Evaluation Metrics

Teacher evaluation will be based on a specified growth metric derived from a nationally normed assessment. This metric highlights the teacher effectiveness by identification of the overall growth performance of each student.

### Kindergarten - Grade 8 Assessment: NWEA

Based on the NWEA growth summary report, each child will be given a conditional growth percentile score for Reading/Language Arts and Math. Students will be assessed in English unless the following criteria are met:

- Student is a new comer.
- Student participates within the assessment that is in their language of instruction.
- Student is assessed in language deemed appropriate by ELL Director/Coordinator or designee.

Teacher performance evaluation rating will be determined by computing the median conditional growth percentile score of all rostered students.

<u>Teacher Evaluation Rating</u>	<u>Median Conditional Growth Percentile Score</u>
<u>Excellent</u>	<u>80-100</u>
<u>Proficient</u>	<u>55-79</u>
<u>Needs Improvement</u>	<u>25-54</u>
<u>Unsatisfactory</u>	<u>0-24</u>

### How to Calculate Conditional Student Growth Percentile

1. Access the Student Achieve Growth Summary
2. Determine the median Conditional Growth Percentile for all students currently rostered to you (See #32 below).
3. Refer to the chart above to determine your rating based on the Student Growth Metric part of the teacher evaluation.

Quadrant	Student Name Student ID	FA2019 Grade	FA2019 Date	AchievementStatus				Growth								
				13 Fall 2019 14		Winter 2020		25	26	27	Student	28	29	30	31 Comparative	32
				RIT Score Range	Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	Projected RIT Score	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile	
Math K-12: 27 Students																
	S14468	5	12/2/2019	215-218-221	66-72-78	213-217-221*	47-56-65*	224	6	-1	4.5	-7	No	-1.23	11	
	S14420	5	12/4/2019	209-213-217*	49-40-70*	206-209-212	30-36-42	218	5	-4	4.9†	-9	No	-1.67	5	
	S14535	5	12/19/2019	241-244-247	98-99-99	244-247-250	97-98-99	249	5	3	4	-2	No†	-0.43	33	
	S14507	5	12/3/2019	228-229-232	86-90-94	234-237-240	88-92-95	234	5	8	4.8	3	Yes†	0.51	69	
	S14541	5	12/18/2019	190-194-198	11-16-22	190-193-196	6-9-12	200	6	-1	4.5	-7	No	-1.29	10	
	S14462	5	12/6/2019	205-208-211	40-47-55	211-214-217	42-48-55	214	6	6	3.9	0	Yes†	0.09	54	

### Final Certified Staff Evaluation Breakdown

40% of Teacher Evaluation Score is determined by Assessment Growth Metric  
60% of Teacher Evaluation Score is determined by Principal Evaluation per Danielson Rubric

### **Evaluation Exceptions**

1. If a teacher of record is absent due to an approved leave for a minimum of 15% of days, within a testing window (Fall to Winter or Winter to Spring) from the first day of the first testing window to the last of the testing window, either continuous or intermittent, building-level student growth outcomes will be applied in lieu of his/her classroom growth data outcomes.
2. A student's score will not be applied to a teacher evaluation if any of the following criteria are met:
  - A student does not have a valid test score within the two comparing testing windows for the subject-matter assessment.
  - A student transfers to a new teachers within 20 school days of a screening assessment.

### **Student Exclusion for Student Growth Calculations**

No automatic exclusion of any student for attendance or tardiness. Rather, a certified staff member can petition the evaluating administrator to consider exclusion of a student who is determined to be chronically absent or tardy provided he/she can submit sufficient evident to substantiate ongoing, proactive attempts that have been made to connect with the family to remedy the attendance issue(s).

- Individual student scores should be removed prior to calculating teacher student growth rating:

### **Building-Level Growth Data**

All students with valid test scores within the two comparing testing windows for the subject-matter assessment will be included within the building-level growth data outcomes.

## Pre-K Assessment

Pre-K Assessments will be based on a criterion and/or normed based reference scores.

- Teaching Strategies expected growth norms are identified as Gain. (see below)
- Gain can be identified for both Literacy and Math.
- Teacher evaluations will be computed by finding the median gain

Table 15

### Mathematics scaled scores by age/grade

Age / grade		Fall	Winter	Fall to Spring	
				Spring	Gain
Prekindergarten 4	Mean	341.41	379.14	405.25	63.96
	SEM	14	13	13	
	SD	53.48	47.28	51.44	46.33
	25th	320	354	380	37
	50th	350	384	408	59
	75th	376	408	433	83

### Literacy scaled scores by age/grade

Age / grade		Fall	Winter	Fall to Spring	
				Spring	Gain
Prekindergarten 4	Mean	474.47	506.52	527.01	52.52
	SEM	10	8	8	
	SD	51.10	39.56	43.10	44.00
	25th	457	491	508	31
	50th	485	509	531	48
	75th	502	529	550	67

Teacher performance evaluation rating will be determined by computing the median gain of all rostered students.

## MEMORANDUM OF UNDERSTANDING EXTENDING COLLECTIVE BARGAINING AGREEMENT FOR ONE YEAR

### Data Collection Window

Given the calendar of the teacher evaluation period, all data collected for the student growth component of the teacher evaluation will be based upon the class or caseload based on the following:

<b><u>Data Collection Window</u></b>		
<b><u>Non-Tenured Years 1</u></b>	<b><u>Fall to Winter of the evaluation year</u></b>	
<b><u>Non-Tenured Years 2-4</u></b>	<b><u>Fall to Winter of the current evaluation year, Fall to Spring of the previous school year --- averaged of fall to winter (except 2021-2022) current median and fall to spring previous medians (average medians) together to create a single score</u></b>	
<b><u>Certified Staff Categories</u></b>  <i><u>Certified staff members will have his/her student growth scores determined by the performance of the following cadre of students:</u></i>		<b><u>Summative Evaluation Weighting</u></b>  <i><u>The percentage balance between the weight of the portions of the evaluation based on professional practice and student performance:</u></i>
<u>PK-8 Classroom Teacher</u>	<u>Median class list will be used for student growth measurement</u>	<u>60/40 Years 2-5</u>
<u>Special Ed, Sped Resource, ELL/Bilingual Resource, and Related Student Services Staff (OT, PT, Psych, SLP, SW)</u>	<u>Individual caseload will be used for student growth measurement in subject areas serviced</u>	
<u>Instructional Coaches, Instructional Intervention Specialist, or other Certified Staff without a designated caseload</u>	<u>Overall school performance within the metrics will be used for student growth measurement. If the Certified Staff is split between multiple schools, their score will be compiled by the average median of their caseloads from all supported schools</u>	
<u>Specials Teacher</u>	<u>School wide performance will be used for student growth measurement</u>	
<u>Middle School LA &amp; Social Studies Teachers</u>	<u>Individual caseloads/student class lists will be used for student growth measurement only in the area of Reading/ELA</u>	
<u>Middle School Math &amp; Science Teachers</u>	<u>Individual caseloads/student class lists will be used for student growth measurement only in the area of Math</u>	
<u>Middle School Exploratory &amp; PE Teachers</u>	<u>School wide performance will be used for student growth measurement</u>	

**MEMORANDUM OF UNDERSTANDING  
EXTENDING COLLECTIVE BARGAINING AGREEMENT FOR ONE YEAR**

**STUDENT GROWTH OVERALL RATING CHART**

**60%/40% MODEL**

Student Performance (40%)	Professional Practice (60%)					
	Rating		Excellent	Proficient	Needs Improvement	Unsatisfactory
	Points		4	3	2	1
Excellent	4	4.0	3.4	2.8	2.2	
Proficient	3	3.6	3.0	2.4	1.8	
Needs Improvement	2	3.2	2.6	2.0	1.4	
Unsatisfactory	1	2.8	2.2	1.6	1.0	

	Final Rating	
	Lower Bound	Upper Bound
Excellent	3.3	4.0
Proficient	2.3	3.2
Needs Improvement*	1.8	2.2
Unsatisfactory*	1.0	1.7

\* A tenured teacher whose recent evaluation rating is “Needs Improvement” will be formally evaluated the following year and will be placed on a Professional Development Plan (PDP). A tenured teacher whose recent evaluation rating is “Unsatisfactory” will be placed on a formal Remediation Plan.



Type of Teacher	Observation Minimums	Summative
<b>All teachers</b>	Goal Setting/ Student Growth Targets <ul style="list-style-type: none"> <li>• Initial Mtg by 9/30</li> <li>• Goal Setting sheet by 9/30</li> <li>• Growth Target sheet by 9/30</li> <li>• Growth Review by 2/28</li> <li>• Goal Review by 4/15</li> </ul>	NA
<b>Non-Tenured Teachers Years 1-4</b>	3 Observations/2 formal <ul style="list-style-type: none"> <li>• Informal by 10/31</li> <li>• First formal by 12/15</li> <li>• Second formal by 2/15</li> </ul> *There must be a minimum of 10 school days between formal observations	Due 3/1
<b>Tenured (Non-summative Yr)</b>	1 Observation/0 Formal <ul style="list-style-type: none"> <li>• Informal by 10/31</li> </ul>	No summative
<b>Tenured (Summative Yr)</b>	2 Observations/1 Formal <ul style="list-style-type: none"> <li>• Informal by 10/31</li> <li>• Formal by 4/15</li> </ul>	Due 5/1
<b>Tenured (Past evaluation=Needs Improvement)</b>	3 Observations/2 formal <ul style="list-style-type: none"> <li>• Informal by 10/31</li> <li>• First formal by 12/15</li> <li>• Second formal by 2/15</li> <li>• PDP Included</li> </ul>	Due 3/1
<b>Tenured (Past evaluation=Unsatisfactory)</b>	3 Observations/3 formal <ul style="list-style-type: none"> <li>• Remediation Plan</li> <li>• Three formals in 90 days</li> </ul>	90 day timeline

**1. New teacher orientation in August**

A. District Meeting

- Explain Teacher Performance Evaluation Process

B. Building Meeting

- Explain School Improvement Plan and Building Procedures

**2. For 1st and 2nd year teachers**

By the end of the second week, an individual conference will be held with the principal to review the teacher performance evaluation process and to discuss ways the principal may be of assistance. 2nd year teachers will also review the performance goals developed during the final evaluation conference of the previous school year.

3 Observations/2 Formals to be completed by: Informal by October 31  
First formal by December 15  
Second formal by February 15

Pre-conference form to be completed and conference scheduled prior to each observation.

Post-conference to be held within 7 calendar days of the respective observation.

Summative Performance Assessment Conference by March 1.

The teacher has 20 calendar days in which to respond.

**3. For 3rd and 4th year teachers**

By the end of the 4th week, an individual conference will be held with the principal to review the Teacher Performance Evaluation Process and review the performance goals developed at the final evaluation conference of the previous year.

3 Observations/2 Formals to be completed by: Informal by October 31  
First formal by December 15  
Second formal by February 15

Pre-conference form to be completed and conference scheduled prior to each observation.

Post-conference to be held within 7 calendar days of the respective observation.

Summative Performance Assessment Conference by March 1.

The teacher will sign the evaluation to acknowledge receipt. A copy of the evaluation will be given to the teacher and be placed in the teacher's personnel file. The teacher has 20 calendar days in which to respond to the evaluation.

#### **4. Teachers on Continued Contractual Service (Tenured teachers)**

Tenured teachers will be formally evaluated at least once every ~~two (2)~~ three (3) years if their most recent evaluation rating was "Proficient" or "Excellent." A tenured teacher whose most recent evaluation rating is "Needs Improvement" will be formally evaluated the year and be placed on a Professional Development Plan (PDP). A tenured teacher whose most recent evaluation rating is "Unsatisfactory" will be formally evaluated the following year through the Remediation Plan process.

Tenured teachers will be informally evaluated every year.

Within the first 6 weeks of the school year, the tenured teachers in their assessment year will meet as a group to review the performance evaluation process with the administration.

## **REMEDATION ACTIVITIES FOR TEACHERS ON CONTINUED CONTRACTUAL SERVICE (TENURED TEACHERS)**

If a tenured teacher receives an overall rating of unsatisfactory, within thirty (30) calendar days of the postobservation conference a remediation plan will be designed to correct the area(s) identified as unsatisfactory, provided the deficiencies are deemed remediable.

Participants in the remediation plan shall include the teacher deemed unsatisfactory, a qualified administrator, and/or a consulting teacher. The remediation plan may include the participation of other personnel to assist in correcting areas identified as unsatisfactory.

- A. The remediation plan shall provide for quarterly evaluations and ratings to occur during the year following the teacher's receipt of the remediation plan and shall be based on the unsatisfactory evaluation.
1. The quarterly evaluations and ratings shall be conducted by a qualified administrator.
  2. When a quarterly evaluation schedule requires an evaluation after the close of the school year, but on or before July 15, such evaluation shall be scheduled to occur no later than two (2) weeks prior to the close of the preceding school year.
  3. When a quarterly evaluation schedule requires an evaluation after the close of the school year, but after July 15, such evaluation shall be scheduled to occur not later than two (2) weeks after students' attendance commences in the following school year
  4. Failure to strictly comply with the timelines for the required quarterly evaluations because of events such as summer months, illness, or certain leaves granted teachers under a remediation plan shall not invalidate the results of the remediation plan.
  5. The qualified administrator shall conduct the fourth and final evaluation at the conclusion of the year specified in subsection (A) (1) of this Section.
  6. The remediation plan shall provide reinstatement to a schedule of biennial evaluations for any teacher who successfully completes the one-year remediation plan by receiving a satisfactory or better rating, unless the District's plan regularly requires more frequent evaluations.

- B. Participants in the remediation plan shall include the teacher deemed unsatisfactory, a qualified administrator, and/or a consulting teacher. The remediation plan may include the participation of other personnel to assist in correcting areas identified as unsatisfactory.
1. The participation of the consulting teacher shall be voluntary.
  2. The qualified consulting teacher shall be one who has received a rating of excellent on his or her most recent evaluation, has a minimum of five years experience in teaching, and has knowledge relevant to the assignment of the teacher under remediation.
  3. The qualified consulting teacher shall be chosen from a list developed by the district or, in districts with an exclusive bargaining agent, the bargaining agent, may, if it chooses, supply a roster of at least five (5) qualified teachers from which the consulting teacher is to be selected, or the names of all teacher so qualified if that number is less than 5.
  4. Where no consulting teacher is available in a district, the district shall request the State Board of Education to provide a consulting teacher. The State Board of Education shall thereupon provide a consulting teacher who meets the requirements of subsection (B)(2) of this Section.
  5. If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher.
  6. The consulting teacher shall provide advice to the teacher rated as unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan.
  7. The consulting teacher shall not participate in any of the required quarterly evaluations, nor be engaged to evaluate the performance of the teacher under remediation, unless a collective bargaining agreement provides otherwise.
  8. The consulting teacher shall be informed, through three quarterly conferences with the qualified administrator and the teacher under remediation, of the results of the first three quarterly evaluations in order to continue to provide assistance to the teacher under a remediation plan.

9. Any teacher who fails to complete the one-year remediation plan with a satisfactory or better rating shall be dismissed in accordance with Section 24-12 or 34-85 of The Illinois School Code.