

**ST. CHARLES EDUCATION ASSOCIATION  
(SCEA)  
and  
ST. CHARLES SCHOOL DISTRICT (SCSD)**

**MASTER AGREEMENT  
2026–2028**

**Effective: July 1, 2026 – June 30, 2028**

# TABLE OF CONTENTS

## SCEA – SCSD Master Agreement

### Association & Governance

1. Association Business .....	1
2. Bargaining Agreement .....	1
3. Negotiations .....	11
4. SCEA – Exclusive Representative .....	16
5. Term and Language Reopeners .....	28
6. Term of Agreement .....	29

### Leave & Employee Benefits

7. Bereavement Leave .....	1
8. Parental Leave .....	12
9. Personal Leave .....	12
10. Salary & Pay for Unused AFD Leave .....	17
11. Sick Leave Payout .....	17
12. Insurance & Benefits .....	9
13. Mandated Training Videos .....	10

### **Calendar & Scheduling**

14. Calendar Committee .....	2
15. Early Release Day .....	6
16. Parent-Teacher Conferences .....	12
17. Plan Time .....	13
18. Scheduling .....	19
19. Traveling Teachers .....	28
20. Substituting During Plan Time .....	26

### **Working Conditions & Professional Practices**

21. Class Size .....	2
22. Climate Committee .....	3
23. Collaboration .....	4
24. Faculty Meetings .....	8
25. Grade Recording System .....	8

26. Instruction & Curriculum .....	9
27. Instruction Delivery Model .....	9
28. Professional Development .....	13
29. Standard-Based Grading .....	22
30. Technology .....	27
31. Safety .....	14
32. Mental Health .....	11
33. Student Behavior .....	26
34. Student Instruction .....	26
35. Student Needs .....	23

### **Staffing & Assignments**

36. Counselors .....	4
37. Department Chairs .....	6
38. District Initiatives .....	6
39. District Policy .....	6
40. Employee Termination .....	7
41. Evaluations .....	7
42. Extra Duty Employees .....	8
43. Meeting Representation .....	11
44. Nurse 192 Contracted Days .....	11
45. Preschool .....	13
46. Reassignment .....	14

47. Retired Resident Teachers .....	14
48. Retired Employee Non-Residents .....	14
49. Staffing .....	21
50. Staffing Models .....	21
51. Student Support Roles .....	19
52. Transfer (See also Assignment) .....	29

### **Special Education**

53. Special Education .....	19
54. IEP Writing Time .....	21
55. Special Education Communication & Behavior Support .....	21

### **Compensation & Salary Schedules**

56. Salary Contingency Language .....	15
57. Salary Schedule Revisions .....	18
58. CEUs – Teachers .....	4
59. CEUs – Nurses .....	17
60. Nurse Salary Schedule Language .....	15
61. Addendum – Vocational/Tech Salary .....	29
62. Addendum – Extra Salary Agreement .....	30

### **Substitutes**

63. Substitutes .....	23
-----------------------	----

64. Substitute Committee Recommendations . 24

65. Retired Substitute Pay ..... 25

66. Longevity Pay for Substitutes ..... 25

67. Substitute Handbook ..... 25

## **Master Agreement between SCEA and SCSD**

### **Association Business**

1. The district will adhere to the agreement that was in place with SCEA and employees upon joining and authorizing payroll deductions. Payroll deductions cannot be stopped mid-year if that is prohibited by, and clearly and visibly stated on the agreement signed by the employee. In such cases, the Superintendent will obtain documentation from the SCEA Treasurer showing that the employee received clear written notice that payroll deductions could not be terminated in the course of the school year, and will authorize continuation of the deductions through the end of the school year (2015-2016)

### **Bargaining Agreement**

1. SCEA and the district will create a master agreement that will be posted on the district website by August 15, 2024. (2024-2026)

### **Bereavement Leave**

The team agreed that clarification was needed regarding bereavement leave. Bereavement leave may be taken in the event of the death of family members or friends. Employees may use three (3) days of paid bereavement leave and two (2) additional days of AFD Leave annually for bereavement. Employees who have used their 3 bereavement days and 2 additional days of AFD Leave allowed annually may request permission to use additional days of AFD Leave by submitting a written request to the Assistant Superintendent of Human Resources. Documentation, such as a funeral notice, will be required for such a request to be considered. Policy GCBDA (Professional Short-Term Leaves and Absences- This is the wrong policy to reference as it does not have to do with bereavement, only sick leave and personal leave) will be revised to reflect this agreement. (2009-2010)

1. The Human Resources department will develop leave forms that will clearly outline the steps in the approval process, including guidelines regarding how staff may request an exception to policy. Leave requests that fall within policy guidelines may be approved at the building level. All leave requests that do not appear to meet approval criteria will be forwarded to the Assistant Superintendent for Human Resources, who will grant or deny the request.
2. District Policy GCBDA will be changed to eliminate the requirement that personal leave be used for business that cannot be performed on Saturday, Sunday or before or after school hours.
3. District Policy DCBDA will be changed to grant authority to the Assistant Superintendent for Human Resources to approve use of AFD leave days as Personal Leave beyond the number specifically allowed by policy.

4. The District Calendar Committee was reconvened in the fall of 2010 and asked to consider recommending changes to the 2011-2012 academic/teacher calendar so that all Early Release Days for Professional Development do not occur on Fridays. The Assistant Superintendent for Human Resources will present the Calendar Committee's recommendations to the Board of Education no later than December 2010.
5. The district will ensure that all professional staff members receive an annual overview of all leave policies and procedures related to personal leave. (2010-2011)

**Calendar Committee**

1. As part of the District Calendar Committee's work, a survey will be distributed to teachers in advance to determine specific interests/concerns related to the calendar.
2. During the first District Calendar Committee meeting, committee membership will be reviewed to ensure adequate representation from all stakeholders. If possible, at least one teacher from each building should be included on the committee.
3. The District Calendar Committee will include at least one representative from the 2011 SCEA Negotiations Team. (2011-2012)
4. The Calendar Committee will be advised that the teachers brought a concern about embedded snow make up days to the Negotiations Committee. (2015-2016)

**Class Size**

1. The district will follow District policies related to class size and hire additional staff to address any class size issues. (2008-2009)
2. Maintain class size focus where it has been, and work to maintain class size as previously set as SCSD desirable, knowing that there may be fluctuations. K-2 (21); 3-4 (24); 5-6 (26); 7-8 (27); 9-12 (29) (2014-2015)

Recommendations from The Elementary Special Interest Committee (ESIC) 2020  
 All sections with two students over the max=Teacher's Assistant

<b>KDG-2nd (17-20)</b>	<b>3rd-4th (20-23)</b>
1 Teacher -17 students	1 Teacher -20 students
2 Teachers -34 students	2 Teachers -40 students
3 Teachers- 51 students	3 Teachers- 60 students
4 Teachers- 68 students	4 Teachers- 80 students
5 Teachers- 85 students	5 Teachers- 100 students

## Climate Committee

1. The district will authorize building administrators to approve occasional and brief absences out of the building, by building employees, during the school day.
2. Each school will annually assess school climate.
3. Building Climate Representatives will be selected by mutual agreement between the principal and the building representative for the majority association of teachers at each school. Climate representatives will meet with administrators on a monthly basis to identify and discuss concerns affecting the building. Representatives should include both professional and support staff.
4. The Human Resource office will clarify the procedures and persons responsible for recording, tracking, and reporting employee's attendance.
5. The district will provide training in Interest-Based Bargaining to selected staff members in leadership positions and/or those serving as Building Climate Representatives. (2010-2011)
6.
  - a. Use building rep as a safe place and train on appropriate assertiveness
  - b. Provide better communication about program reviews to employees
  - c. Explore the possibility of providing additional professional development days in the school year.
  - d. Explore the possibility of increasing the number of early release days for professional development.
  - e. Include good news about the St. Charles School District as part of the negotiations process. (2016-2017)
7. A district committee will be formed to review the BCC/Certified Group Discussion processes and consider recommendations that include:
  - Re-train staff
  - Re-visit form
  - Talk to all staff about what it is and how it works for both processes
  - Examine what goes to climate committee
  - Make building rep a gatekeeper
  - Certified Discussion Group must go to principal first - gatekeeper can reinforce
  - Lunch (principal and building rep) – touching base
  - One training for all (staff and admin) on a yearly basis
  - Anonymous only at climate committee level, not when it goes to gatekeeper
  - No verbal – must be written
  - Review the process/redefine process

A committee (Admin/SCEA/SCESSA/SCTEA) will develop the plan & have ready by August 1, 2017 (2017-2018)

#### **Collaboration**

1. Both high schools will make use of video conferencing for collaboration between SCHS and SCW. ( 2008-2009)

#### **College Education Unit – CEU**

1. Technical School teachers may utilize college credit and CEU's to move across the Teacher's Salary Schedule to the BA+15 column and to the BA+24 column in the same manner as teachers who hold Bachelor's Degrees and Teaching Certification. No teacher may move to the Masters Column unless the teacher has earned a Master's Degree. (2008-2009)
2. It was agreed that Continuing Education Units (CEU) may be used as graduate credit to advance on the Teachers Salary Schedule beyond the Masters Degree in the same manner as they have been allowed for advancement beyond a Bachelor's Degree in the past. CEUs may be approved and credit awarded according to the standards and procedures established by the Curriculum and Instruction office. No teacher in the district may move to the Masters Column unless the teacher has earned a Master Degree. This agreement is not retroactive. Only CEUs earned after June 30, 2009 will count toward movement on the Masters + column of the salary schedule. (2009-2010)

#### **Coach's/Club Sponsors**

1. All assistant coach positions that were cut, due to District financial issues, will be reinstated for the 2017-2018 school year. To compensate for the extra cost, all extra duty stipend increases will be suspended for at least one year. The District will examine costs and compare other District coaching salaries to determine stipend increases for 2018-2019. The District Activity Directors will have the ability to determine the appropriateness of adding assistant coaches to programs according to needs and number of players. District coaches will be encouraged to limit amount of fundraising. (2017-2018)

#### **Counselors**

1. The District will add or allocate staff at both middle schools to better meet the needs of at-risk students. The District recognizes the benefits of having at least one full time counselor in each building and will increase counseling services at the elementary level to meet the unique needs of students in buildings where a full-time counselor is not currently available. (2008-2009)

#### **Curriculum:**

The **Curriculum Writing Team** will:

- Survey teachers to gather input before evaluating and presenting curriculum options for consideration.
- Organize and group standards in a way that supports effective instruction and learning.
- Adjust pacing as needed to ensure the curriculum aligns with student needs and instructional goals.
- Develop and coordinate initial training sessions to prepare educators for successful implementation.

The formation of a **Curriculum Implementation Team** for Kindergarten through 12th grade (K-12) in core subject areas: math, science, social studies, and English Language Arts (ELA).

- **Purpose:** A team will be created to oversee and support the implementation of curriculum in the specified core subjects across all grade levels (K-12).
- **Team Composition:**
  - The team will include representatives from each school within the district.
  - Representatives will also be invited from each grade level and/or department (e.g., elementary, middle, high school).
  - Special education teachers and English Language Learner (ELL) instructors will also be included to ensure the curriculum meets the needs of diverse learners.

The statement outlines the responsibilities of the curriculum implementation team. Here's a clearer breakdown of each responsibility:

1. **Plan for Ongoing Training Based on Feedback:**
  - The team will develop a plan to provide continuous professional development and training for teachers and staff.
  - This training will be informed by feedback collected from educators, administrators, ensuring it addresses actual needs and challenges encountered during curriculum implementation.
2. **Create a Troubleshooting Process:**
  - The team will establish a clear, systematic approach to identify, address, and resolve issues or challenges that arise during the implementation of the curriculum.
  - This process may include steps for reporting problems, analyzing root causes, and implementing solutions to ensure smooth curriculum delivery.
3. **Create a Procedure for Implementation:**

- The team will develop a detailed, step-by-step plan or guideline for how the curriculum will be rolled out across schools, grade levels, and departments.
- This procedure will likely include timelines, roles and responsibilities, resource allocation, and communication strategies to ensure consistency and effectiveness in implementation.

\*In non-curricular areas, a similar process will be followed when deemed necessary to provide ongoing training, support, and communication.

### **Department Chairs**

1. The district will form a committee to review and recommend revisions to the responsibilities, duties, procedures, and compensation for the following extra-allowance positions:
  - Department chairperson
  - Grade level chairperson
  - Team leader
  - Professional Learning Community (PLC) leader
  - Academic team leader
  - Special Education chairperson
2. The committee will also recommend clear procedures and guidelines for the selection, evaluation, and retention of the identified positions.
3. Committee recommendations will include implementation guidelines (processes, timelines, etc.).
4. The committee will present all recommendations to the Board of Education no later than February 2011. (2010-2011)

### **District Initiatives**

1. In consultation with building principals & DPDC, the curriculum and Instruction department will develop a plan to ensure adequate time, support, and resources for implementation of district initiatives, such as Standards-Based Grading. (2012-2013)

### **District Policy**

1. Changes to policies affecting teacher welfare (Section G), made after this agreement is approved and before the 2010 agreement is approved, will take effect at the beginning of the 2010-2011 school year with the exception of policy changes required by state/federal law or in situations deemed necessary by the Board of Education. When the Board is considering a change to Section G policy, the Superintendent will notify the

recognized teachers' organization at least 7 calendar days prior to the meeting during which the board would take action. (2008-2009)

### **Early Release Day**

1. Create and distribute a needs assessment written by principals, administration, and SCEA presidents; given in two parts - one for instruction and one for the PD part (written by DPDC) of the ERD. Review needs assessment results with SCEA rep, CO, building administration, DPDC rep. Staff will review results and create their own building plan. Submit plan back to CO for review. The associate superintendent of Curriculum and Instruction will make recommendations given to DPDC and calendar if needed. (2019-2022)

### **English Language Development (ELD)**

The District shall establish **two ELD Department Chairs (K-6 and 7-12)** to develop consistent systems supporting multilingual learners. Responsibilities shall include, but are not limited to, implementing systems for school-wide emergency safety plans, translating materials, coordinating PLC collaboration, professional development, and accessing translation services. The goal is consistent, equitable ELD services across the district.

### **Employee Termination**

- To ensure that the process for certified employees leaving the district for other employment, resignation, or retirement follows the state statute, is clearly written in district policy, and followed consistently in practice Policy GCPB was revised, notification ending date 6/1 was added. (2022-2024)

### **Evaluations**

A clearly established due date for evaluations to be submitted by administration March 7th for non-tenured teachers and May 1st for tenured teachers.

At least one scheduled observation

- Probationary teachers will receive 3 observations total- 2 observations by December 31st and 1 observation by February 23rd.
- Tenured teachers will receive 2 observations total- 1 observation by December 31st and 1 observation by May 1st.
- No observations 3 days before Winter Break or Spring Break unless mutually agreed upon.
- No observations the first week of school.
- Observation Feedback form will be returned to certified staff within 5 school days of the

observation.

- HR will provide SCEA Leadership a copy of the Evaluation timeline. (2024-2026)
  
- When there is a documented reason to extend an evaluation deadline, the superintendent of Human Resources will notify building principals and SCEA of the deadline extension.

### **Extra Duty Employees**

Create a committee to look at the point system that will report back to the group next year.

- The committee will look at the Interest which include but not limited to “Does the point system meet today’s needs? Is it fair, consistent and competitive across the board? How do we add new activities? Is supervision safe?”
- The committee will include administration and SCEA
- Which extra duty contracts are on the point system?
- We need to clarify and communicate who is on the extra duty contracts.
- Use the “gate” proceeds from sporting events to fund for adjustments.

Per new salary schedule, extra duty contracts will increase by the salary proposal over the next 3 years (2.5%, 2%, 2%)

### **Faculty Meetings**

1. The district will ensure that staff input is considered regarding the structure of faculty meetings. (2010-2011)

### **Grade Recording System**

1. The district will form a committee to study the current Grade Book program and make recommendations to improve efficiency, accuracy, and overall implementation. The committee will consider the interests and potential solutions identified by the joint bargaining team. The committee will present recommendations to the Board of Education during the 2010-2011 school year.
  - The committee will include the Director of Instructional Technology, teachers, administrators, parents, and other individuals at the discretion of the district. (2010-2011)
2. Gradebook set-up is currently in process
  - a. A lead teacher will be trained in each building who will be able to answer questions.
    - i. Instructional Technologist (Tina Lauer) will be available to answer questions that the lead Gradebook teacher is unable to answer

- ii. Application Support Specialist (Alexis Green) will be available to answer questions that the instructional technologist is unable to answer
- b. Open training dates will be set up this summer that teachers may voluntarily choose to attend (mid to late July). Duplicate training will be offered at the beginning of the school year.
- c. The IEP component of the new Gradebook product will be set up mid June
- d. Additional training days for the SPED component will be set up this summer that teachers may voluntarily choose to attend.
- e. Remove the requirement to make up the last snow day at the end of the 2013-2014 school year. This day will be moved to teacher work calendar for 2014-2015 to precede the first day of school\* (compensated in 2013-2014) – recommended to BOE for approval; Teachers can trade off ½ day of attendance\* if they attend summer Gradebook training
- f. Create a refresh webinar for certain areas – overview by May
- g. The goal will be for the SBG component to be finished prior to fall parent teacher conference

### **Instruction**

Refer to the Curriculum Committee and ask that they identify instructional priorities related to curriculum. Dr. Tormala will facilitate this process. (2014-2015)

### **Instruction Delivery Model**

1. A district level committee with building sub-committees will be formed to study instructional delivery models (schedules) with the goal of implementation in 2011-2012.
2. The committee should include the following stakeholders:
  - Teachers (various subjects, grade levels, etc.)
  - Administrators
  - Support Staff
  - Parents
  - Secondary students (grades 7-12)
3. The committee will consider the interests identified by the joint bargaining team. The committee will present recommendations to the Board of Education during the 2010-2011 school year. (2010-2011)

### **Insurance**

- a. The Insurance Committee would present to the SCEA negotiating team for information and input before final recommendations to the Board. The negotiation team would need to be identified earlier for this purpose.
- b. Create a standardized means of sharing information with staff such as question and answer, Power point, etc.

- c. Communicate to staff how much money we are saving through self-funding, employer provided a clinic, etc.
- d. Insurance committee will report updates to staff after each meeting.
- e. Insurance committee gathers input (such as survey, focus group, etc.) prior to/and during work as appropriate. (2016-2017)

The district insurance committee will review the current Short-Term Disability plan and Consider recommendations that include:

- Divide regular deductions owed over several months
  - Employee option per tax consequences
- Have a structured communication to all employees
  - Who doesn't qualify
  - Elimination period – when
- Remove graduated system

The district insurance committee will have any possible changes ready to be in place by January 2019. (2018-2019)

To ensure the district continues to provide a high-quality health plan for all full-time employees, while still maintaining fiscal responsibility,

The Benefits Committee will use the 2019-2020 school year to study and propose restructuring of our health plans to address the interests. Then bring back to negotiations or the SCEA leadership team in early 2020 and then seek Board approval in fall of 2020 for implementation on January 1, 2021.

Short-Term Disability Insurance: (follow up from the 2018 negotiations)

2018 Negotiation Team agreed to assign the Benefits Committee to find a solution to our current Short term disability policy which only benefits a small portion of our employees.

The Benefits Committee recommends that the district end, as of January 1, 2020, our mandatory participation in Short Term Disability Insurance Option and a Long Term Disability Option which employees could elect or decline on a voluntary basis to fit their personal needs.

Education for employees if choosing an HSA option. (2019-2022)

#### **Mandated Training Videos**

\*Certified staff will have one designated day on the district teacher calendar to watch up to 6.5 hours worth of videos and take required quizzes

\*Certified Staff can watch the videos from any location

\*Videos must be completed by the end of the first full week in September.

\*If teachers need to complete more than 6.5 hours of videos, SCEA Leadership and CO

will work on a plan for certified staff to watch the videos (2024-2026)

### **Meeting Representation**

In all certified staff-principal conferences dealing with documented performance concerns associated with the certified staff member's evaluation, or other areas of documented concern, transfer, suspension, or dismissal, the teacher shall be informed in advance of the purpose of the meeting. Certified staff will be allowed up to 3 working days to obtain appropriate representation (building representative, colleague, etc.). If needed or if time sensitive, administrators may make arrangements for classroom coverage for a building representative to be at the meeting. Exceptions to this practice will be made at the discretion of the Superintendent or designee. (2015-2016)

### **Mental Health**

To improve learning conditions to be more responsive to the students' and teachers mental health concerns

- Administrators and staff will monitor mental health of students and staff
- SCEA and SCSD will work to promote district successes
- See attachment of topics discussed in negotiations (2022-2024)

### **Negotiations**

It was agreed that a maximum of one release day for teachers serving on the Meet and Confer team may be allowed in order to participate in the Meet and Confer process. The district will be reimbursed for any associated substitute teacher costs by the majority Association. ( 2009-2010)

Admin/SCEA/SCESSA/SCTEA will review and make recommendations no later than November 2017 for revisions to Board Policy GCQDA that references dates and processes that are no longer standard practices that need to be updated. (2017-2018)

### **Nurse 192 Contracted Days**

- The nurse calendar will reflect the 180 contracted days, plus an additional 90 hours(12 days). These extra hours will be scheduled in collaboration between the nurse and their building principal. Of these 90 hours, up to 30 may be completed remotely, with specific parameters set by the Administration in consultation with the lead nurse and SCEA. The remaining 60 hours must be worked in person within the district. ( 2025)
- If a nurse is required to work beyond their additional 90 hours, a timesheet will be used to track this time, and prior approval from the building principal will be required. ( 2022-2024)

## **Parameters for 60 hours In District additional hours:**

### **1. Scope of Work**

- Define specific tasks that can be performed during additional 60 non-contract hours, as defined by the nurse's calendar, such as:
  - Attending back to school events
  - Reviewing and updating student health records.
  - Communicating with parents, staff, or healthcare providers.
  - Completing administrative tasks (e.g., documentation, reporting, inventory management- medication and supplies).

## **Parameters for 30 additional hours of Remote work:**

### **1. Scope of Work**

- Define specific tasks that can be performed remotely during additional non-contract hours, as defined by the nurse's calendar, such as:
  - Reviewing and updating student health records.
  - Communicating with parents, staff, or healthcare providers.
  - Completing administrative tasks (e.g., documentation, reporting, inventory management).
- Exclude any tasks that involve direct student interaction or require an in-person presence.

### **2. Availability and Responsiveness**

- Set clear expectations for availability during approved flex hours (e.g., being reachable via email, phone, or video conferencing).
- Establish response time guidelines for communications (e.g., responding to emails or calls within a timely manner).

## **Parent-Teacher Conference**

1. Time parameters will remain the same (6.5 hours of conferences in lieu of compensation day)
2. Principal will seek staff input before setting final P/T schedule (2012-2013)

## **Parental Leave**

Employees may use all accrued and eligible absent from duty (AFD) leave during documented FMLA absences. This language shall be added to existing maternity and paternity leave provisions and align with Board Policy **GCBDA**.

### **Personal Leave**

Certified and professional staff shall receive **ten (10) sick days** and **three (3) personal days** annually, with up to **three (3) sick days convertible to personal days** for a maximum of six (6) personal days. The SCEA Salary Committee and Central Office Team shall determine any increase to sick leave payout, effective **July 1, 2026**. The District shall continue transitioning to a paperless personal leave request system.

### **Plan Time**

1. Hire additional FTE in special areas to improve schedule flexibility as to increase the amount of total and continuous plan time for elementary teachers. (2008-2009)  
Both high schools will consider common planning time for PLC teams when building master schedules (2008-2009)
2. Ensure that teachers have a 250 minute plan period for lesson planning, grading, and parent contact.
3. The Assistant Superintendent of Human Resources will remind to building principals about the parameters of preparation time and duty-free lunch times outlined in Policy GCJ.
4. The Assistant Superintendent of Human Resources will work with elementary principals to review plan time schedules for consistency. (2015-2016)

### **Preschool**

Preschool teachers shall accrue tenure in the same manner as tenured-eligible K-12 certified staff.

### **Professional Development**

The teams agreed to share questions/issues raised with the Curriculum and Development department and District Professional Development Committee. The questions/issues raised included, but was not limited to, the following:

- Is there a Flow-Chart of decision-making process related to PDC issues (including professional travel)?

- What are the definitions, roles, structures (committee representation, selection process, etc.) related to Professional Development and Professional Learning Communities?
- How are the Early Release Day activities (planning, schedules, expectations, etc.) determined?
- Is there coordination/discussion between the District Calendar Committee (Early Release Days vs. full day professional development) and the District Professional Development Committee?  
(2009-2010)

Approval is needed from the assistant superintendent of Human Resources for absence on the District Full-Day Professional Development Day.

- The district will communicate, clarify, and enforce policy.
- The district will set Absence Management (formerly known as AESOP) to notify principals of absences. (2022-2024)

### **Reassignment**

- All certified staff assignments and reassignments—including grade level, department, or building changes—shall be made in the best interest of the district and its instructional program. In the event a certified staff member is reassigned from their current grade level, department, or position, sufficient reason for the change will be provided by the Superintendent or their designee. These decisions will take into account the needs of the district, staffing patterns, and programmatic goals.
- (Board Policy Language)
  - *Reassignment* – District-initiated movement of an employee from one position or building to another.
  - *Transfer* – Movement of an employee from one position or building to another at the request of the employee.

### **Retired Resident Teachers**

Retired resident staff from the City of St. Charles School District can maintain their in-district transfer for that building level as long as the retired staff member continues to reside in the SCSD.

### **Retired Employee Non-Residents**

Children of SCSD full-time employees who retire with a minimum of seven (7) years of service and are non-residents may remain enrolled in their school of choice through graduation, regardless of residency.

### **Safety**

1. Appropriate staff will be notified of violent students per “Missouri Safe Schools” guidelines and plans will be made for working with such students, which may include staff

training.

2. The district will share with the district's Code of Conduct Committee all interests related to student and staff safety identified by the joint bargaining team.
3. The district will encourage employees of all schools to collaborate regarding successful strategies related to student and staff safety.
4. Each school will include a goal related to student behavior and discipline in its School Improvement Plan.
5. The district will continue to explore alternative placements for K-12 students with chronic disciplinary issues.
6. All actions taken under this issue will comply with the IDEA, Section 504, and other laws Applicable to students with disabilities. (2010-2011)

### **Salary Contingency Language**

#### **2 Year Agreement**

1. **2026-2027 Language to the bottom of the certified staff salary schedule**
  - Step with an average 3% increase
  - The district will continue to provide board paid health, dental and vision plans to all full-time employees
  - 
  - Stipend for PhD, EdD, National Board Certification (including teachers, guidance counselors, social workers, and nurses), SLPs with Certification of Clinical Competence and Social Workers with their LCSW \$3000/year
  - Certified staff will be able to make lane changes if certified staff notify Human Resources by November 1st of the contracted year
  - No additional teachers will be added to the BA-N per the 2008-2009 professional agreement.
  - No additional teachers will be added to the BA+15-N per the 2010-2011 professional agreement.
  - No additional teachers will be added to the MA-R or the MA+30-S unless mutually agreed upon between SCEA and District Administrative Team.
  - 3% increase on all extra allowance contracts
  - Should the highest salaried steps on columns BA 15, MA, and MA 30 on the regular salary schedule become greater than graduated steps of BA 15-N, MA-R or MA 30-S, money will be added to BA 15-N, MA-R or MA 30-S to keep their salaries greatest on their respective graduated steps.
  - All retirees (including those enrolled in the PSRS Working After Retirement program) that have submitted retirement notice by December 1 will be moved on the salary schedule to MA-E after the agreed upon cost of increase on the salary schedule.
2. **Language to the bottom of the nurse's salary schedule**
  - Average 3% increase on the 2026-2027 salary schedule; took off Steps 1-3; add columns BSN +15, MA, and MA+30. No step taken.
  - \*NBCSN (National Board Certification School Nurse): \$3000/year stipend

- District will continue to provide board-paid health, dental and vision plans to all full time employees
- Nurses will be able to make lane changes if notification is provided to Human Resources by November 1st of the contracted year
- Lead nurse gets an extra allowance contract. The 2026-27 school year amount will be \$3090.
- 3% increase on all extra allowance contracts
- New Nurse Experience Placement on Salary Schedule
  - An incoming nurse with 3 years of experience or less will be placed on step A
  - An incoming nurse with 4 years of experience will be placed on step B
  - An incoming nurse with 5 years of experience will be placed on step C
  - An incoming nurse with 6 or more years of experience will be placed on step D

**Second Year of a Two-Year Salary Agreement**

- 2027-2028 school year
  - Certified staff and nurses will average a 2% increase on the salary schedule that includes a step
  - All eligible certified staff and nurses will take a step on the salary schedule
  - The remaining balance, including the savings from teachers retiring by December 1st will be applied to the teachers' salary schedule and the savings from nurses retiring by December 1st will be applied to the nurses' salary schedule.
  - The 2% allocation for meeting the 169 day calendar will be added to the salary schedule after the step up to 2% is allocated IF the State Adequacy Target (SAT) is fully funded.
  - Contingency Language

In addition, the following contingencies will be in place:

The SCEA Salary Committee and SCSD Admin Team will meet after December 1, 2026 when the CFO has finalized numbers to provide an update. At that time, the SCEA Salary Committee and SCSD Admin Team will determine if any additional funds can be added to the salary schedule beyond what is guaranteed above for the 2027-2028 salary schedule.

**SCEA-Exclusive Representative**

- Consistent with Board Policies GCQD, GCQDA, and KI, and as interpreted by the Board of Education following the grievance hearing held on September 11, 2025, professional staff organizations that are not the exclusive bargaining representative shall not present information to new teachers at the beginning of the school year at New Teacher Orientation. Such organizations shall not maintain bulletin boards within district facilities. Additionally, such organizations shall not host or staff tables at District kickoff events or similar District-sponsored functions.

**Certified staff:**

An average of 2.5% increase on the cost of the 2024-2025 salary schedule  
All eligible certified staff will take a step on the salary schedule and any additional savings from retired teachers will be added to the 2.5% salary increase

\*\*The exact use of the additional funds will be agreed to by the administration and SCEA salary committee during the 2024-2025 school year

Should the highest salaried steps on columns BA 15, MA, and MA 30 on the regular salary schedule become greater than graduated steps of BA 15-N, MA-R or MA 30-S, money will be added to BA 15-N, MA-R or MA 30-S to keep their salaries greatest on their respective graduated steps. (2024-26)

**Nursing staff:**

All eligible nurses will take a step on the salary schedule and any additional savings from retired nurses will be used on the salary schedule

1. The exact use of the additional funds will be agreed to by the administration and SCEA
2. Salary committee during the 2024-2025 school year
3. District will continue to provide board paid health, dental and vision plans to all full-time employees
4. Stipend for PhD, EdD, National Board Certification (including teachers, guidance counselors, and social workers and nurses), SLPs with Certification of Clinical Competence and Social Workers with their LCSW \$3000/year
5. Certified staff and nurses will be able to make lane changes if certified staff and nurses notify Human Resources by November 1st of the contracted year
6. Extra Duty contracts will receive a 2.5% increase
7. Substitute teachers will receive a 2.5% increase (2024-26)
8. 2-year salary, 2024-2026
9. 2-year language, 2024-2026
10. Open up language after one year in 2025 if SCEA and district administration cannot find a resolution to an issue discussed at the monthly Central Office administration and SCEA leadership meeting with up to 2 issues using the IBB process.
11. A notice of intent to open negotiations must be provided to both parties by December 1, 2024.

**CEUs – Nurses (Effective 2026-2027)**

Nurses may use approved college credit and CEUs to move from BSN to BSN+15 and from MA to MA+30; however, movement to the MA column requires a master’s degree. **Ten (10) hours of approved training shall equal one (1) CEU.** Only CEUs earned after June 30, 2026, shall count toward

movement on the salary schedule. Approved CEUs shall follow standards established by the Assistant Superintendent of Special Services and are not retroactive.

**Salary & Pay for Unused Absence from Duty Leave**

**Sick Leave Payout Revisions**

**a. Recommend that the Board of Education revise GCBDA as follows:**

Change wording under “Pay for Unused Absence from Duty Leave” to, “Effective beginning with the 2022-2023 school year, certified/professional employees who have full-time equivalent (FTE) years of service (combined part-time and full-time FTE, this service does not have to be continuous) in the St. Charles School District, as outlined below, will be paid for any unused AFD leave (up to 180 days) for written notification of intent to retire/resign/ or leave employment as a result of non-renewed, one-year only contract or reduction in force (RIF) at the conclusion of the work agreement for that fiscal year at the following rates:

	Notification by 12/1	Notification 12/2 through 1/31	Notification 2/1 through 6/1
1-9 years FTE	\$60/day	\$50/day	\$40/day
10-19 years FTE	\$70/day	\$60/day	\$50/day
20 or more years FTE	\$80/day	\$70/day	\$60/day

b. In case of the death of an employee to whom pay for unused leave is owed pursuant to Board policy, the unused leave will be paid to an individual designated by the employee. The designation will be assumed to be the same one made by the employee during the annual benefits open enrollment process, unless the employee otherwise notifies HR of an alternate designation. If no designation is made, unused leave will not be compensated. (2022-2024)

**Sick Leave Payout for Unused Absence from Duty (AFD)**

- Once a certified professional employee accrues over 150 days in AFD they can cash out days over the 150 days annually at the maximum amount for their years of service (see the sick leave payout chart above).
- The employee must submit a request to Human Resources by December 1st for the AFD payout. Payment will be received within 60 calendar days. (2022-2024)

### **Salary Schedule Revisions**

1. We recommend a 3.5% increase in dollars allocated to the Certified Staff and Nurses Salary Schedules for 2022-2023. The actual increase per position will be determined by use of the salary schedules attached.
2. We recommend an average increase of 3% in dollars allocated to the Certified Staff and Nurses Salary Schedules for 2023-2024, to be allocated as follows:
  1. All eligible certified staff and nurses would take a step on the schedule.
  2. Any funds unused for the purpose of providing a step will be used to continue the indexing of the salary scheduled. The exact use will be agreed to by the administration and SCEA salary committee during the 2022-2023 school year.
3. All other previous agreements related to benefits and stipends for specific certifications are agreed to be continued.
4. Extra-allowance contract 2022-2023 = 3.5% increase; 2023-2024 = 3% increase
5. Add language to the bottom of the salary schedule: certified staff and nurses will be able to make lane changes if certified staff and nurses notify Human Resource by November 1st of the contracted year.

This is the language from policy regarding advancing columns on the salary schedule:

Contract modifications for graduate credit (CEUs) and/or a master's or higher degree shall be granted at the beginning of the fall semester only. Verifications of credit (official transcript) for contract modification form must be received by the office of the Assistant Superintendent for Human Resources on or before November 1st. (2022-2024)

### **Scheduling**

Middle School administrators will develop an improved master schedule while considering the perspectives of all stakeholders. (2008-2009)

### **Student Support Roles**

During non-contracted hours, administrators shall assume responsibility for student and family needs. Nurses, counselors, and social workers shall follow established chain-of-command procedures to transfer responsibility to administration when issues arise outside contracted time.

### **Special Education**

1. By the end of September, building administrators will work with special education teachers individually to set up a designated IEP writing time and discuss possible IEP meeting days.

2. Streamline the transition IEP process from building to building
3. There will be one, district committee that uses the Interest-Based Bargaining Process to address the needs of Special Education and Specialized Special Education which includes
  - Any district-wide self-contained special education classroom designed specifically for students with intensive care needs
  - Autism and/or Multiple Disabilities
  - Emotional Disturbance
  - Specific classrooms will be identified annually by the Assistant Superintendent of Special Services
4. This committee will address
  - Staffing
  - Protection of plan time and duty-free lunch
  - District-wide specialized special education classes—classroom with restrooms for toileting needs
5. This committee will have members from all Pre-K-12 levels in:
  - Special Education
  - Specialized Special Education
  - Administration
  - SCEA Leadership
6. Time-Line
  - There will be a Special Education survey given to Special Education teachers designed by the negotiations team and sent out at the beginning of May 2024.
  - The District Special Education committee will meet starting in September 2024 to
    - Review the Special Education survey
    - Develop a plan
    - Report out at the SCEA/Administrators Leadership Monthly meeting by January 2025. (2024-26)
7. The Assistant Superintendent of Special Services, Principals and Teachers will collaborate when a concern arises regarding the specialized rooms (omitting personnel issues).
8. Building administrators with district-wide specialized special education classrooms will provide the district-wide specialized special education teachers' schedules to the Assistant Superintendent of Special Services that includes a plan period and lunches 2 weeks before school starts.
9. There will be one district committee using the Interest-Based Bargaining Process to address the concerns of Special Education and Specialized Special Education which includes:
  - Any district-wide self-contained special education classroom designed specifically for students with intensive care needs
  - Autism and/or Multiple Disabilities
  - Emotional Disturbance

- o Specific classrooms will be identified annually by the Assistant Superintendent of Special Services

10. The special education committee will address

- o Staffing
- o Protection of Plan time and duty-free lunch
- o District-wide specialized special education classes— providing a classroom with restrooms for toileting needs

11. Members from all Pre-K-12 levels:

- o Special Education
- o Specialized Special Education
- o Administration
- o SCEA Leadership

12. Time-Line

- o Special Education survey designed by negotiations team and sent out to Special Education teachers at the beginning of May 2024.
- o District committee meet starting in September 2024 to
  - Review the Special Education survey
  - Develop a plan
  - Report out at the SCEA/Administrators Leadership Monthly meeting by January 2025

13. HR will communicate to the building administrators and teachers including Counselors/RTI Specialists/ Instructional Coaches: if needed, teachers will be paid the same rate as subbing for teachers to sub for paraprofessionals during their plan period.

14. Special Education Coordinators will provide annual training on Special Education expectations for all teachers starting in the 24-25 year.

**IEP Writing Time – Special Education**

- 15. Existing elementary systems that meet IEP writing needs, as outlined in the 2024 Agreement, can remain in place.
- 16. Also, elementary special education teachers (K–4) shall be provided two **(2) IEP writing days per school year**. Teachers shall notify their building administrator **at least two (2) weeks in advance** and may use the time in half-day or full-day increments. If additional time is needed, the teacher shall work collaboratively with the building principal and special education coordinator.
- 17. Special education teachers in grades **5–12** who require additional time outside of the established IEP writing time, shall contact their building administrator to determine appropriate support.

**Special Education Communication and Behavior Support**

By the last Friday in September, special education teachers and building administrators shall engage in communication regarding special education needs. This communication should be ongoing throughout the school year as needed.

Examples include:

- Caseloads
- Required training
- IEP concerns
- Toileting
- Behavioral needs
- Behavior intervention plans
- Instructional needs

The Assistant Superintendent of Special Services shall explore an electronic behavioral data collection system for the district.

Starting with the **2026–2027 school year**, the District shall establish a written process outlining how special education teachers report behavior concerns or classroom challenges through a defined chain of communication. This process shall be documented in the Special Education Handbook.

### **Staffing**

1. Explore the expansion of Lindenwood’s Work and Learn Program to Jefferson.
2. Add an instructional coach for Jefferson for 2015-2016 who, among other things will work with K-4 coaches to create shared resources for K-6 teachers.
3. Instructional Coaches will share Lucy Calkins powerpoint with templates (provide teacher access to the Teacher Share drive)
4. Continue to focus on lower class sizes, monitoring cases of high enrollment numbers at the high school level and the impact in light of SBG. (2015-2016)

### **Staffing Models**

A Strategic Planning for Fiscal Responsibility Task Force consisting of district stakeholders will study and recommend efficient staffing models for grades 7-12. If possible, the task force will develop recommendations as early as December 2012 for potential implementation in 2013-2014. (2012-2013)

### **Standard-Based Grading**

1. Department chairs/team leaders/building climate committees will serve as liaison/safe place for questions from staff regarding SBG

2. The High School SBG Committee and Department heads will work together to clarify re-take procedures and work to develop fidelity in the application of how students qualify for retakes
  3. DPDC will continue providing support for SBG implementation
  4. The high schools will use a variety of methods to emphasize the meaning of a 1 at the high school level
  5. The elementary, intermediate, and middle schools will educate students and parents about the changing meaning of a 1 as students move up levels
  6. More assessment information will be provided to parents and students to enhance understanding of the proficiency scales
  7. The high school SBG committee will review and consider 3 columns for behavior instead of 6
  8. Buildings will address technology needs of supporting SBD implementation
  9. Principals will review SBG information in Student/Parent handbook with reference to website for additional information
  10. The district and schools will increase parent communication regarding SBG which might include utilization of the video explaining SBG on parent-teacher conference night, providing more feedback to parents and students about academic progress, utilizing the student/parent handbook and website to provide SBG information
- (2015-2016)

Establish structures and representation for the high SBG committee process

- i. SCH and SCW administrators and teachers will serve as co-facilitators and planners of committee work
- ii. Identify student performance indicators to be used
- iii. Honor loose/tight process for SBG work
  1. Tight – why are we doing this and what is required
  2. Loose – how we do it – moving parts
- iv. Survey students, staff, and parents annually
- v. Explore outside review of district SBG structures and processes

### **Student Needs**

SNC's Recommendations:

- SEL Professional Development for all staff
- SEL Behavioral Team to support teachers
- District-Wide system to support struggling students
- Triumph Academy for elementary
- School within a school for gen. Ed students
- Behavioral Paras to work with Karl
- Behavioral Interventions for high school students
- SEL Curriculum for all schools (Mind UP?)
- Mentoring Program for At-Risk students
- Social Workers/Behavioral Specialist in each school

## **Substitutes**

1. A district committee will be formed to review and consider recommendations that include:
  - Increase number of perm subs in the district (with special offer)
  - Increase pay rate for subbing a certain amount of days
  - Recruiting at colleges
  - Subbing – medical benefits (insurance) for retirees
  - Combine demands for in-service
  - Raise cap on Pay for Unused accumulated sick days (150)
  - Increase dollar amount employees would pay for unused accumulated sick days (Policy/Practice)
  - Sub culture/climate issues
  - Incentives for teachers = perfect attendance
  - Complete building to building plan improvement, goals, etc.
  - Communication piece for staff
  - Dr. appointments should be called in when made/District Clinic (usage)/etc.
2. The committee (Admin/SCEA) will develop a plan to begin implementing by August 2018.

(2018-2019)

### Sub Committee Recommendations January 17, 2019:

- Pay increase (for years of service)
  - 1-3 years of subbing increase pay by \$
- Timely use of AESOP
- Universal ID badges for substitutes (in process of being handled.Dr.L)
- Accessible technology/email address
- Daily classroom visits from teachers and principals
- District recognition for substitute teachers
  - Years of service
  - Days of service per year
  - Ideas: breakfast/luncheon
  - Cafeteria lunch tickets (eat in our cafeteria free on the day they are subbing)
- PD in general...look at doing more in the summer at a higher pay rate (possibly look at an increase from \$10.00 hours)
- Recognition of Staff that has 95% or better attendance (can be put in the opening day on a slide or in the program)
- Possibly post district student attendance and district staff attendance on the opening day (not building specific)
- Educate the staff on pay for sick days when they retire
- Insurance for retired teachers

- a. 84.5 days per year to sub as a teacher (550 hours) without losing retirement benefits  $84.5 \text{ days} \times \$94 = \$7,943$
  - b. Teachers responsible for keeping track of their own hours not to go over 550 hours  
(2018-2019)
3. Increase the sub rate for certified teachers that sub on their plan time equivalent to the Certified Staff average salary increase each year.
  4. For example, the average certified staff increase is 2.5% for the 2024-2025 school year so the sub rate increase would be 2.5%.
    - 2023-2024 = \$.70 per minute which equates to \$42.00 per hour
    - 2024-2025 = \$.72 per minute which equates to \$43.20 per hour
    - 2025-2026 = \$.74 per minute which equates to \$44.40 per hour
  5. The daily substitute teacher rate will increase 2.5% per year for the duration of this contract
  6. Allow **Counselors/RTI Specialists/ Instructional Coaches** to get paid to sub one hour or class period per day. (2024-26)

**Additional Perks:**

- The district will pay for a school lunch.
- The district will provide a Complimentary Activity Pass to SCW and SCHS events.
- Frontline substitute certification: The district will reimburse the Frontline training fee after completing 25 days of substitute teaching in the district. Substitutes are responsible for filling out the form to collect the \$180 on the next pay period.

**Increase pay for substitutes:**

- The negotiating teams will re-evaluate the increased pay for substitutes in the spring 2024.

**Increase retired SCSD teacher substitute pay**

- The district will increase the pay for a SCSD retired substitute teacher from \$115 to \$175 to be reviewed annually
- The district will advertise to the retired SCSD teachers to inform them of the following:

\*47.5 days of substitute teaching would equal the amount needed to cover the base insurance plan for the year (amount subject to change annually).

\*53.5 days of substitute teaching would equal the amount needed to cover the premium insurance plan for the year (amount subject to change annually).

\* 45.5 days of substitute teaching would equal the amount needed to cover the HSA insurance plan for the year (amount subject to change annually).

**Increase retired SCSD nurse substitute pay**

- The district will increase the substitute nursing pay from \$24 to \$30 per hour

**Longevity pay for substitutes**

o The district will increase pay after substituting 30 cumulative days per year for certified, and non-certified substitutes daily substitute pay will increase \$10 per day from the current rate.

o Substitutes complete a Google form when they complete 30 days of substituting that school year. (2022-2024)

The district and SCEA will review and revise the current Substitute Teacher Handbook.

- The district will explore other universities to expand the LindenTeach concept.
- The district will advertise the training sessions for substitute certification and test.
- The district will recruit community members to substitute teach (flyers, social media, etc). (2022-2024)

### **Substituting During Plan Time**

- The district will increase the rate of 56 cents per minute to 70 cents per minute to substitute on plan time (this would equate to \$42.00 for 60 minutes.)
- When a teacher doubles up classes to cover a teacher that is out; that teacher would get 70 cents per minute during the time they are teaching double classes. (2022-2024)

### **Student Behavior**

To ensure optimal student learning and adequate teacher support with the increase in the variety and severity of student's needs which require more differentiation on the teacher's part we will

Form a core committee to study all of these and farm out to sub-committees:

- Look at student transfers (of non-employee students)
- Look at residency
- Alternative class groupings
- Look at staffing needs/models (adequate para support, traveling teacher's schedules, blocking scheduling, specialty class schedules)

Committee will report out to staff in Spring 2020 at the latest. We are ALL committed in keeping our class size small. We (Administration and SCEA leadership) need to study staffing needs and models to address the district's current needs. We will report out to staff in the Spring of 2020 in not along the way of the committee work. (2019-2022)

To address students' disruptive behavior and ensure the safety and learning of students and the safety of the teachers and staff, we will

Expand Parent University to reach parents of challenging students

Move forward with the 18-19 "Updates" from the Student Needs Committee:

- Student needs monthly meetings
- Addressing student needs in CSIP: Student Performance/Parent Involvement/Highly Qualified Staff (5 year plan)
- Planning universal training for all staff (19-20 school year)
- Exploring the addition of district behavioral paras
- District will create a Mental Health Committee
- Administrator training
- Page on district website to support parents
- Look into Orchard Farm's SIP (Student Improvement Program) (2019-2022)

### **Student Instruction**

1. A district committee will be formed to look at programming/spacing/training  
While reviewing and considering recommendations that include:
  - Find space for kids in crisis (calming room)
  - Provide special training with knowledge & techniques to have/work in crisis
  - Roll out trauma informed training to all
  - Help with self-education for staff
  - Develop a consistent plan for dealing with the kids in crisis-global response
  - Facilitate support w/o having to diagnose and label
  - Events for families at schools – more consistently
  - Schedules – Consider creative scheduling that would enhance programming/spacing/training
  - Home visits – gifts and recognition of kids in crisis
  - Big Brothers/Big Sisters – Mentoring
  - Special trained Para's in each building
  - Possible Pilot
    - A program like Triumph Academy at the K-8 levels
    - ½ time intervention and ½ school classroom program
  - Educate own families
    - Build Relationships
    - Parent University
2. The committee (Admin/SCEA) will develop a plan throughout the 2018-2019 year. (2018-2019)

### **Technology**

1. Director of Technology to:
  - Update the technology support contact information for each building
  - Explore the possibilities of supplying laptops for freshman students with a possible roll up plan

- Look at models for what works in 1 to 1 implementation
  - Review guidelines for digital citizenship for students
- DPDC will:
- Provide ongoing technology training and professional development & assist as needed in proposed additional PD time
- District will:
- Embed technology topics every other month into the Certified Discussion Group – disseminate minutes
  - Explore a plan to focus on technology focused professional development – possible additional day
2. The District Technology department will implement a new process to ensure technology is ready. This process includes: teachers completing a priority list at the end of the school year for the upcoming year, buildings prioritizing school needs/projects with technology dept., and full communications between technology dept. custodial/maintenance dept. and schools. Each building plan will be fully communicated throughout the summer, updating progress.
  3. A cost and workload analysis will be completed to ensure the technology department is properly staffed to complete the summertime process. This process
  4. s will start in the summer 2017 .(2017-2018)

### **Term and Language Reopeners**

This Agreement shall be in effect for **two (2) years**. By the **December 2026 labor management meeting**, SCEA and the Administrative Team may each propose up to **two (2) language openers**. All reopeners shall be discussed during regularly scheduled monthly meetings.

### **Training**

Both high schools will provide PLC training to high school teachers who have not yet had it. ( 2008-2009)

### **Traveling Teachers**

1. Between May 1st and August 1st every year:
2. HR places and reviews the traveling teacher schedule every year
3. Building administrators will share their master schedule and traveling teachers plan time and travel time with CO to be reviewed to make sure Board policy is followed for plan time and travel time (add board policy). And accommodating faculty meeting time to ensure the traveling teacher can attend at least one building's faculty meeting as necessary
4. CO will share traveling teachers' schedules with SCEA leadership
5. Traveling teachers will receive their traveling schedule by teachers' first contracted day (2025-26)

Review meeting: Administrators will invite traveling teachers to meet during the week prior to the first day of school to discuss needs that could include but not limited to:

- Laptop, desktop, or other electronic needs at each building, if necessary

- Resources needed to teach
- Travel time: 20 minute travel time outside of the traveling teacher plan time except to and from Harris Elementary which may require 25 minutes.
- Check-in options (paper/pencil in office, phone call to office or email)
- Each full week of school shall include a minimum of 250 minutes of individual planning time for each full-time teacher. Planning time must be provided during the student instructional day and shall not be scheduled before or after school. Teachers shall receive no less than 30 consecutive minutes of uninterrupted planning time per day during instructional time. In weeks with fewer than five instructional days, planning time shall be pro-rated accordingly.
- Traveling teacher teaches one subject area if possible
- Keep on-going communication open throughout the year to discuss any concerns that arise while working through the traveling teacher schedule
- A designated traveling teacher parking spot close to the entrance of the building with a sign indicated for traveling teachers. The number of spots will be equal to the number of traveling teachers. (2025-26)
- Administration will restate the purpose of the classroom teachers' schedule that determines why some special area teachers now currently travel.
- The building principal and the special area teachers will examine the special area teaching schedules on a building-by-building basis to maximize both instructional and plan time. (2022-2024)

**Transfer *see also* Assignment**

Clarify transfer and staff assignments for all certified staff (Pre-K - HS Staff) in the handbook. In the event a certified staff member is changed from a department/grade level, sufficient reason will be given.

**Term of Agreement**

Changes to policies affecting teacher welfare (Section G) made after this agreement is approved and before 2017 agreement is approved, will take effect at the beginning of the 2016-2017 school year with the exception of policy changes required by state/federal law or in situations as determined by the Board in its judgment and at its sole discretion. When the Board is considering a change to a Section G policy, the superintendent will notify the recognized teachers' organization at least 7 calendar days prior to the meeting during which the board would take action.

**Addendum to the 2014-2015 SCEA Agreement**

This amendment is intended to correct and provide clarification to the 2014-2015 Agreement, as the original wording created unintended results. The original wording to be revised is related to issue #5) "How can we adequately compensate the experienced tech school staff? " Highlighted wording has been

added. Adjust Vocational Tech Instructors' ability to move across the salary schedule (See below)). Same timeline for documentation as teachers' transcripts (November 1). Make adjustments for 2014-15 and moving forward Verification of credit/CEUs (official transcripts or documents required for salary modification must be received by Human Resources on or before November 1.

BA = TAC

BA 15 = ICEC

BA 24 = ICEC + 10 college credit hours or CCEC

MA = CCEC + 30 college credit hours

MA 30 = CCEC + 30 college credit hours

PhD = CCEC + 60 college credit hours

Employees in the categories listed below may utilize CEUs in lieu of college credit in the following manner:

- o Earn 1 CEU for 10 seat hours

- o Earn CEUs as designated on an official document from the professional development institution

- o Registration can be paid for by the district, but the individual must pay for the CEUs/credit.

- o If the whole training is paid for by the district with CEUs after completion, the employee can choose to pay for the training to receive CEUs

- o Submit a form (provided as an attachment to this addendum) to be completed by the professional development provider verifying the number of hours of seat time if an official document with that information is not otherwise issued by the professional development provider

Job Categories include:

- Electrical Trades
- Combination Welding
- Building Trades - Carpentry
- Brick and Stone Masonry
- HVAC
- Auto Body Collision Repair
- Auto Service Tech
- Power Equipment Technology
- Advanced Manufacturing
- Industrial Maintenance
- Alternative Energy

Employees should check with HR to ensure that courses taken are eligible for advancement

on the salary schedule if they are not clearly related to the position held

## **Addendum for the Extra Salary Agreement**

### **DETERMINING FACTORS**

1. Student contact hours required beyond the normal teaching day.

This category is defined to include those hours when the adviser/coach is in direct contact with students on a regular basis and includes practice time, dressing time, performance time, and travel time. Listed below are the number of points given for student contact hours.

1-30 hours	1 point
31-60 hours	2 points
61-90 hours	3 points
91-120 hours	4 points
121-150 hours	5 points
151-180 hours	6 points
181-210 hours	7 points
211-240 hours	8 points
241-270 hours	9 points
271-300 hours	10 points
301-330 hours	11 points
311+	12 points

2. Average number of students per adviser/coach.

The number of students to be considered to be considered in awarding points represents the average number of student participants involved during the mid-point of the sport or activity season. In addition, one student manager is allowed toward the student total per team,

In determining the number of points to be awarded for each position, the number of advisors/coaches involved in an activity is divided into the number of student participants to determine the student to advisor/coach ratio. Points are awarded as indicated below.

1-10 students	1 point
11-18 students	2 points
19-27 students	3 points
28+	4 points

3. Degree of public exposure and public expectations.

This item is a subjective one, with points awarded by a neutral committee's estimate of the size of the crowds, the probability of media coverage, and the public relations responsibilities

required of the adviser/coach, all of which contribute to pressures on the individual. Points are awarded as indicated below.

Exceptional	7 points
Above average	5 points
Average	3 points
Some	1 point
None	0 points

4. Preparation Time.

Hours counted in this category include reasonable pre-activity preparation and/or planning. Since it would be impossible to get an accurate count of the actual hours, five categories were developed. In this factor, as with the previous one, odd-numbered values were given in order to eliminate fine distinctions between the broad categories.

Exceptional	7 points
Above average	5 points
Average	3 points
Some	1 point
None	0 points

5. Equipment and materials management.

Each advisor/coach position will be analyzed in terms of whether equipment and materials management is a major or minor factor, with points awarded accordingly.

Minor Factor	2 points
Minor factor	1 point
Not significant	0 points

6. Assigned adults supervised on a regular basis.

This factor recognized that some positions required the supervision of adults assigned to the activity. It does not include supervision of volunteer adults or student assistants. Points are awarded as listed below.

4 or more adults	4 points
3 adults	3 points
2 adults	2 points
1 adult	1 point
0 adults	0 points

7. Instructional and organizational skills necessary to conduct the activity.

A neutral committee determines for each position the level of instructional and organizational skills necessary to carry out the activity successfully.

Above average	3 points
Average	2 points

Some	1 point
Primarily Supervisory	0 points

8. Obligated travel supervision.

This category recognized that some advisers are required to supervise students while traveling outside the immediate area of the school district. Points are awarded by considering the number of commitments outside the county.

More than ½ out of county	3 points	(51%+ )
½ or less out-of-county	2 points	(25% to 50%)
Primarily local and in-county	1 point	( 0% to 24%)

Henndrickson, G. "Establishing Salary Schedules for Supervising Extracurricular Activities."

NASSP BULLETIN, February, 1977.



The above represents the tentative agreements reached by the Board, Administration and SCEA in the City of St. Charles School District.

Rodney Lewis

Rodney Lewis, Administrative Chairperson

2-17-26

Date

Kellie Peters

Kellie Peters, SCEA Chair

2-17-26

Date

The following signatures reflect that the Board of Education has voted to approve and SCEA has ratified this Closure agreement.

Heidi Sikma

Heidi Sikma, Board President

3/12/26

Date

Brendan C Kearns

Brendan Kearns, SCEA President

3/12/26

Date

