

# AGREEMENT

BETWEEN



## BOARD OF EDUCATION

PRAIRIE CROSSING CHARTER SCHOOL

LAKE COUNTY, ILLINOIS

AND THE



## PRAIRIE CROSSING COUNCIL

LAKE COUNTY FEDERATION OF TEACHERS

LOCAL 504, IFT-AFT/AFL-CIO

**2015-2016**

**2016-2017**

**2017-2018**

**2018-2019**

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# ARTICLE I

## RECOGNITION

### A. Parties to the Agreement

This Agreement is made and entered by and between the Board of Education of Prairie Crossing Charter School, Lake County, Illinois, hereinafter referred to as “Employer” and the Prairie Crossing Council, a Council of the Lake County Federation of Teachers, Local 504, IFT-AFT, AFL-CIO, hereinafter referred to as the “Union.” The Employer and the Union hereinafter shall be referred to as “the Parties.”

### B. Recognition

The Employer recognizes the Union as the sole and exclusive bargaining agent with respect to wages, hours, terms and conditions of employment for all regularly employed full-time and part-time certified and non-certified teachers and social workers (which are hereinafter referred to as “employees”). This shall not include substitute teachers or instructional assistants.

### C. Agreement Mutually Prepared

Neither party shall be considered to be the drafter of this Agreement or any of its provisions for the purpose of any statute, case law or rule of interpretation or construction that would or might cause any provision to be construed against the drafter of this Agreement.

## **ARTICLE II UNION RIGHTS**

### **A. Right to Address Employees**

The Union President or designee and the Board President shall have the right to briefly address the employees at the first meeting of the school year and shall have the right to address new employees at a mutually agreeable time during their orientation period.

### **B. Use of School Facilities and Equipment**

1. The Union shall have the right to hold its membership meetings outside the normal employee workday on school property.
2. The Union shall have the right to use the District's employee mailboxes for official Union materials.
3. The Union shall have the right to post official Union announcements and publications on a designated bulletin board; however, email correspondence shall be used for communications whenever possible to promote our environmental focus.
4. The Union shall have the right to use school duplicating equipment for official Union announcements if such is available.

### **C. Dues Deduction**

1. The Employer shall deduct from the pay of each employee membership dues of the Union and its affiliates, provided that at the time of such deduction there is in possession of the Employer a current written authorization for dues deduction voluntarily executed by the employee. Such authorization shall specify the dues to be deducted from the employee's salary.
2. The amount specified shall be prorated and deducted in equal amounts from paychecks starting with the first paycheck in October and continuing through the last paycheck in May.
3. The Union shall indemnify and save harmless the Employer and all of its agents and employees from any and all claims, demands, suits and costs resulting from any reasonable action taken or omitted by the Employer or any of its agents or employees for the purpose of complying with the provisions of this Section.

#### **D. COPE Deduction**

Upon receipt of a voluntary authorization in writing by an employee, the Employer shall deduct from the employee's salary the amount authorized by the employee for the Lake County Federation of Teachers Committee on Political Education (COPE). Such deduction shall be made the last paycheck in October and forwarded to the Treasurer of the Union not more than fourteen (14) days after such deductions were made, and the amount deducted for each. The Union shall defend and hold the Employer harmless for any action properly performed pursuant to this Section. Union dues and COPE deductions shall be mailed in separate checks.

#### **E. Fair Share**

All employees covered by this Agreement who are not members of the Union shall, commencing upon their employment, or the effective date of this Agreement, whichever is later, and continuing during the term of this Agreement, and so long as they remain non-members of the Union, pay to the Union their fair share of the cost of the services rendered by the Union that are chargeable to non-members under state and federal law.

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

This fair share agreement shall safeguard the right of non-association of employees based upon bonafide religious tenets or teaching of a church or religious body of which such employees are members. Such employees may be required to pay an amount equal to their fair share under this Agreement to a non-religious charitable organization mutually agreed upon by the employees affected and the Union, or if no mutual agreement is reached, from an approved list of charitable organizations established by the Illinois Educational Labor Relations Board. Non-member employees who object to the amount of the fair share fee have the right to file an unfair labor practice charge against the Union pursuant to Paragraph 1714(b)(1) of the Illinois Educational Labor Relations Act. Additionally, non-member employees who object to the amount of the fair share fee have the right to file such objection pursuant to the internal Fair Share Implementation Program procedures established by the Union, except that the filing of such objection pursuant to the internal procedure may not be sufficient to preserve any rights the non-members may have under the IELRA. Upon any such filing, pursuant to said internal procedures and

notice of such to the Union, the Union shall place in an interest-bearing escrow account, separated from other funds held by the Union, the amount of each objector's fair share payments made, and to be made pending resolution of the charge, which is fairly placed at issue by the objection or objections, and it shall maintain the escrow account during the pendency of the charge and any judicial review pursuant to the Act.

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

**F. Release Time for Union Officers**

The Union President and/or designee shall be granted eight (8) days per year without loss of pay to attend to Union duties and/or to attend Union functions.

Elected or designated Union members may engage in Union activities directly relating to the Union's duties as representative of the employees during the school day, without loss of pay, provided such activities do not infringe upon the members' assigned duties or the duties of any other employee

**G. School Calendar**

The Union President shall have the right to review the proposed school calendar and provide input as to its content prior to its scheduled adoption by the Board.

**H. Board Agenda, Minutes, and Addressing the Board**

Upon request, the President of the Union or designee shall be given a copy of the agenda for each Board meeting and the approved minutes of each Board meeting. Electronic publication of these documents on the District's website shall satisfy the dissemination of said documents.

One (1) Union Council representative shall be allowed to attend the Board meeting in the established position of staff liaison. Links to necessary information shall be sent to the liaisons scheduled to attend.

The parties agree that any reference in this Agreement to employees attending Board meetings is intended to mean Open Sessions of Board meetings unless an employee is directly invited to a Closed Session, and employees do not have voting rights for Board matters.

**I. New Employee Information**

When new employees are hired, the Union President or designee shall have the right to review names, addresses, and a summary of prior experience and discuss with the Executive Director or designee placement on the salary schedule according to this agreement.



## **ARTICLE III EMPLOYEE RIGHTS**

### **A. Posting of Vacancies**

The Employer shall internally, through email, post notice of vacancies existing in all bargaining unit positions as they occur. The posting shall include the title of the job, the job description, the method of application, the closing date to apply, and the salary or stipend. Job postings for newly created, bargaining unit positions shall be mutually agreed upon by the Union President and the designee of the Board. Current employees who meet all of the qualifications for the vacant position shall receive consideration for such vacancy before considering candidates from outside the District.

### **B. Reduction in Force and Involuntary Reassignment**

Reductions in force and involuntary reassignments shall be conducted according to inverse seniority. Seniority shall be determined as follows:

1. years of continuous service as a teacher in the District
2. hire date
3. years of continuous service in any capacity in the District (i.e. Instructional Assistant)
4. summative evaluation points for the last three (3) years (or fewer if the teacher has not been here for three (3) years)
5. by lot

Any leave granted by the Board in accordance with the rules and regulations of the CBA shall be counted toward years of continuous service under this Section.

### **C. Voluntary Transfer**

Employees wishing to be considered for reassignment must notify the Executive Director or designee in writing, indicating the reasons for requesting reassignment and the position desired.

### **D. Notice of Employee Assignment**

Absent exigent circumstances, the Employer shall notify employees of their grade level assignments for the coming school year prior to the end of each current school year.

#### **E. Representation and Appearance Before the Board**

When any employee is required to appear before the Board or any representative or agent thereof at which it reasonably appears that disciplinary action against the employee may occur, the employee shall be given advance notice of such meeting and shall have the right to have a Union representative accompany him/her to such meeting.

#### **F. Personal Injury and Protection of Employees**

Whenever an employee is absent from school as a result of personal injury arising out of and in the course of his/her employment and this injury results in eligibility for Worker's Compensation, the employee shall have the option of receiving such Worker's Compensation without salary and without deduction of accumulated sick leave or with salary and pro-rata deduction of sick leave, provided the Worker's Compensation payments are endorsed to the Board.

No employee shall be required to take action that places the employee in physical danger.

## **ARTICLE IV EVALUATION AND FILES**

### **A. Evaluation**

The evaluation procedures and instrument are set forth in Appendix C of this Agreement.

If an employee is placed on remediation after having received an overall Unsatisfactory summative evaluation rating according to the agreed upon evaluation procedures, a written remediation plan designed to foster professional growth and development shall be created by the teacher being placed on remediation, a cooperating teacher approved by the parties, and an administrator designated by the Employer. Employees will receive tenure after three (3) years of employment in the District. Beginning in the fourth year of employment, the District will follow *The School Code* guidelines for remediation and dismissal for performance.

If an employee is placed on a professional development plan after having received an overall Needs Improvement summative evaluation rating according to the agreed up evaluation procedures, a written professional development plan designed to foster professional growth and development shall be created by the teacher who received the Needs Improvement rating, a cooperating teacher approved by the parties, and an administrator designated by the Employer.

Any changes made to the evaluation instrument are subject to mutual agreement between the parties.

### **B. Personnel File**

1. Only one (1) official Board personnel file shall be kept for each employee. The location of such file shall be made known to all employees and a copy of any material added to the official file shall be given to the employee at the time it is added.
2. A copy of all evaluation material affecting an employee shall be placed in the employee's personnel file, and the originator of such material shall be identified. The employee may respond to any such material in writing and such response shall be made part of the employee's personnel file, provided such comments shall be filed within fifteen (15) employment days of the date when such was first made known to the employee.
3. Each employee shall have the right, upon request, to review the contents of his/her own personnel file. A representative of the Union may, at the employee's request, accompany the employee in this review.

4. No one shall remove any material from a personnel file without the expressed written consent of both the Board and the employee, but an employee shall have the right to copy any material in the file, or to have such copies mechanically made by the District office personnel with prior approval of the Board or designee.
5. Confidential material, such as recommendations by colleges or universities, or evaluations or recommendations of an employee by a previous employer, shall not be deemed to be a part of the employee personnel file described in this Section.
6. The material in the employee's personnel file shall not be made known to persons other than administrators or members of the Board, or counsel for the Board, or as required by law, except with the written consent of the employee.
7. Only items which have been reduced to writing, signed or initialed by the employee, dated and placed in the official personnel file may be used for disciplinary purposes. In the event that the employee refuses to sign or initial the document, it shall be so noted and placed in the file.

Article IV.B will not apply to confidential medical information.

## **ARTICLE V**

### **DISCHARGE AND DISCIPLINE**

No employee shall be disciplined, given a written reprimand or discharged by the Employer except for just cause. The President of the Union or designee will be given a copy of any written discipline imposed upon a bargaining unit member within twenty-four (24) hours of such discipline.

The concepts of “progressive discipline” and the prohibition of disparate treatment by the Employer are applicable. Progressive discipline should include the following steps:

1. Oral warning and directive
2. Written reprimand and directive
3. Suspension with or without pay

In extenuating circumstances, specifically as related to safety and welfare of the students, progressive discipline may begin at step three (3).

4. Discharge

Discipline shall not be taken based on hearsay or anonymous complaints and disciplinary action shall not be taken without first holding a conference with the employee to determine the facts of the incident. Employees shall be provided with a time period for correction and a bill of particulars, which, if not followed, could result in further discipline.

This article shall only apply to employees beginning after year two (2) of employment.

## **ARTICLE VI LEAVES**

### **A. Sick Leave**

Every employee shall, without deduction in pay, be entitled to fourteen (14) days sick leave per year. Sick leave is intended to be used during times of personal illness or to attend to the illness of a spouse, child, parent, grandparent or other members of the extended family. It may be used to accommodate medical appointments which cannot be scheduled during non-work time. Sick leave shall accumulate to a maximum of one full school year (185 days).

### **B. Personal Leave**

Every employee shall, without deduction in pay, be entitled to three (3) personal leave days per year. Personal leave requests should be submitted at least two (2) days before the requested date. If, in a given year, an employee uses less than three (3) days of personal leave, the employee shall be entitled to roll over up to two (2) days, not to exceed a maximum of five (5) days available for personal leave in any given school year. If an employee desires to use more than three (3) consecutive days of personal leave, absent exigent circumstances, notice for this leave shall be submitted at least two (2) weeks in advance. Employees shall make every effort to avoid scheduling personal days on in-service days.

### **C. Bereavement Leave**

In the event of the death of a member of the employee's family, the employee shall, without deduction in pay, be entitled to three (3) days bereavement leave, with up to five (5) days utilizing personal and/or sick days, for each death in the family. This shall not prevent the Employer from granting additional days from sick leave on a case by case basis.

### **D. Leave without Pay, Prolonged Illness, and Insurance Benefits While on Leave**

Upon written application, a leave of absence, without pay, of up to two (2) years may be granted. As a condition of such leave and upon written request by the Employer during the month of January, the employee shall give written notice not later than March 1 of intent to return to full-time duty.

The Employer may grant an unpaid leave of absence to an employee who has exhausted all accumulated sick leave but who continues to be ill or disabled. Such leave may be for the duration of the illness or disability. The employee may likewise be granted an unpaid leave of absence to care for a parent or child who is seriously ill or disabled.

During such leaves, the employee may continue his/her insurance coverage provided the employee pays the full premium.

**E. Maternity/Child Rearing Leave of Absence**

Nothing in this Section shall be construed as requiring any employee to apply for an unpaid leave of absence. An employee not desiring an unpaid leave of absence may utilize accumulated sick leave. If such employee shall have exhausted accumulated sick leave, the employee shall be granted an unpaid leave. This Section shall apply to situations including, but not limited to such situations as might result from pregnancy, adoption, and child-rearing and shall apply equally to both male and female teachers.

An employee shall receive leave up to one (1) calendar year divided into blocks by the District's trimester schedule upon request subject to the conditions hereinafter set forth:

1. The employee shall make written request to the Executive Director or designee for the leave of absence at least three (3) months prior to the onset of the requested leave.
2. In cases of pregnancy, the employee shall advise the Employer as to the expected date of delivery.
3. The Executive Director or designee and the employee shall agree on the tentative dates of commencement and termination of leave.
4. Employees, if taking the time as unpaid leave, shall have insurance benefits be computed pro-rata if the leave commences during the school term. The employee may maintain insurance benefits during the unpaid leave provided the employee pay the full premium.

**F. Family and Medical Leave Act (FMLA)**

The Employer will comply with all provisions of the Family and Medical Leave Act (FMLA) as applicable. Such leave is unpaid unless accumulated sick leave or personal leave is available and requested to be used by the employee or directed to be used by the Executive Director or designee. In calculating the twelve (12) month period within which an eligible employee may take FMLA leave, the Employer will apply a rolling twelve (12) month period, measured backward from the time the employee takes FMLA leave. In the event this language conflicts with the FMLA, the FMLA shall control.

**G. Jury Duty Leave**

The Employer shall pay the regular salary to employees called to serve as jurors. Such absence shall not be charged against any other leave of absence. The employee so summoned shall reimburse the Employer in the amount of any per diem compensation (exclusive of mileage allowances) received for such service.

Employees so summoned shall make every effort to meet their duties when their services are not required by the court and to have such service postponed until the summer recess.

#### **H. Religious Holiday Leave**

Staff members may use their personal days in order to observe religious holidays. If a staff member observes more religious holidays that fall on school days than he or she has personal days, the staff member may take these days off without pay. Staff members will not be penalized in any way for taking time off to observe religious holidays. This leave shall not exceed twelve (12) days per school year. The employee shall make provisions to ensure continuity of instruction.

#### **I. Leave of Absence – Units**

If the school has to retain a substitute, leaves of absence shall be computed in one-half (1/2) day intervals. If handled internally, no time will be docked.



## **ARTICLE VII WORKING CONDITIONS**

### **A. School Term**

The school term shall consist of no more than one hundred, eighty-eight (188) school days, of which one hundred, eighty five (185) shall be the maximum number of student attendance days and three (3) shall be teacher in-service days. Should ISBE mandates change, the days noted in this paragraph shall be adjusted accordingly to comply with such mandates.

### **B. Workday**

The employee workday shall run from 7:30 am until 3:45 pm and student attendance from 8:00 am until 3:30 pm. These starting and ending times are subject to change at the beginning of a school year upon mutual agreement based on transportation requirements, provided the length of time remains at eight (8) hours and fifteen (15) minutes for the employee workday and seven (7) hours and thirty (30) minutes for student attendance.

Employees shall receive a minimum of seven (7) plan periods (kindergarten shall receive six (6)) during specials per week. The schedule shall represent a collaborative effort between the Parties with a goal of allowing a minimum of one (1) plan period scheduled per day. This shall exclude days on which field trips and similar experiences are planned. Each plan period shall be no less than thirty (30) minutes in length.

Employees shall receive one (1) duty free lunch per day which shall be no less than sixty (60) minutes in length.

### **C. Employee Computers**

Employees' computers shall be in working order and criteria for replacement will be in order from old to new. Computer replacement for Employees will take precedent over computer replacement for teaching assistants.

### **D. Courtesy and Respect**

Sensitive and potentially critical discussions with employees will not be held in the presence of students or other employees.

#### **E. Parent Teacher Conferences**

Parent Teacher Conferences shall be limited to a maximum of two (2) times per year. The first day of conferences will run from 2:00-7:30 and the second day of conferences will run from 2:00-4:00. Employees shall not be required to stay beyond these conference windows, but if all conferences are completed, Employees may leave. If an employee has to see more than thirty (30) families during a conference session (defined as the two conference days), a sub will be provided for the second day to accommodate the additional conferences.

#### **F. Staff Meetings**

Dates for staff meetings shall be set prior to the commencement of the school year and the schedule for such meetings shall be disseminated to teachers on the first day of school. Employees shall receive an agenda for each staff meeting at least two (2) days in advance of the meeting. Absent exigent circumstances, if a staff meeting is cancelled, employees will be given at least two (2) days notice.

Regular, monthly staff meetings will run from 4:00 pm until 5:00 pm. Early release staff meetings will run from 2:00 pm until 4:00 pm.

#### **G. Teacher Institute Days**

Teacher institute days scheduled prior to the beginning of the school year shall be limited to three (3) days for current Employees and five (5) days for Employees new to the District. The agenda (both times and activities) for said teacher institute days, shall be determined through collaboration between the Parties. The additional days for new teachers are not intended to diminish the number of teaching days in the school year for said new teachers.

#### **H. Parking Lot Safety**

For employee safety, parking lot lights shall be turned on after twilight on weekdays when employees are present.

#### **I. Carpool**

Carpool duty shall be divided equitably between all employees. The schedule for carpool duty shall be developed collaboratively by the Union President or designee and the Executive Director or designee before being placed into effect. Instructional Assistants will be responsible for afternoon carpool duty, and employees will be responsible for morning carpool duty on a rotational basis.

**J. Instructional Assistants' Evaluations**

Employees will collaborate on Instructional Assistants' summative evaluations.

**K. First Aid/CPR Training**

Employees must hold First Aid/CPR credentials. Prairie Crossing Charter School will hold and pay for one annual on-site training. If employees miss said training, they must take training elsewhere at personal cost. If the training provider cannot accommodate all employees who need the training, the employee shall not be responsible for the cost of the training.

# **ARTICLE VIII**

## **COMPENSATION AND FRINGE BENEFITS**

### **A. Compensation and Payroll Procedure**

Compensation is set forth in Appendix A of this Agreement.

Employees shall be paid twice a month, the fifteenth (15<sup>th</sup>) of the month and the last day of the month subject to the recommendations of the task force created according to the terms of this Agreement.

In order to receive compensation at the Master's Degree rate of pay, the employee's Master's Degree must be related to the field of education.

### **B. Merit Award**

Each year, there will be a performance pay allotment to be distributed based upon the criteria set forth in Appendix D. For the 2015-2016 school year, the minimum allotment will be \$45,000. Allotments for the 2016-2017, 2017-2018, and 2018-2019 school years will be determined during the salary reopener negotiations. First year teachers are not eligible to receive a merit award.

### **C. Health and Dental Insurance**

The Employer shall contribute the amount as specified in the Miscellaneous Stipend Schedule (Appendix B) for each employee participating in one of the District Health and/or Dental insurance plans. The Employer, with input from Union leadership, shall retain discretion for decisions affecting the insurance program, but shall not diminish the current schedule of benefits without agreement between the Parties. Eligibility for participation in such plans shall be determined by the terms of the insurance carrier.

### **D. School Trip Chaperone**

Employees who chaperone a school trip shall receive a stipend as listed in the Miscellaneous Stipend Schedule (Appendix B).

### **E. Mentoring**

Employees who serve as a mentor shall receive a stipend as listed in the Miscellaneous Stipend Schedule (Appendix B).

## **F. Retirement**

The Employer shall remit for each employee the full amount allowable by law to the Illinois Teachers' Retirement System (TRS). Each employee shall pay his/her own share of the employee's required contribution of creditable earnings unless the employee is not part of the Illinois Teachers' Retirement System (TRS). Those employees who are not part of the Illinois Teachers' Retirement System (TRS) will have Social Security and Medicare deducted but not TRS.

## **ARTICLE IX**

### **GRIEVANCE PROCEDURE**

#### **A. Purpose**

The primary purpose of this procedure is to secure the lowest level possible equitable solution to the problems of the parties.

#### **B. Definitions and General Terms**

1. A grievance is defined to be a complaint by the Union and/or an employee or group of employees that there has been a violation, misinterpretation, or misapplication of the terms of this Agreement.
2. No reprisals of any kind shall be taken by the Board or Administration against any employee because of his/her participation in any of these grievance procedures.
3. The failure of an Administrator to give a decision within the time limits shall permit the grievant to proceed to the next step. The time limits may be extended by mutual written agreement.
4. When hearings or conferences pertaining to a grievance are held during school hours, all employees whose presence is required shall be excused, with pay, for that purpose.
5. As used in this Article "days" shall mean employment days, except during the summer recess when it shall mean days on which the Executive Director's office shall be open.
6. The Employer acknowledges the right of the Union's grievance representative to participate in the processing of a grievance at any level. It is further understood that no employee shall be required to discuss any grievance if the Union representative is not present.
7. A grievance may be withdrawn at any level without establishing precedent, and if withdrawn shall be deemed as though never having been filed.

### **C. Procedure**

The Parties hereto acknowledge that it is usually most desirable for an employee and the employee's immediately involved supervisor to resolve problems through free and informal communication. When requested by the employee, a Union representative may accompany the employee to assist in the informal resolution of the grievance. If, however, such informal processes fail to satisfy the employee, a grievance may be processed as follows:

#### **1. Step One:**

The employee or the Union may present the grievance in writing to the Principal or immediate supervisor within fifteen (15) days from the alleged occurrence or when the grievant might have reasonable knowledge of the incident. The parties shall meet within five (5) days and make a reasonable attempt to settle the grievance. The Principal or supervisor shall provide a written decision to the grievant and the Union within ten (10) days of the meeting.

#### **2. Step Two:**

If the grievance is not resolved at Step One, then the employee or the Union may in writing refer the grievance to the Executive Director within fifteen (15) days after receipt of the Step One answer. The Executive Director shall arrange for a meeting with a representative of the Union to take place within five (5) days of receipt of the appeal. Upon conclusion of the hearing, the Executive Director shall within ten (10) days provide a written decision with reasons to the grievant and the Union.

#### **3. Step Three:**

If the grievance is not resolved at Step Two, then the employee or the Union may in writing refer the grievance to the Board within fifteen (15) days after receipt of the Step Two answer. The Board shall within twenty-one (21) days provide a written decision with reasons to the grievant and the Union.

#### **4. Step Four**

If the Union is not satisfied with the disposition of the grievance at Step Three, or the time limits expire without the issuance of the Board's written reply, the Union may submit the grievance to binding arbitration. The arbitrator shall be selected by mutual agreement between the Parties. In the event that the Parties are unable to mutually agree upon an arbitrator, the process used by the American Arbitration Association (AAA) shall be used. If a demand for arbitration is not filed within thirty (30) days of the date for the Step Three answer, then the grievance shall be deemed withdrawn.

- (a) The arbitrator shall have no power to amend, modify, nullify, ignore, or add to the terms of this Agreement.
- (b) Each party shall bear the full costs for its representation in the arbitration. The cost of the arbitrator shall be paid by the losing party.
- (c) If either party requests a transcript of the proceedings, that party shall bear the full costs of that transcript. If both parties request a transcript, the cost shall be divided between the parties.



## **ARTICLE X**

### **DURATION AND RELATED CLAUSES**

#### **A. Duration**

This Agreement shall be in effect as of the execution of this Agreement and shall continue in full force and effect through the 2018-2019 school term except that a salary reopener shall take place in years 2, 3, and 4 of the Agreement.

#### **B. Date to Start Negotiations & Negotiations Procedure**

The parties agree to enter into negotiations for a Successor Agreement not later than March 1 of the year in which this Agreement expires unless both parties agree to an alternate date.

Each party to negotiations shall select its negotiating representatives. Meetings shall be held as necessary at times and places agreed to by both parties.

All individual tentative agreements shall be reduced to writing and initialed by both parties. The complete tentative Agreement shall be subject to ratification by the Board and the Union.

The parties shall cooperate and make every effort to comply with the timeline and notice provisions of the Illinois Education Labor Relations Act.

#### **C. Savings**

Should any Article, Section or Clause of this Agreement be declared illegal by a court of competent jurisdiction, said Article, Section or Clause shall be deleted from this Agreement. The remaining Articles, Sections and Clauses shall remain in full force and effect for the duration of this Agreement if not affected by the deleted Article, Section or Clause.

#### **D. Existing Benefits**

All existing benefits not altered or removed by this Agreement shall remain in effect.

#### **E. Typing and Printing of the Agreement**

The Union shall assume all responsibility and cost related to the typing and printing of the Agreement for execution by the parties. Upon execution of the Agreement, in consideration of the school's environmental focus, the document shall be made available to the Parties in PDF format.

## APPENDIX A (SALARIES)

For the 2015-2016 school year, all employees will receive a three percent (3%) Base Rate Increase (BRI) on their "Earnable Compensation" from 2014-2015.

Baseline salary for incoming teachers in 2015-2016 will be defined as follow:

<b>BA</b>	<b>MA</b>
\$ 34,322	\$ 39,194

Employees with additional years of outside teaching experience will receive a flat stipend of two hundred and fifty (250) dollars per year for each year of experience outside of PCCS to a cap of five (5) years or one -thousand two hundred and fifty (1250) dollars. If an employee was formerly employed by PCCS or a similar environmentally focused institution, the Employer may grant a higher starting salary, not to exceed the salary of any current employee with like experience and education.

Said starting salary shall be negotiated as part of the salary reopeners in years 2, 3, and 4 of this Agreement.

If it is not already calculated into their salary upon execution of this Agreement, employees who move from a BA degree to an MA degree during their employment with PCCS shall receive an additional six thousand dollars (\$6,000) added to their base salary contingent upon completion of the PCCS Professional Advancement Plan. If the movement occurs after September 1<sup>st</sup> but before January 1<sup>st</sup>, half of the amount shall be added to that year's base rate and the second half to the next year's base rate. An employee must notify the Executive Director and the Union President within two months of entrance to a Master's Degree program that would enable the employee to be qualified for this additional compensation.

**PCCS Professional Advancement Plan:**

A committee composed of two members appointed by the Union and two administrative members appointed by the Board shall comprise the review panel for interviews related to PCCS Professional Advancement. Upon notification to the Executive Director and Union President that the employee is entering a Master's Degree Program, the employee shall partake in an entrance interview with the review panel in which the team will discuss the employee's goals and plans for how he/she will use the Master's Degree program to enhance his/her classroom practice. Once the committee has vetted the program thorough the interview process, a representative from the Union and a representative from the Administration will sign the Professional Advancement Plan Approval Form indicating that the employee is eligible for the additional compensation upon his/her completion of the Master's Degree program.

## APPENDIX B

### MISCELLANEOUS STIPEND SCHEDULE

<b>SUBJECT</b>	<b>2015-2016</b>
<b>District Health Insurance Contribution</b>	<b>\$550/month-full time</b>
<b>District Dental Insurance Contribution</b>	<b>\$30/month-full time</b>
<b>Chaperone (overnight trips)</b>	<b>\$ 55/ night (weekdays)</b>  <b>\$ 105/ night (weekends)</b>
<b>Mentor (per mentee)</b>	<b>\$800</b>
<b>Mentor Coordinator Stipend</b>	<b>\$800</b>
<b>Curriculum Writing and Additional Meetings</b>	<b>\$30/hour</b>
<b>Athletic Director</b>	<b>\$3500</b>
<b>Coaching</b>	<b>\$550 per coach, per sport</b>

Amounts for the 2016-2017, 2017-2018, and 2018-2019 school years will be determined during the salary reopeners.

## **APPENDIX C**

### **Evaluation Instrument and Procedures**

#### Prairie Crossing Charter School Schedule of Observations

##### 1<sup>st</sup> and 2<sup>nd</sup> year teachers (at PCCS)

- 4 evaluative formal observations – multiple administrative observers
  - 2 in the 1<sup>st</sup> trimester and 2 in the 2<sup>nd</sup> trimester
- Walk-through/informal observations to occur on a regular basis by multiple administrators, with data reported back to individuals/community
- Mentor-teacher observations are non-evaluative but must occur according to the prescribed schedule

##### 3<sup>rd</sup> year through 10<sup>th</sup> year teachers

- 2 evaluative formal observations – multiple administrative observers
  - 1 in the 1<sup>st</sup> trimester and 1 in the 2<sup>nd</sup> trimester
- Walk-through/informal observations to occur on a regular basis by multiple administrators, with data reported back to individuals/community

##### Over 10<sup>th</sup> year teachers

- 1 evaluative formal observations – multiple administrative observers
  - in the 1<sup>st</sup> trimester or in the 2<sup>nd</sup> trimester
- Walk-through/informal observations to occur on a regular basis by multiple administrators, with data reported back to individuals/community

**CBA Evaluation System**  
**Proposal, 2015-16**  
Classroom Teacher

The purpose the teacher evaluation system is to inform, instruct, and improve teaching and learning through meaningful dialog and reflection; to provide educators with useful feedback on areas of strength and areas to improve; to ensure that the teaching staff is furthering the school's mission, visions and strategic plan; and to ensure fair and valid employment decisions.

**Components of Evaluation System for Classroom Teachers (years 3+ at PCCS)**

We have developed a goal-based system, in which teachers will have a strong voice in their own professional focus, development and assessment. Teachers will complete/submit:

- Goals. Each teacher will develop 2 professional goals, one to align with the Environmental Learning value statement and one to align with the Academic Excellence value statement. Information, including instructions and timeline, [HERE](#). (Academic excellence goal needs to include a student data component.)
- Formal Observations. The [frequency/schedule](#), format, paperwork, etc. for observations will remain unchanged. [Pre-Obs Form](#), [Observation Form](#), [Post-Obs Form](#).
- Reflections. Teachers will complete the following activities and reflect:
  - Environmental Observation. Teachers will participate in a non-evaluative observation with the DEL and a peer, with reflection. (Details and rubric same as [current profile](#)).
  - Professional Development Reflection. Form [HERE](#).
- Summative Evaluation. (Form to be developed that encompasses ratings from above items as well as an accountability section that allows for notations about job requirements such as timely responses to emails, website updates, and other professional responsibilities.)

**Components of Evaluation System for Classroom Teachers (years 1-2 at PCCS)**

In order to ensure that new teachers are meeting basic requirements, we have created a profile that highlights basic PCCS teacher competencies. They will complete/submit the following:

- 2 lesson plans that show evidence of integrating the environment with academic content.\*
- 2 lesson plans that show evidence of integrating school gardens/SSY into the curriculum.\*
- 2 lesson plans that show evidence of incorporating Green Challenges into the curriculum.\*
- 2 data analysis sets of data and reflection.\*
- Non-evaluative observation of EE lesson with DEL and peer, with reflection.\*
- Formal Observations. The [frequency/schedule](#), format, paperwork, etc. for observations will remain unchanged. [Pre-Obs Form](#), [Observation Form](#), [Post-Obs Form](#).
- 2 observations of experienced teachers (recommended for specific skills or topic areas) with reflection.
- Professional Development Reflection. Form [HERE](#).

\*These artifacts are the same as those in the [current profile](#); detailed descriptions and rubrics can be found there!

A Summative Evaluation with recommendation to rehire will be developed that encompasses ratings from above items as well as an accountability section that allows for notations about job requirements such as timely responses to emails, website updates, meeting mentorship requirements, and other professional responsibilities.

**CBA Evaluation System  
Proposal, 2015-16  
Specials Teacher**

The purpose the teacher evaluation system is to inform, instruct, and improve teaching and learning through meaningful dialog and reflection; to provide educators with useful feedback on areas of strength and areas to improve; to ensure that the teaching staff is furthering the school's mission, visions and strategic plan; and to ensure fair and valid employment decisions.

**Components of Evaluation System for Classroom Teachers (years 3+ at PCCS)**

We have developed a goal-based system, in which teachers will have a strong voice in their own professional focus, development and assessment. Teachers will complete/submit:

- Goals. Each teacher will develop 2 professional goals, one to align with the Environmental Learning value statement and one to align with the Academic Excellence value statement. Information, including instructions and timeline, [HERE](#).
- Formal Observations. The [frequency/schedule](#), format, paperwork, etc. for observations will remain unchanged. [Pre-Obs Form](#), [Observation Form](#), [Post-Obs Form](#).
- Reflections. Teachers will complete the following activities and reflect:
  - Environmental Observation. Teachers will participate in a non-evaluative observation with the DEL and a peer, with reflection. (Details and rubric same as [current profile](#)).
  - Professional Development Reflection. Form [HERE](#).
- Summative Evaluation. (Form to be developed that encompasses ratings from above items as well as an accountability section that allows for notations about job requirements such as timely responses to emails, website updates, and other professional responsibilities.)

**Components of Evaluation System for Classroom Teachers (years 1-2 at PCCS)**

In order to ensure that new teachers are meeting basic requirements, we have created a profile that highlights basic PCCS teacher competencies. They will complete/submit the following:

- 2 lesson plans that show evidence of integrating the environment with academic content.\*
- 2 lesson plans that show evidence of integrating school gardens/SSY into the curriculum.\*
- 2 lesson plans that show evidence of incorporating Green Challenges into the curriculum.\*
- 2 data analysis sets of data and reflection.\*
- Non-evaluative observation of EE lesson with DEL and peer, with reflection.\*
- Formal Observations. The [frequency/schedule](#), format, paperwork, etc. for observations will remain unchanged. [Pre-Obs Form](#), [Observation Form](#), [Post-Obs Form](#).
- 2 observations of experienced teachers (recommended for specific skills or topic areas) with reflection.
- Professional Development Reflection. Form [HERE](#).

\*These artifacts are the same as those in the [current profile](#); detailed descriptions and rubrics can be found there!

A Summative Evaluation with recommendation to rehire will be developed that encompasses ratings from above items as well as an accountability section that allows for notations about job requirements such as timely responses to emails, website updates, meeting mentorship requirements, and other professional responsibilities.

**CBA Evaluation System  
Proposal, 2015-16  
Resource Teacher**

The purpose the teacher evaluation system is to inform, instruct, and improve teaching and learning through meaningful dialog and reflection; to provide educators with useful feedback on areas of strength and areas to improve; to ensure that the teaching staff is furthering the school's mission, visions and strategic plan; and to ensure fair and valid employment decisions.

**Components of Evaluation System for Classroom Teachers (years 3+ at PCCS)**

We have developed a goal-based system, in which teachers will have a strong voice in their own professional focus, development and assessment. Teachers will complete/submit:

- Goals. Each teacher will develop 2 professional goals, one to align with the Environmental Learning and one to align with the Academic Excellence value statement. Information, including instructions and timeline, [HERE](#).
- Formal Observations. The [frequency/schedule](#), format, paperwork, etc. for observations will remain unchanged. [Pre-Obs Form](#), [Observation Form](#), [Post-Obs Form](#).
- Reflections. Teachers will complete the following activities and reflect:
  - Peer Observation. Teachers will participate in a non-evaluative observation with one of the Building Deans and a peer, with reflection. (Details and rubric same as [current profile](#)).
  - Professional Development Reflection. Form [HERE](#).
- Summative Evaluation. (Form to be developed that encompasses ratings from above items as well as an accountability section that allows for notations about job requirements such as timely responses to emails, website updates, and other professional responsibilities.)

**Components of Evaluation System for Classroom Teachers (years 1-2 at PCCS)**

In order to ensure that new teachers are meeting basic requirements, we have created a profile that highlights basic PCCS teacher competencies. They will complete/submit the following:

- 2 meeting plans that show evidence of integrating the environment with academic content.\*
- 2 observations of an IEP/504 meeting by peer, with reflection.\*
- 2 samples of meeting plans, or descriptions of activities, and/or curriculum that shows evidence of work with students \*
- 2 data analysis sets of data and reflection.\*
- Peer Observation: Teachers will participate in a non-evaluative observation with one of the Building Deans and a peer, with reflection. (Details and rubric same as [current profile](#)).\*
- Formal Observations. The [frequency/schedule](#), format, paperwork, etc. for observations will remain unchanged. [Pre-Obs Form](#), [Observation Form](#), [Post-Obs Form](#).
- 2 observations of experienced teachers (recommended for specific skills or topic areas) with reflection.
- Professional Development Reflection. Form [HERE](#).

\*These artifacts are the same as those in the [current profile](#); detailed descriptions and rubrics can be found there!

A Summative Evaluation with recommendation to rehire will be developed that encompasses ratings from above items as well as an accountability section that allows for notations about job requirements such as timely responses to emails, website updates, meeting mentorship requirements, and other professional responsibilities.

**CBA Evaluation System**  
**Proposal, 2015-16**  
Social Worker

The purpose the teacher evaluation system is to inform, instruct, and improve teaching and learning through meaningful dialog and reflection; to provide educators with useful feedback on areas of strength and areas to improve; to ensure that the teaching staff is furthering the school's mission, visions and strategic plan; and to ensure fair and valid employment decisions.

**Components of Evaluation System for Classroom Teachers (years 3+ at PCCS)**

We have developed a goal-based system, in which teachers will have a strong voice in their own professional focus, development and assessment. Teachers will complete/submit:

- Goals. Each teacher will develop 2 professional goals, one to align with the Personal Responsibility and one to align with the Partnering with Parents value statement. Information, including instructions and timeline, [HERE](#).
- Formal Observations. The [frequency/schedule](#), format, paperwork, etc. for observations will remain unchanged. [Pre-Obs Form](#), [Observation Form](#), [Post-Obs Form](#).
- Reflections. Teachers will complete the following activities and reflect:
  - Peer Observation. Teachers will participate in a non-evaluative observation with one of the Building Deans and a peer, with reflection. (Details and rubric same as [current profile](#)).
  - Professional Development Reflection. Form [HERE](#).
- Summative Evaluation. (Form to be developed that encompasses ratings from above items as well as an accountability section that allows for notations about job requirements such as timely responses to emails, website updates, and other professional responsibilities.)

**Components of Evaluation System for Classroom Teachers (years 1-2 at PCCS)**

In order to ensure that new teachers are meeting basic requirements, we have created a profile that highlights basic PCCS teacher competencies. They will complete/submit the following:

- 2 lesson plans that shows evidence of work with students with social emotional needs and integration of classroom learning.\*
- 2 observations of an IEP/504 meeting by peer, with reflection.\*
- 2 samples of communications with parents/ community that gives resources and extends parental involvement.\*
- 2 data analysis sets of data and reflection.\*
- Peer Observation: Teachers will participate in a non-evaluative observation with one of the Building Deans and a peer, with reflection. (Details and rubric same as [current profile](#)).\*
- Formal Observations. The [frequency/schedule](#), format, paperwork, etc. for observations will remain unchanged. [Pre-Obs Form](#), [Observation Form](#), [Post-Obs Form](#).
- 2 observations of experienced teachers (recommended for specific skills or topic areas) with reflection.
- Professional Development Reflection. Form [HERE](#).

\*These artifacts are the same as those in the [current profile](#); detailed descriptions and rubrics can be found there!

A Summative Evaluation with recommendation to rehire will be developed that encompasses ratings from above items as well as an accountability section that allows for notations about job requirements such as timely responses to emails, website updates, meeting mentorship requirements, and other professional responsibilities.



## Summative Appraisal and Evaluation: Teacher Evaluation Instrument

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

Evaluator(s): \_\_\_\_\_

*Ratings based on Profile evidence; point Allocation: E= 3 points P= 2 points NI= 1 point U = 0 points*

**Excellent:** Score assigned to a category for which the teacher receives **2.7** or more **AND** for which one or more items are supported by indicators that describe notable strength(s) and performance. Performance demonstrates commendable *proficiency and exceptional quality* so as to exceed expectations as measured by the school's Values Statements.

**Proficient:** Score assigned to a category for which the teacher receives **2.0 to 2.69**. Performance is *fully satisfactory* and consistently effective as measured by the school's Values Statements.

**Needs Improvement:** Score assigned to a category for which the teacher receives **1.0 to 1.99**. Performance is *not fully satisfactory* or consistently effective as measured by the school's Values Statements. If a teacher with three or more years of service at PCCS receives two or more needs improvement on their summative ratings, they will be given a formal remediation intervention plan. A teacher with one to two years of service at PCCS who receives three or more needs improvement on their summative rating will be given a formal remediation intervention plan.

**Unsatisfactory:** Score assigned to a category for which the teacher receives **0 to 0.99**. Performance is *not satisfactory* or effective as measured by the school's Values Statements. Any teacher that receives an unsatisfactory on their summertime rating will be given a formal remediation intervention plan.

**Directions:** For each criterion, please indicate the evaluatee's rating for each value statement. **Comment** upon all "Excellent" and "Unsatisfactory" evaluations.

Value Statement	Rating	Comments
<b><u>Environmental Learning</u></b> The environment is at the center of everything we do.		
<b><u>Academic Excellence</u></b> Through innovative educational experiences graduates are academically prepared, confident of who they are and environmentally responsible.		
<b><u>Partner with Parents</u></b> We partner with parents to provide children with a personalized education experience, where children learn the value of education, community and the environment.		
<b><u>Personal Responsibility</u></b> Children are empowered to make a positive difference for themselves and their communities.		

Additional comments:

Based on the evaluation you received in categories 1-4, you are evaluated as:

\_\_\_\_\_ **Excellent:** Rating for which at least 2 of the 4 categories receive a rating of “Excellent,” and no score is below proficient.

\_\_\_\_\_ **Proficient:** Rating for which no more than 1 category is rated as NI or lower (3 out of 4 scores are proficient or above).

\_\_\_\_\_ **Needs Improvement:** Rating for which 2 or more categories are rated as NI. Identified weaknesses should be documented and discussed. Employees that earn this rating are not eligible for merit pay the following year and will be placed on a professional growth plan.

\_\_\_\_\_ **Unsatisfactory:** Rating for which 1 or more of the five categories of professional performance are scored as “unsatisfactory” above. Employees that earn this rating are not eligible for merit pay the following year and will be placed on a professional growth plan. Identified weaknesses should be documented and discussed.

### **Employment Recommendation**

Continued Employment

Professional Growth Plan

Remediation/  
Termination

**Attach any needed data collection forms or other pertinent information.**

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

Date\_\_\_\_\_

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

Date\_\_\_\_\_

Signature of Director or Dean\_\_\_\_\_

Date\_\_\_\_\_

Signing of this instrument acknowledges that the teacher has received a copy of this evaluation and has met with the evaluator at a conference to discuss his/her performance. The teacher’s signature does not necessarily mean that he/she agrees with the content of the evaluation. The teacher has been advised that he/she has (10) ten working days within which to submit a written response regarding his/her evaluation to the evaluator. This will be included with the evaluation and placed in his/her file.

If you have received a Proficient (with no Needs Improvements) or Excellent rating and have at least five years of teaching experience, you could serve as a consulting teacher to assist someone on remediation. Please check “yes” if you are willing to serve as a consulting teacher and “no” if you do not want to serve as a consulting teacher.

\_\_\_\_\_ yes      \_\_\_\_\_ no

## Pre-Observation Conference Report

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

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

Class: \_\_\_\_\_

Grade: \_\_\_\_\_

The purpose of this form is to help your evaluator obtain a clear picture of the class he/she will observe. The information you provide will enable your evaluator to collect data and provide you with appropriate feedback.

Please complete the following information and return the form to your evaluator prior to your scheduled pre-conference. *Note: It is suggested that you return your pre-observation conference report to your evaluator at least 24 hours in advance of your pre-conference meeting in order to facilitate professional discussion. Schedule your pre-observation conference for at least 48 hours prior to the observation.*

### DOMAIN 1: PLANNING AND PREPARATION

#### ***1a. Demonstrating Knowledge of Content and Pedagogy:***

Please describe the lesson to be observed. How does this lesson relate to your current area and unit of study? Please list any prerequisite (student) knowledge necessary for this lesson and a rationale for study.

#### ***1b. Demonstrating Knowledge of Students:***

Please describe your students and list any group or individual characteristics or circumstances of which the evaluator should be aware.

#### ***1c part 1. Setting Instructional Outcomes:***

Please state your objectives (“As a result of this lesson, students will be able to...” for this lesson and list both the targeted Common Core Learning Standards and ACT College Readiness Standards for 7<sup>th</sup> and 8<sup>th</sup> grades) that align with each objective.

#### ***1 c part 2. Mission Fit:***

Please explain how your lesson fits with PCCS’ Values Statements (at least 2).

#### ***1d. Demonstrating Knowledge of Resources:***

Please list resources to be used to teach this lesson:

***1e. Designing Coherent Instruction:***

Please describe what teaching/learning activities you intend to employ in this lesson. What will you do? What will the students do? How will you provide opportunities for independent practice as a result of this lesson?

***1f. Designing Student Assessments:***

Please describe how you will assess students in the following manners:

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (Teacher Reflection)**

***4a. Reflecting on Teaching:***

Please reflect on areas of strength and areas for continued growth in your professional capacity.

*The following sub-categories will be addressed formally on the professional profile as part of the summative evaluation. You may find it beneficial to address these with your evaluator during your pre-observation conference and throughout the course of the year.*

***4b. Maintaining Accurate Records***

***4c. Communicating with Staff, Students, Families***

***4d. Participating in a Professional Community***

***4e. Growing and Developing Professionally***

***4f. Showing Professionalism***

Please sign at the time of the pre-conference meeting

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

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

ADD IN:

Examples/type of thing it's asking for, for each question

## Instructional Observation: Teacher Evaluation Instrument

Teacher \_\_\_\_\_ Years at PCCS | Evaluator \_\_\_\_\_

### Classroom Demographics

Number of students enrolled \_\_\_\_\_ Female \_\_\_\_\_ Male \_\_\_\_\_ In Attendance/Participating \_\_\_\_\_

Class \_\_\_\_\_ Time \_\_\_\_\_ Day \_\_\_\_\_ Grade Band \_\_\_\_\_

Number of identified special needs students \_\_\_\_\_

Special conditions/circumstances/teacher's management concerns:

Additional comments:

### ***Domain 1: Planning and Preparation***

*(Domain 1—Also addressed in the Pre-Observation Conference Report)*

B/P/E NO/NI/ U		Domain	Data and Indicators	
1		1e	The teacher shows evidence of careful planning and organization.	
2		1a	The teacher's lesson reflects integration of environmental concepts into the lesson design.	
3		1a	The teacher develops a purposeful planned instructional methodology that is reflective of a constructivist approach.	
4		1d, e	The teacher demonstrates an awareness of available resources to assist with instruction.	
5		1b, f	The teacher plans assessments which reflect objectives and are appropriate to student ability.	
6		1a	The teacher demonstrates knowledge of content and pedagogy.	
7		1b	The teacher demonstrates an awareness/knowledge of student needs.	
8		1f	The teacher demonstrates an ability to set instructional outcomes and align them with the appropriate Common Core Learning Standards.	
9		1d	The teacher demonstrates an ability to design coherent instruction.	
10		1f	There is evidence of both formative and summative assessment within the lesson design.	

**Additional Comments Regarding Domain 1:**

**Domain 2: The Instructional Environment**

B/P/E NO/NI/ U	Domain	Data and Indicators
11	2a	The teacher-student interactions are friendly and demonstrate general caring and respect.
12	2b	Instructional outcomes, activities and assignments and classroom interactions convey high expectations for most students.
13	2c	The teacher creates efficient transitions between tasks and activities.
14	2c	The teacher secures and maintains a high level of student engagement during instruction.
15	2d	The teacher manages group and individual behavior (e.g. monitors student behavior, encourages appropriate student behavior, promptly stops inappropriate behavior, re-directs students who are off-task).
16	2c	Transitions occur smoothly with little loss to instructional time. Routines for handling materials and supplies are evident.
17	2e	The teacher uses physical resources skillfully and the room/furniture arrangement is a resource for learning activities.
18	2b	The teacher establishes a climate enabling students to work without being disturbed by others.
19	2a	The teacher interacts with students in a mutually respectful and friendly manner.*
20	2c	Small-group work is well organized and most students are productively engaged in learning while being directly supervised by the teacher
21	2c	Classroom reflects “green” mission of school (Green Challenges highlighted, conservation behaviors encouraged, natural decorations, etc.)

**Additional Comments Regarding Domain 2:**

**Domain 3: Instruction**

B/P/E NO/NI/ U	Domain	Data and Indicators
21	3a	The teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.
22	3a	The teacher's explanation of content is appropriate and connects with students' knowledge and experience.
23	3b,c,e	The teacher creates a genuine discussion among students, stepping aside when appropriate; teacher successfully engages all students in the discussion.
24	3a	The teacher uses vocabulary and explanations appropriate to the course, grade, and/or level.*
25	3c	The lesson has clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.
26	3e	The teacher provides guided practice, circulating to check students' progress and provide assistance.
27	3b	Most of the teacher's questions are high quality; adequate time is provided for students to respond.
28	3a, c	The teacher provides clear assignments that allow students to apply what they have learned, enabling students to complete assignments with a high degree of success.*
29	3d	Students are fully aware of the criteria and performance standards by which their work will be evaluated.
30	3e	The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.*
31	3d	The teacher's feedback to students is timely and of consistently high quality
32	3a	The teacher's spoken and written language is clear and correct; vocabulary is appropriate to students' ages and interests.
33	3c	The teacher provides accurate content-based instruction that is appropriate for the grade, and/or level.*
34	3d	The teacher uses assessment in instruction (formative and/or summative).
35	3e	The teacher successfully accommodates students' questions or interests as it relates to the lesson.
36	3c	The teacher provides for the use of current technology to benefit instruction.*

**Additional Comments Regarding Domain 3:**

***Domain 4: Professional Responsibilities***

*(Domain 4—This will also be addressed in the Professional Profile section of the Summative Evaluation)*

**Additional Comments Regarding Domain 4 from the Pre-Conference:**

**Additional Comments:**

**Attach any needed data collection forms or other pertinent information.**

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

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

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_

B= Basic P= Proficient E=Excellent NO=Not Observed NI=Needs Improvement U= Unsatisfactory

\* Addresses the “knowledge area” as required by Illinois School Code



# Portfolio Goal Extension

**Professional Goal:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Goal(s) Extension Proposal (for bonus pay):**  
**Type your proposal here.**

1. Goal proposal must include learning outcome(s) that benefit both teacher and the community beyond the classroom. (project that supports any of the PCCS value statements/mission of the school, the building, grade band, etc.)
2. Goal(s) must demonstrate rigor and thoughtful reflection
3. Goals must include action plan and formative progress reports
4. Teacher must document impact/success (eg. Student performance, enhanced communication, simplified process, etc.). Product / data / etc.
5. Teacher must complete a project Reflection (personal), which will be basis of final discussion with evaluator(s).

**Proposal Approval** \_\_\_\_\_ (admin signature) \_\_\_\_\_ (date)  
\_\_\_\_\_ (teacher signature) \_\_\_\_\_ (date)

Evaluation of proposal will include an administrative team (4 people including 2 teaching staff and 2 administrators)

## Remediation Plan – Prairie Crossing Charter School

If a teacher receives an “unsatisfactory” evaluation, within 30 school days PCCS will convene a team of administration, union representation, and the teacher to develop and commence a remediation plan designed to correct the deficiencies, provided the deficiencies are deemed remediable. (This document refers to unsatisfactory ratings on the instructional observations; discipline is a response to a single inappropriate action(s) and may not be subject to a remediation plan. Refer to staff handbook and school code for information on disciplinary actions.)

The plan will include:

- Specificity of deficiencies.
- Specific goals for improvement for each area deemed deficient.
- A timeline for completion (for each area).
- Assignment of coaches/mentors to work with the teacher.
- Evidence-based rubric for re-evaluation and determination of success (and definition of evidence needed).
- Consequences for not completing the plan adequately, up to and including termination of employment.

## **APPENDIX D**

### **Performance Pay**

**Appendix D to be inserted after committee has completed its work and the parties have approved the performance pay plan.**

**IN WITNESS WHEREOF**, this Agreement is executed by the duly authorized officers of the Board and the Union this \_\_\_\_\_ day of \_\_\_\_\_, 2015.

**FOR THE BOARD**

**FOR THE UNION**

\_\_\_\_\_

\_\_\_\_\_

IN WITNESS WHEREOF, this Agreement is executed by the duly authorized officers of the Board and the Union this 1<sup>st</sup> day of July, 2015.

FOR THE BOARD

Dean E. Theron

FOR THE UNION

[Signature]