

# **Board of Education Special Meeting**

Tuesday, August 6, 2024 2:00 PM

D300 Central Office - Anne B Miller Boardroom, 2550 Harnish Drive, Algonquin, IL 60102

## **1. Call to Order**

1.1. Roll Call

## **2. Closed Session, 2:00pm-2:30pm**

2.1. Motion to go into closed session for the purpose of discussing: 1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body 2(c)(1); 2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees 2(c)(2); 3. The selection of a person to fill a public office 2(c)(3); 4. Litigation 2(c)(11); and 5. Security procedures, school building safety and security, and the use of personnel to respond to an actual, a threatened or a reasonably potential danger to the safety of employees, students, staff, the public or public property 2(c)(8).

2.2. Motion to suspend closed session

## **3. Reconvene in Open Session at 2:30pm**

3.1. Roll Call

## **4. Pledge of Allegiance**

## **5. Approval of the Agenda**

## **6. Board Announcements**

6.1. Board Candidate Statements

7. **Public Participation: Members of the public, especially residents of District 300, are welcome to contribute during public participation. To do so, you must sign up electronically via a computer located in the Central Office lobby between 2:00-2:30pm, or the start of the open meeting; be 18 years old or older or have a parent/legal guardian present with you, give your full name and respectfully state your comments, and you are not permitted to mention the names of specific staff members or students. The Board will not respond in this forum but will thoughtfully consider your statements.**

## **8. Board Discussion**

**9. Consent Items**

9.1. Approval of Human Resources Report

**10. Roll Call Action Items**

10.1. Approval of DESA Contract

**11. Closed Session**

11.1. Motion to go into closed session for the purpose of discussing: 1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body 2(c) (1); 2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees 2(c) (2); 3. The selection of a person to fill a public office 2(c) (3); 4. Litigation 2(c) (11); and 5. Security procedures, school building safety and security, and the use of personnel to respond to an actual, a threatened or a reasonably potential danger to the safety of employees, students, staff, the public or public property 2(c) (8).

11.2. Motion to adjourn closed session and return to open session

**12. Reconvene in Open Session**

12.1. Roll Call

**13. Adjournment**

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HUMAN RESOURCES REPORT

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ADMINISTRATORS

None

RESIGNATION - ADMINISTRATORS

1. Recommend approval of the following letter of resignation:

Name	Position	Location	Effective
Waller, Kari	Director of Mathematics	Central Office	August 2, 2024

RETIREMENT – ADMINISTRATORS

None

CERTIFIED PERSONNEL

1. Recommend the following be employed by Community Unit School District 300 for the **2024-2025** school year and be compensated according to the LEAD negotiated agreement:

Name	Position	Location	FTE	Salary	Type
Belding, Tyler	Cross Categorical	Hampshire High School	1.0	M45 Step G	Additional
DuBois, Grace	SPED - Autism	Big Timber Elementary School	1.0	BA Step C	Replacement
Green, Clairra	2 <sup>nd</sup> Grade Dual Language	Lakewood Elementary School	1.0	BA Step A	Replacement
Hildebrand, Charlotte	Cross Categorical	Hampshire High School	1.0	MA Step C	Additional
Koterwski, Joseph	7 <sup>th</sup> Grade Science	Carpentersville Middle School	1.0	BA Step A	Replacement
Peterson, Brianna	8 <sup>th</sup> Grade Math (.83) & Math Intervention (.17)	Carpentersville Middle School	1.0	BA Step A	Replacement
Poore, Zachary	Cross Categorical	Lake In The Hills Elementary School	1.0	MA Step C	Additional
Reyes, Maria	2 <sup>nd</sup> Grade Dual Language	Golfview Elementary School	1.0	BA Step A	Replacement
Schnabel, Linda	6 <sup>th</sup> Grade Cross Categorical	Carpentersville Middle School	1.0	M15 Step C	Replacement

Leave of absence requests are attached separately for Board of Education approval.

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**OTHER EMPLOYMENT – CERTIFIED PERSONNEL**

None

**RESIGNATION – CERTIFIED PERSONNEL**

1. Recommend approval of the following letters of resignation:

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Effective</b>
DePons, Danielle	District 300 Plus	Jacobs High School	End of the 2023-2024 school year
Garcia, Stephanie	3 <sup>rd</sup> Grade	Westfield Community School	End of the 2023-2024 school year
Granito, Amber	2 <sup>nd</sup> Grade	Sleepy Hollow Elementary School	End of the 2023-2024 school year
Holmes, Christina	1 <sup>st</sup> Grade	Parkview Elementary School	End of the 2023-2024 school year
Horcher, Ryan	Physical Education	Jacobs High School	End of the 2023-2024 school year
Kresto, Polikseni	Early Childhood SPED	deLacey Family Education Center	End of the 2023-2024 school year
LaLond, Elizabeth	Math Interventionist	Carpentersville Middle School	End of the 2023-2024 school year
Leon, Kaitlin	Cross Categorical	Carpentersville Middle School	End of the 2023-2024 school year
Lucas, Melissa	Cross Categorical	Big Timber Elementary School	End of the 2023-2024 school year
Martin, Erin	Early Childhood SPED	deLacey Family Education Center	End of the 2023-2024 school year
Miller, Janna	Music	Gilberts Elementary School	End of the 2023-2024 school year
Murphy, Ashley	1 <sup>st</sup> Grade	Dundee Highlands Elementary School	End of the 2023-2024 school year
Paganelis, Alexis	Cross Categorical	Lakewood Elementary School	End of the 2023-2024 school year
Reymann-Golat, Shannon	Cross Categorical	Hampshire High School	End of the 2023-2024 school year
Varney, Jennifer	2 <sup>nd</sup> Grade	Parkview Elementary School	End of the 2023-2024 school year

Leave of absence requests are attached separately for Board of Education approval.

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2. Recommend approval of the following letter of resignation from a member currently on leave, effective at the close of the 2022-2023 school year:

<b>Name</b>	<b>Position</b>	<b>Location</b>
Pazos Diaz, Patricia	1 <sup>st</sup> Grade Dual Language	Liberty Elementary School

**OTHER RESIGNATION – CERTIFIED PERSONNEL**

None

**RETIREMENT – CERTIFIED PERSONNEL**

1. Recommend approval of the following requests to retire in accordance with Article XX, B of the July 1, 2022 – June 30, 2025 LEAD negotiated agreement:

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Effective</b>
Randl, Ronda	1 <sup>st</sup> Grade	Gilberts Elementary School	End of the 2028-2029 school year
Sicure, Susy	School Social Worker	deLacey Family Education Center	End of the 2027-2028 school year
Sorg, Bethany	Cross Categorical	Algonquin Middle School	End of the 2028-2029 school year
Stephenson, Terie	4 <sup>th</sup> Grade	Gilberts Elementary School	End of the 2028-2029 school year

2. Recommend approval of the following requests to retire under TRS guidelines:

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Effective</b>
Deweese, Mary	Cross Categorical Resource	Neubert Elementary School	End of the 2023-2024 school year
Hoffmann, Marie Anne	Speech & Language Pathologist	Sleepy Hollow Elementary School	June 28, 2024

3. Recommend approval to rescind the following requests to retire in accordance with Article XX, B of the July 1, 2022 – June 30, 2025 LEAD negotiated agreement:

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Effective</b>
Deweese, Mary	Cross Categorical Resource	Neubert Elementary School	End of the 2025-2026 school year
Sicure, Susy	School Social Worker	deLacey Family Education Center	End of the 2026-2027 school year

Leave of absence requests are attached separately for Board of Education approval.

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**SUPERVISOR/MANAGER – EDUCATIONAL SUPPORT PERSONNEL**

None

**RESIGNATION – SUPERVISOR/MANAGER EDUCATIONAL SUPPORT PERSONNEL**

None

**RETIREMENT – SUPERVISOR/MANAGER EDUCATIONAL SUPPORT PERSONNEL**

None

**EDUCATIONAL SUPPORT PERSONNEL**

1. Recommend employment of the following educational support personnel:

Name	Position	Location	Hourly Rate	Type
Angeles, Nora	Paraeducator	Golfview Elementary School	\$18.18	Replacement
Carreon, Evelyn	Safety Staff	Carpentersville Middle School	\$18.40	Replacement
Do, Prudence	Certified Nursing Assistant	Eastview Elementary School	\$19.25	Replacement
Ramirez, David	Groundskeeper	Buildings & Grounds	\$18.40	Replacement
Soto, Daniel	Night Custodian (Part-time)	Lake In The Hills Elementary School	\$18.40	Replacement

**RESIGNATION – EDUCATIONAL SUPPORT PERSONNEL**

1. Recommend approval of the following letters of resignation:

Name	Position	Location	Effective
Bell, Navonya	Safety Staff	Westfield Community School	May 24, 2024
Crumpley, Anna	ACT Tutor	Liberty Elementary School	May 24, 2024
Garay, Leticia	Safety Staff	Hampshire Middle School	May 24, 2024
Garnett, Isaiah	Data Analyst & HRIS Coordinator	Central Office	August 8, 2024
Langanis, James	Safety Staff	Carpentersville Middle School	May 24, 2024
Rodriguez, Ashley	Paraeducator	Algonquin Middle School	May 24, 2024

Leave of absence requests are attached separately for Board of Education approval.

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**DISMISSAL – EDUCATIONAL SUPPORT PERSONNEL**

None

**RETIREMENT – EDUCATIONAL SUPPORT PERSONNEL**

None

**COACHING/VOLUNTEER – EDUCATIONAL SUPPORT PERSONNEL**

None

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**DISTRICT POSITION TRANSFERS**

1. Recommend position transfer of the following personnel:

<b>Current Class</b>	<b>Name</b>	<b>Current Position</b>	<b>Current Location</b>	<b>New Class</b>	<b>New Position</b>	<b>CBA/ Handbook</b>	<b>Lane- Step</b>	<b>New Location</b>	<b>Effective Date</b>
NUG	Warner, Breanna	AVID Tutor	CMS	DESA	Paraeducator	DESA	C, 1	Same	August 8, 2024

Leave of absence requests are attached separately for Board of Education approval.



# DISTRICT 300

## COMMUNITY UNIT SCHOOL DISTRICT NO. 300 BOARD of EDUCATION MEMO

**DATE:** August 6, 2024

**TO:** Dr. Martina Smith, Superintendent  
Board of Education

**FROM:** Colleen O’Keefe  
Chief Legal Counsel

Presented at the following Board Meetings	
Board Operations Committee	
Policy/Legislative	
School Utilization	
BOE 1 <sup>st</sup> Reading	
BOE 2 <sup>nd</sup> Reading	08/06/2024

**SUBJECT:** Review and approval of DESA Bargaining Agreement

### Background

District administration has engaged in collective bargaining with District 300 Education Support Association (DESA) beginning in March of this year. The bargaining teams have received tentative agreements on numerous portions of the previous Collective Bargaining Agreement and a revised salary schedule for the proposed term of the Agreement. The DESA bargaining unit ratified the proposed changes and salary schedule at the end of July.

### Administrative Recommendation

It is recommended to approve the revised Collective Bargaining Agreement (including salary schedule) for a term of July 1, 2024 – June 30, 2027.

### Fiscal Impact

As presented.

**AGREEMENT**

**BETWEEN**

**THE BOARD OF EDUCATION  
COMMUNITY UNIT SCHOOL  
DISTRICT NO. 300**

**AND**

**DISTRICT 300  
EDUCATION SUPPORT ASSOCIATION  
(D.E.S.A.)**

**July 1, 2024 - June 30, 2027**

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*Disclaimer: Per Board Policy 2:240 Board Policy Development, throughout this agreement, words importing the masculine and/or feminine gender include all gender neutral/inclusive pronouns.*

## PREAMBLE

The Board of Education of Community Unit School District 300, hereinafter referred to as the Board, and the District 300 Education Support Association, IEA-NEA, hereinafter referred to as DESA, recognize the ultimate aim of the public schools is to provide the best education possible for the children and youth of the School District.

The Board and DESA acknowledge that we have a shared responsibility to students, parents, community members and fellow colleagues, to deliver services in a professional, responsible and cost-effective manner. We agree to keep this purpose at the forefront of our collaborations and we also agree that these services can best be delivered in an environment in which we strive to:

- Respect one another
- Actively listen to one another
- Communicate with candor and honesty
- Seek information before reaching conclusions
- Embrace the challenges of the future
- See problems as opportunities to work together
- Recognize and value each other's needs and interests
- Seek consensus whenever possible
- Celebrate our accomplishments
- Recognize and value the dignity, contributions, and responsibilities of each other
- Build a shared vision

No portion of this Preamble shall constitute the basis for a grievance under this Agreement.

## ARTICLE I Recognition

~~The Board recognizes DESA/IEA/NEA as the sole and exclusive bargaining agent for paraprofessionals, who provide non-instructional services for a period of less than twelve months and paraeducators, who provide instructional services under the direction of teachers on a regular basis. Excluded are secretaries, clerks, lunchroom supervisors, playground supervisors, washroom supervisors, parking lot supervisors, supervisory employees, confidential employees, managerial employees, and students as defined by the Illinois Educational Labor Relations Act.~~

**The Board recognizes DESA/IEA/NEA as the sole and exclusive bargaining agent of the following groups of employees:**

**Included: All Paraeducators and Paraprofessionals, including, Intensive 1:1 Paraeducator, Moderate 1:1 Paraeducator, 1:1 Paraeducator, Alternative Public Day Paraeducator, Cross Categorical Paraeducator (including Cross Categorical-Autism Paraeducator, Cross Categorical-Emotional Disability Paraeducator, Cross Categorical-Intellectual Disability Paraeducator, Cross Categorical-Specific Learning Disability Paraeducator), Low Incidence Paraeducator, High Incidence Paraeducator, Bilingual Cross Categorical Paraeducator (including Bilingual Autism Paraeducator, Bilingual Emotional Disability Paraeducator, Bilingual Intellectual Disability Paraeducator, Bilingual Specific Learning Disability Paraeducator, Bilingual Low Incidence Paraeducator, Bilingual High Incidence Paraeducator, Bilingual Blended Paraeducator, Bilingual Special Education Classroom Paraeducator), Special Education Classroom Paraeducator, Early Childhood Paraeducator, Multi-needs Paraeducator, Blended Paraprofessional, Response to Intervention Paraeducator, Preschool for All Paraeducator, Intensive Kindergarten Paraeducator, Bilingual Blended Paraeducator, Bilingual Autism Paraeducator, Bilingual Classroom Paraeducator, TPI Paraeducator, TBE Paraeducator, PFA Classroom Para, Blended Classroom Paraeducator, General Education Paraeducator, Bilingual General Education Paraeducator, In School Intervention Paraeducator, Bilingual Multi-Needs Paraeducator, Response to Intervention (RTI), Academic Classroom Tutor, Job Coach, Childcare Worker.**

**The following employees are excluded from the bargaining unit:  
Excluded: All supervisory, managerial, confidential and/or short-term employees as defined in Section 2 of the Illinois Educational Labor Relations Act, 115 ILCS 5/1 et seq.**

## **ARTICLE II** **Negotiations Procedure**

### 2.1 Procedures

Every effort shall be made to begin negotiations no later than December 15<sup>th</sup>. Any extension of this date shall be mutually agreed to by December 20<sup>th</sup>.

All negotiations shall be conducted outside normal employee work hours. From time to time during negotiations both parties may agree to negotiate during the regular workday. The chief negotiation spokespersons of each party shall mutually notify the principals of said employees.

### 2.2 Mediation

If one or both parties cannot reach an agreement and declare impasse, Federal Mediation and Conciliation Services shall be used in accordance with the Illinois Educational Labor Relations Act.

## **ARTICLE III** **Labor/Management Relations**

### 3.1 Labor/Management Meetings

To advance good faith bargaining DESA and the Superintendent and/or designated representatives, shall meet every other month, and may meet more or less frequently as agreed upon by both parties. These meetings shall commence in October of each academic school year. The Agenda will be set by suggestions made from either party no later than twenty-four (24) hours prior to date of meeting. Suggestions are not limited to concerns and/or topics except grievances already filed. Such meetings shall not by-pass the grievance procedure.

### 3.2 Contract Amendments

Should any meeting result in a mutually acceptable amendment to the Agreement, the amendment shall be reduced to writing, signed and appended to this Agreement. In some cases, ratification by the Association and Board may be necessary.

### 3.3 Mid-Term Bargaining

These ongoing meetings will in no way constitute a waiver on the part of the Association of mid-term bargaining rights, which may be granted under the Illinois Educational Labor Relations Act.

### 3.4 Presidents' Meetings

Labor/Management meetings are not intended to replace the regular Superintendent/Association Presidents' Meetings.

### 3.5 Committee Members

Attendance at the following committee meetings will be limited to four members from each of the parties.

- Insurance Committee (meets once per month)
- Evaluation Committee (meets on an as needed basis)
- Job Description Committee (meets on an as needed basis)
- Calendar Committee (meets annually or biannually)
- Professional Development Committee (meets on an as needed basis)

**ARTICLE IV**  
**Management Rights**

The Board, on its own behalf and on behalf of the electors of the School District, hereby retains and reserves unto itself, without limitation, all power, right, authority, duties, and responsibilities conferred upon and vested in it by the laws and Constitution of the State of Illinois and of the United States in the executive management and administrative control of the School District and its properties and facilities of its employees consistent with this Agreement, Illinois School Code and with the Illinois Educational Labor Relations Act.

**ARTICLE V**  
**Union & Employee Rights**

**5.1 Dues Deduction**

The Board shall deduct from the pay of each employee who has provided written authorization to do so, current membership dues of the Association and affiliate organizations. Deductions shall be evenly distributed over twenty (20) paychecks beginning with the second pay period from the start of the school year. For new employees, deductions shall commence within thirty (30) days after the signed authorization is delivered to the District business office and shall be prorated over the remaining pay periods for the school year. Dues deduction shall continue from year to year unless revoked in writing prior to August 15. DESA is responsible for collecting any and all dues from any member of the bargaining unit who does not have sufficient wages in his or her paycheck.

**5.2 Employee Information**

**Within ten (10) calendar days from the start of the school term and every thirty (30) calendar days thereafter in the school term, the Assistant Superintendent of Human Resources (or designee) shall electronically provide the DESA President (or designee) a list of bargaining unit members name, job title, date of hire, worksite location, work and personal email address, home address, work telephone number, employee identification number, and any home or personal telephone numbers on file.**

**5.2 3 Association Leave**

In the event DESA desires to send representatives to local, state, or national conferences, or other business pertinent to organizational affairs, these representatives may be excused without loss of salary, loss of sick days or loss of personal days. A maximum of one hundred and eighty (180) work hours per year may be used by the Association and/or his/her designated representative for association business or school improvement activities. However, no individual may be excused for such activities for more than forty (40) work hours without the consent of both parties to this agreement. The President of DESA shall notify the District ten (10) days in advance of the date the time that will be used whenever possible. Additional Association days may be granted under this provision by mutual agreement. The Association may also purchase up to forty (40) additional hours of Association leave time. DESA will reimburse the District for all additional hours used by multiplying the hours used by the hourly rate of the individual who was released.

The DESA President shall be released from her/his regularly assigned duties for the first half of ten (10) student **late start**/early release days – **whichever is utilized by the District in the respective school year** - (for a total of five (5) full days). This time shall be used for the purpose of conducting DESA business. The DESA President is expected to participate in any professional development activities that occur on student **late start**/early release days. If appropriate, the professional development activity can be done at a building that the DESA President is not assigned to in the normal course of her/his duties.

**5.3 4 Workday for Association Leave**

For the purpose of this article a workday is defined by that member's regular workday hours.

**5.4 5 Building Use by DESA**

DESA and its representatives shall have the right to use school buildings with prior approval from the building principal for meetings for the purpose of conducting association business. All meetings shall be

conducted outside employee work hours. Such use of school facilities shall not disrupt the normal school routine. Should expenses be incurred, the Board may request reimbursement.

Duly authorized representatives of DESA and its affiliates will be permitted to transact official association business on school property outside the regular work hours of employees when it does not reasonably interfere or interrupt any school functions or operations.

**5.5 6** Communication

Members of the bargaining unit shall be provided with mailboxes at their assigned location commensurate with what is provided other employees assigned to that location. DESA may communicate with members via bulletin boards, mailboxes and other forms of communication, such as facsimile, e-mail, telephone, voice mail, etc. Such information shall not be abusive or defamatory and DESA assumes the legal responsibility for its communication.

**5.6 7** DESA Bulletin Board

DESA may establish a bulletin board and/or mailbox for use by DESA and DESA shall determine and assume responsibility for what is displayed and/or distributed via these means. Details such as the location and size of these facilities shall be determined by the supervisor of the building and DESA's representative using as a guideline what space and location is provided other bargaining units at the site.

**5.7 8** New Employees

The Board shall notify the DESA President of all new employees to the District within fourteen (14) days after hiring. Notification will include name, address, phone, work location, job category, salary level, pay rate, hours, number of pays and whether the employee is part-time or full-time.

**5.8 9** Seniority List

Upon request, the District shall provide the President of DESA with an updated seniority list within thirty (30) days of the start of a semester.

**5.9 10** Contracts for New Employees

DESA and the Board shall share the cost of printing contracts for current and new members of the bargaining unit. DESA shall be responsible for distributing contracts to new employees.

**5.10 11** Personnel File

Except for confidential material which, by law, an employer is not required to make available, an employee shall have the right, upon reasonable request, to review materials in his/her personnel file which shall be maintained by the District, provided that no document shall be marked, altered or removed. If a request is made, the employee shall reimburse the District for the reasonable cost of copying any such documents. Nothing herein shall require the District to collate or compile any information.

Effective the day after this Agreement is ratified by both parties, if any document is placed in an employee's official personnel file that is adverse to the employee, an employee shall be provided with a copy of this document. The employee must initial documents of this nature indicating only that they have knowledge of them. Such initials shall not be construed in any way to constitute agreement with their contents or the appropriateness of their placement in the file.

Except as modified by the foregoing paragraphs, nothing in this Agreement shall be construed to preclude the applicability of the Personnel Record Review Act, 280 ILCS 40/1, *et seq.*

**ARTICLE VI**  
**Grievance Procedure**

**6.1** Definitions

- a. A grievance is defined as an alleged misapplication, violation or misinterpretation of the terms of this collective bargaining agreement and/or Board rules and regulations.

- b. The term "days" as used in this procedure shall mean student attendance days, when students are scheduled to be in school as determined by the academic calendar.

## 6.2 Purpose

The grievance procedure may be used to file a grievance as defined above by any member, group of members or the Association. Individuals who participate in these grievance procedures will not be subject to discipline or reprisal because of such participation. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

It is recognized and recommended that problems arising between the employee and employer be resolved through free and informal communications between the parties concerned. Nothing herein contained will be construed as limiting the right of any person having a grievance to discuss the matter informally with the appropriate member of the administration at Level One and having the grievance adjusted at Level One, provided the adjustment is not inconsistent with existing Board of Education Policy, the terms of this Agreement or the Illinois Educational Labor Relations Act. When informal discussions fail to satisfy the grievant, a formal grievance may be advanced according to the following procedures.

## 6.3 Procedure

- a. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.
- b. If a grievance is filed by an employee, an Association Representative may accompany the employee to assist at any of the following levels. Levels One and Two of the procedure may be by-passed by mutual agreement of the appropriate administrator, grievant and the Association.
- c. If a grievance is left unresolved until the beginning of the following school term, and could result in irreparable harm, both parties agree to expedite the processing of the grievance in order that the grievance procedure may be exhausted prior to the end of the school term or as soon thereafter as is practicable.
- d. Unless the time restrictions are waived by mutual agreement, any grievance not applied to the next step of the grievance procedure within the time limits set forth shall be deemed settled in favor of the other party.
- e. Every effort shall be made to process grievances outside the working hours of the grievant. Should the investigation or processing occur during regular work hours the employee must secure approval to be released from work from his or her building administrator or designated representative.

### **LEVEL ONE**

An employee or group of employees under the direction of the same supervisor, with a grievance will first discuss it informally with his or her immediate supervisor. If the immediate supervisor determines that he/she does not have the ability to adjust the grievance, he/she shall involve the appropriate administrator who has the ability to adjust the grievance.

The Association or group of employees under the direction of different supervisors, with a grievance, may first discuss it informally with the appropriate administrator who has the ability to remedy the situation prior to it becoming a formal grievance.

If the parties are unable to informally resolve the grievance, the grievant(s) may file a formal written grievance with the Assistant Superintendent of Human Resources, and copied to the immediate supervisor and/or administrators that were involved in the informal stage, within thirty (30) days of the occurrence giving rise to the grievance, or within thirty (30) days of the time when such occurrence might reasonably be ascertained. The recipient of the grievance will arrange for a meeting of the affected parties within five

(5) working days after receipt of the grievance. The recipient shall provide a written response to the grievance within ten (10) days after the meeting. The response shall include a reason for the decision.

### **LEVEL TWO**

If the grievance is not resolved to the satisfaction of the employee or the Association at Level One, the grievance may be advanced to Level Two within ten (10) days of receipt of the Level One response to the Superintendent or designated representatives. The Superintendent or designated representative shall within ten (10) days schedule a conference seeking a solution to the grievance and render a decision and reason therefore, in writing, to the grievant and the Association within ten (10) days of the meeting. The parties agree that the Superintendent will have input in any decision that is rendered in Level Two.

### **LEVEL THREE**

If a satisfactory disposition of the grievance is not made as a result of the meeting provided for in Level Two above, the grievant or Association may appeal to the Board of Education within fifteen (15) days from the date of the receipt of the decision from the Superintendent or designated representative.

The Board, at its sole option, may decide whether or not to hear the grievance. However, if the Board decides not to hear the grievance, the Association will be given reasons for their decision and the Association may advance the grievance to Level Four. The Board will hear the grievance at the next regularly scheduled Board meeting following receipt of the grievance, if it decides to hear such grievance. All hearings with the Board will be closed and shall include the full Board or a committee thereof as the Board shall designate and/or the grievant and DESA. The Superintendent or designated representative will present the administration's rationale at such hearings. In addition, the Association shall present their arguments at such hearing. The Board of Education shall render a decision and reasons therefore, in writing, to the grievant and the Association within fifteen (15) days after the hearing. A copy of all documents and related materials shall be provided to the grievant and Association along with the decision.

### **LEVEL FOUR**

If the grievance is not resolved at Level Three, the Association shall have the right to advance the grievance to binding arbitration under the Voluntary Labor Arbitration rules of the American Arbitration Association within fifteen (15) days following the decision by the Board in Level Three.

The arbitrator shall consider and decide only the specific issues submitted in writing and shall have no authority to make any decision or recommendations on any issues not submitted. The arbitrator shall be without power to interpret in any way the applicable laws, rules, and regulations having the force and effect of laws. The arbitrator's decision shall be based solely upon the interpretation of this agreement, policy or provision as applied to the facts of the grievance presented. The cost of the arbitrator and the cost of the American Arbitration Association and incidental expenses mutually agreed to shall be equally divided between the Board of Education and the Association. Both parties shall submit all documents or other evidence which may be tendered at the hearing and related materials to the other party no later than fifteen (15) days prior to the Arbitration hearing, including a list of all witnesses. Failure to tender same shall preclude such admission at any hearing.

## **ARTICLE VII** **Job Security**

### 7.1 Probationary Period

7.1.1 New employees will serve a probationary period of one hundred and twenty (120) workdays beginning on their date of hire. Summer school and extended school year (ESY) shall not be considered workdays.

7.1.2 Probationary employees shall be **observed** ~~evaluated~~ by the immediate supervisor or designated representative, not to include teachers, at least one time after the fifty-fifth (55<sup>th</sup>) workday, but prior to the eightieth (80<sup>th</sup>) workday ~~and one time within ten (10) workdays of the probationary period ending (days 110-120).~~ **Probationary employees shall be observed a**

second time and receive a Final Summative Evaluation by the immediate supervisor or designated representative, not to include teachers, within then (10) workdays of the probationary period ending (days 11—120). Summer school and extended school year (ESY) shall not be considered workdays. The individual will be evaluated on his or her work performance on the Paraeducator Evaluation Form as indicated in Article VIII **within ten (10) workdays of the probationary period ending (days 110-120)**. The evaluation will be submitted to the paraeducator within **ten (10) five (5)** working days following the **second** Post Observation and **the** Final Summative **Evaluation** Conference and will become part of the final evaluation documentation in the employee's personnel file. **The complete second observation/summative cycle must be completed by the 120 workday of the probation period. Probationary employees who receive four (4) or more Basic or Unsatisfactory component ratings on their first observation during the probationary period (between the fifty-fifth (55<sup>th</sup>) workday, bur prior to the eightieth (80<sup>th</sup>) workday) may be recommended for release following the first Post Observation Conference.** Employees not surviving the probationary period shall have had a minimum of one (1) **observation** evaluation.

**The District may request, and the Union will not unduly deny, an extension of the probationary period for up to one hundred and twenty (120) workdays. The extension of the probationary period will not be in lieu of the initial probationary period evaluation cycle not being completed by the supervisor.**

7.1.3 The employee will no longer be classified as a probationary employee beginning on his or her one hundred and twenty-first (121<sup>st</sup>) workday of employment. Summer school and extended school year (ESY) shall not be considered workdays. Employees whose work performance is rated unsatisfactory will be subject to immediate dismissal at any time during the probationary period. Such termination of employment shall not be subject to the Grievance Procedure.

## 7.2 Orientation

New employees shall attend District paid employee orientation/**onboarding** prior to working with students (See flow chart in Appendix E). The orientation/**onboarding** shall be a **provided in one** full day prior to starting **the employee beginning their job responsibilities.**, which **The day** will consist of one-half (½) day ~~on-line~~ **of Human Resources** training for overview of District operating procedures and one-half (½) day **of in-building** orientation/onboarding. **The in-building orientation/onboarding will be provided at the new employee's assigned building by a DESA mentor and will focus on orientating the employee to the building and integrating the employee into their new role.** ~~include with building with assigned mentor for building and DESA orientation.~~ Following the orientation/**onboarding** process, the DESA member will begin work of **in** their assigned position.

~~DESA will provide a list of interested members to serve as mentors for each building. DESA and the Education Service Assistant Superintendent or designated representative will appoint a member~~ **at each building** ~~at the site~~ to assume the Mentor role and provide notice to the building principal and Human Resources **of the designation. When the building administrator is notified that a new hire is reporting to the building, the building administrator will then notify the building mentor. Both the DESA assigned mentor and the new employee may receive up to one hour of additional pay (at their respective hourly rate) for work performed outside of their normal work day (i.e. before/after work hours or during lunch/break times).**

**DESA will select members to act as a mentor based on their experience and ability to provide trusted knowledge and training of the building, staff, and students to new employees. DESA expects the mentor to follow established DESA procedures, including checking in with the new employee on a regular basis and being available to answer questions as needed.**

## 7.3 Discipline

Discipline is intended to correct inappropriate behavior and will not be administered in an arbitrary and/or capricious manner. The parties agree that the District shall only discipline employees for just cause. In most

cases progressive discipline shall be used. However, there are situations involving severe misconduct where immediate disciplinary action may be taken. In such cases, suspension or dismissal may result but may not be administered in an arbitrary and/or capricious manner.

**Both DESA and D300 agree that some issues or behaviors can be best addressed through preemptive measures. These “Corrective Conversations” are intended to allow for administrators to address issues or concerns with a DESA member outside of disciplinary action. The intent is to provide an opportunity to address patterns of behaviors in a manner that would preclude their escalation and resulting disciplinary action. Utilizing a corrective conversation prior to initiating progressive discipline is optional and at the discretion of the administrator to determine if/when appropriate. An administrator may send an email following any corrective conversations for the purposes of addressing related directives.**

7.3.1 An employee has the right to have an Association Representative present when the employee is called to appear before a supervisor, administrator, or the Board to discuss matters that the employee reasonably believes may lead to disciplinary action against the employee. The employee shall be afforded at least ~~twenty-four (24)~~ **forty-eight (48)** hours to secure such representation.

7.3.2 In the event a member of the bargaining unit is required to attend a meeting that the District anticipates may result in some disciplinary action taken against the member, the employee and DESA will be given written notification of such, at least ~~twenty-four (24)~~ **forty-eight (48)** hours in advance of the meeting, along with the reasons for the meeting as well as informing him/her of their right to representation by the Association.

7.3.3 If in the course of a meeting, information develops that may cause some disciplinary action to be taken against a member of the bargaining unit present at the meeting, that member will be advised of his or her right to representation and, at the option of the employee, the meeting will be rescheduled to a later date, but no sooner than ~~twenty-four (24)~~ **forty-eight (48)** hours, in order for the member to secure representation.

At the conclusion of any of the above referenced meetings, the parties may agree to forego a follow-up meeting. In the event a follow-up meeting is not scheduled, the resolution shall be provided in writing to the member and the member's representative.

7.3.4 The following procedures are to be used in disciplining a member:

1. Written Warning 1
2. Written Warning 2
3. Recommendation for Suspension
4. Recommendation for Dismissal

7.3.5 Employees shall not be disciplined or dismissed from employment without just cause. Just cause will be afforded to employees as follows:

1. Did the District give to the employee forewarning or foreknowledge of the possible or probable disciplinary consequences of the employee's conduct? However, certain offenses so serious that any employee in the industrial society may properly be expected to know already that such conduct is offensive and punishable.
2. Was the District's rule or managerial order reasonably related to (a) the orderly, efficient, and safe operation of the company's business and (b) the performance that the company might properly expect of the employee?
3. Did the District, before administering discipline to an employee, make an effort to discover whether the employee did in fact violate or disobey a rule or order of management?

4. Was the District's investigation conducted fairly and objectively?
5. At the investigation, did the "judge" obtain substantial evidence or proof that the employee was guilty as charged?
6. Has the District applied its rules, orders, and penalties evenhandedly and without discrimination to all employees?
7. Was the degree of discipline administered by the District in a particular case reasonably relative to (a) the seriousness of the District's proven offense and (b) the record of the employee in his/her service with the District?

#### 7.4 Administrative Leave

If an employee is placed on paid administrative leave, the District shall provide notice of such leave to DESA. The employee will not suffer loss of pay or benefits during such leave.

**If an employee is placed on administrative leave pending an internal or outside agency investigation, the Assistant Superintendent of Human Resources, or designee, shall provide the employee notice of the status of the investigation/leave on a regular basis (and no less than every twenty-one (21) work days).**

#### 7.5 Notification

DESA and the member will be notified of the results, in writing, of any such disciplinary action when an employee has been disciplined or discharged. Such notification will occur within forty-eight (48) hours.

#### **7.6 Request to Remove Documented Written Warning I**

**A DESA Member may request that a documented Written Warning I be removed from their personnel file. Such requests should be submitted to the Assistant Superintendent of Human Resources. Upon submission, the request shall be reviewed and considered by a committee consisting of a member appointed by the DESA President, a representative appointed by the Superintendent and a third party selected by the first two. Upon the member's written request, a documented Written Warning I may be removed from the member's personnel file after five (5) years from the date of the documented Written Warning I, assuming no similar disciplinary infraction has occurred during this time. If an incident directly related to the documented Written Warning I happens within the five (5) year time window, the original documented Written Warning I will remain in the personnel file. Once a documented Written Warning I is removed from the personnel file, the infraction cannot be referenced in the future disciplinary proceedings.**

## **ARTICLE VIII** **Professional Growth**

### 8.1 Evaluation

#### **Introduction**

This performance evaluation process applies to all District 300 Paraeducators. The purpose of this evaluation process is to:

- Recognize performance that meets or exceeds expectations
- Set expectations (behavior, vital activities, and outcomes) for future performance
- Create opportunities for communication between employees and their supervisors
- Define areas for potential growth and development for employees
- Provide timely feedback to enable employees to better manage their performance
- Allow for an individualized and specific performance improvement plan

Recognition, enhanced job performance, the promotion of professional growth and development of employees should result in greater job satisfaction for the employee and better student achievement.

### **The Performance Evaluation Process**

**The components of the Performance Evaluation Process are:**

**Rubrics for Performance Standards:** Performance standards are described in a rubric, divided into four (4) domains for Paraeducators and ISI Paraeducators. These domains are: Preparation and Job Skills; Supporting the Classroom Environment; Delivery of Services/Accommodations (Instruction); and Professional Responsibilities and Development. Performance standards are described in a rubric, divided into and four (4) domains for Media Paraeducators. These domains are: Preparation and Job Skills; Supports the Learning Environment; Delivery of Services/Accommodations (Instruction); and Professional Responsibilities and Development. These standards have been specifically created for paraeducators and clearly define the standard by which employee performance is to be measured.

**Rating Scale and Terminology:** The evaluation uses a four-point scale with rating labels: Unsatisfactory, Basic, Proficient, and Distinguished. This terminology allows for more active reflection of performance. The definitions are as follows:

**Unsatisfactory (1):** This rating may be given to employees that demonstrate limited or no understanding of the standard.

**Basic (2):** This rating is given to employees who demonstrate a rudimentary understanding of the standard, demonstrates partial knowledge of the standard's elements on a regular basis, or demonstrates knowledge on an inconsistent basis.

**Proficient (3):** This rating is given to an employee who demonstrates a thorough understanding of the standard, practices the standards continuously, and works independently without constant supervision.

**Distinguished (4):** This rating is given to employees who consistently meet or exceed the standard each and every time it is applied and demonstrates initiative and adapts concept of standards to enhance student learning within the parameters of one's job responsibilities.

**Not Applicable:** May only be applied in instances where job responsibilities do not coincide with standards. An explanation must be provided whenever this is used.

### **Administration of the Process**

#### **During the Probationary Period:**

Probationary employees shall be ~~evaluated~~ **observed** by the immediate supervisor or designated representative, not to include teachers, at least one time after the fifty-fifth (55th) workday, but prior to the eightieth (80th) workday. ~~and one time within ten (10) workdays of the probationary period ending (days 110-120) excluding ESY and summer school.~~ **Probationary employees shall be observed a second time and receive a Final Summative Evaluation by the immediate supervisor or designated representative, not to include teachers, within ten (10) workdays of the probationary period ending (days 110-120). Summer school and extended school year (ESY) shall not be considered workdays.** The **observation** process consists of a pre-observation conference, observation, **and** post observation. ~~and a final summative evaluation conference.~~ **The second post-observation and the Final Summative Evaluation may be completed during the same meeting time after the second observation cycle.** Employees not surviving the probationary period shall have had a minimum of one (1) evaluation. Also reference 7.1.2.

<b>Probationary DESA Evaluation Process/Cycle</b>				
<b>First Observation</b>	<b>After 55th Workday and before 80th workday</b>	<b>Pre-Conference</b>	<b>Observation</b>	<b>Post Conference</b>
<b>Second Observation</b>	<b>Between 110th and 120th work day</b>	<b>Pre-Conference</b>	<b>Observation</b>	<b>Post Conference and Final Summative Evaluation</b>

**Beyond the Probationary Period:**

**Proficient or Distinguished:**

Each paraeducator after completion of the probationary period who receives either a proficient or distinguished on their summative evaluation shall be formally evaluated at least once every two (2) years no later than May 15 in accordance with the DESA negotiated agreement. The process consists of a pre-observation conference, observation, post-observation, and final summative evaluation conference.

**Basic:**

Each paraeducator after completion of the probationary period who receives a basic on their summative evaluation will be evaluated again the following year no later than May 15. The process consists of a pre-observation conference, observation, post observation, and final summative evaluation conference. If a paraeducator receives two (2) consecutive overall final summative ratings of Basic (outside the Probationary Period), a Professional Assistance Plan will be developed that specifically addresses the deficiencies noted in the summative evaluation, that provides clear expectations of job performance and will include supports and other resources that will be provided to the employee. Sixty (60) workdays later (not including ESY and summer school), the paraeducator shall be evaluated again. The process consists of a pre-observation conference, observation, post observation, and final summative evaluation conference. Employees who receive a proficient or distinguished on the second summative evaluation shall follow the procedures listed above for subsequent evaluations. A second basic rating or unsatisfactory rating may be grounds for termination.

**Unsatisfactory:**

Each paraeducator after completion of the probationary period who receives an unsatisfactory on their summative evaluation will be given a Professional Assistance Plan that specifically addresses the deficiencies noted in the summative evaluation, provide clear expectations of job performance and will include supports and other resources that will be provided to the employee. Sixty (60) workdays later (not including ESY and summer school), the paraeducator shall be evaluated again. The process consists of a pre-observation conference, observation, post observation, and final summative evaluation conference. Employees who receive a basic, proficient or distinguished on the second summative evaluation shall follow the procedures listed above for subsequent evaluations. A second unsatisfactory rating may be grounds for termination.

**Responsibilities:**

**Initial Meeting between Evaluator and Employee:**

At the beginning of the year, the evaluator will meet with the paraeducators that will be evaluated that year to explain the evaluation process and documents including the evaluation rubric(s), review job expectations, and clarify roles and responsibilities. Employees hired after the beginning of the year meeting has been held shall have a separate meeting with their evaluator to fulfill this requirement. (Note: in the initial year of rollout this meeting will be held with all paraeducators regardless of whether they are being evaluated that year)

**Pre-observation Conference:**

~~No less than two (2) working days~~ Prior to the **day of the** paraeducator's observation, the evaluator will meet with the employee to discuss the upcoming observation. During this meeting, the classroom situation, assigned job duties and other relevant information will be discussed, including information from the paraeducator on Domains 1 and 4.

**Observation:**

The purpose of an observation is to collect evidence in Domains 2 and 3 to allow for an appropriate summative evaluation based on the rubrics.

Observations will be scheduled with the paraeducator **no less than two (2)** ~~no less than five (5)~~ working days in advance of the observation. Evaluators should discuss the scheduled time and date with the paraeducator to ensure that an appropriate observation period is selected. Observations shall be no less than **twenty (20)** ~~thirty (30)~~ minutes and no more than forty-five (45) minutes long. If the scheduled observation period becomes inappropriate due to extenuating circumstances, the observation may be rescheduled for a date within five (5) working days of the original observation date without conducting an additional pre-observation conference.

**Post Observation and Final Summative Conference:**

~~The Post Observation Conference and Final Summative Evaluation will be provided at a meeting held no later than fifteen (15) working days after the observation.~~

**The Post Observation Conference will be provided at a meeting held no later than fifteen (15) working days after the observation. The Final Summative Evaluation may be combined with the Post Observation Conference.**

Feedback regarding the evidence collected during the observation as it relates to Domains 2 and 3 of the evaluation rubrics shall be provided to the paraeducator in regards to their performance and how said performance can be improved as well as areas that should be maintained.

The Final Summative Evaluation will include a description of performance-based evidence collected in all four (4) domain areas and compared to the rubrics established for the paraeducator. The final summative evaluation will be submitted to the paraeducator **within ten (10)** ~~five (5)~~ working days following the ~~Post Observation and Final Summative Conference~~.

The paraeducator will acknowledge the contents of the evaluation **within the appropriate evaluation system** ~~by signing it~~. This **acknowledgement** ~~signature~~ does not imply agreement or disagreement, but rather signifies knowledge of the contents. In case of disagreement the paraeducator may submit a written statement via the district electronic evaluation system outlining the specific areas of disagreement no later than ten (10) working days following this conference. This statement will become part of the final evaluation documentation in the personnel file.

Should the paraeducator refuse to **acknowledge** ~~sign~~ the evaluation, the ~~unsigned~~ evaluation **will be finalized by the evaluator within the appropriate evaluation system. In this circumstance, the evaluator will finalize the unacknowledged evaluation no earlier than two (2) working days following the Final Summative Evaluation meeting** ~~submitted to the Human Resources office with documentation that the employee refused to sign~~.

**No Evaluation provided:**

In the event that the evaluator fails to complete the evaluation process, in part or in whole, in a timely manner, the employee may send a memo stating this fact to the evaluator, Association President, Assistant Superintendent of Human Resources and the District Superintendent. No repercussions to the employee shall arise for either sending the memo or failing to send the memo to the personnel listed above.

### **Employee Transfer:**

In the event an employee transfers involuntarily or voluntarily to a different building site, **access to the new evaluator is provided in the appropriate evaluation system.** ~~a copy of the evaluation shall be forwarded to the appropriate administrator.~~

## 8.2 Professional Development

The **DESA** President ~~of the Association~~ and the District shall appoint members to the following Professional Development Committee based on expressed interest on behalf of the members of the bargaining unit. **The members shall include up to seven (7) DESA employees and should attempt to include a representative from all grade bands (i.e., Early Childhood, Elementary, Secondary). The committee shall meet on a quarterly basis unless the District and DESA agree a meeting is not needed.**

The Professional Development Committee will focus on personal/professional growth opportunities for all employees including new employee orientation and information pertaining to employment and union affiliation. This committee will also develop guidelines for employee participation to include meaningful relevant activities for professional development aligned to Board of Education approved calendar. **Activities should aim to provide employees with the tools to successfully perform their job functions and grow within their positions.** Activities may or may not be the same as or combined with those planned for certified staff at a site. Activities must be aligned with District strategic goals and building improvement plans.

**All bargaining unit members will be provided with time during the mandatory professional development/in-service days referenced in Article 13.2 of this agreement and/or during building late starts/early releases to complete the annual mandatory trainings assigned to each employee prior to their due date.**

**All bargaining unit members will be required to receive Crisis Prevention and Intervention (CPI) certification prior to the completion of the 2024-2025 school year or within one calendar year of the member's hire (whichever comes first). The Professional Development Department will ensure that all bargaining unit members have access to the required course(s) and have the necessary materials to receive and maintain CPI certification. Such course(s) will be offered during regularly scheduled professional development days. Bargaining unit members may choose (but are not required) to complete the course(s) on non-work days (if offered and available) and will be compensated at their respective hourly rate if attended during non-work time or on a non-work day.**

**In situations of mandated building meetings that discuss safety training all Paraeducators will be in attendance and compensated.**

## 8.3 Tuition Reimbursement

DESA employees who successfully complete an approved course/program with a grade of B or above shall be eligible for tuition reimbursement at \$86 per credit hour for a maximum of nine (9) credit hours per fiscal year for Bilingual, Special Education and Early Childhood Special Education classes. Course work must be offered by an accredited institution.

Requests for tuition reimbursement must be made at least thirty (30) days prior to the start of the course. The employee must fill out the tuition reimbursement request form and submit it to the Human Resources Department (Appendix H). The Human Resources Department will notify the employee and the DESA President if any request for tuition reimbursement is accepted or denied, with reasons if denied. Within thirty (30) days following the completion of the course, the employee will submit documentation of course completion to the Human Resources Department. The District will provide reimbursement within thirty (30) days of receipt of the documentation.

**ARTICLE IX**  
**Seniority**

9.1 Definition

Seniority shall be defined as the length of an employee's continuous service in the bargaining unit. The District shall maintain a seniority list according to each salary level (Level A-D) identified on the salary schedule in Appendix A. Such list shall be provided in electronic format to the DESA President and posted in each attendance center by February 1 of each year. If an employee finds an error in his/her seniority placement, the employee shall make the Human Resources Department aware of any perceived error as soon as possible. If it is determined an error has been made, the employee and the President of DESA shall be notified. Corrections shall take effect immediately; however, the correction on the printed seniority list shall be made on the following seniority list. Any corrections to the list will be posted immediately in all posting locations.

9.2 Purpose of Seniority

Seniority begins upon the successful completion of a one-hundred and twenty (120) workday probationary period and reverts to the first day of employment on the job. Seniority shall be one criteria used for employee retention, placement, and promotion and as outlined in other Articles within this Agreement.

9.3 Seniority List Position

If more than one employee commences employment on the same date, position on the seniority list shall be determined by drawing lots.

**ARTICLE X**  
**Vacancies, Transfers, Assignments and Substitution**

10.1 Vacancies

10.1.1 All vacancies will be posted on-the District's web page.

10.1.2 Employees seeking to apply for a vacant position may submit their application on-line using the District website. Applicants must indicate that they are internal candidates.

10.1.3 If an employee applies for a teaching position for which he/she is qualified, he/she will be given consideration before the employment of a new hire.

10.1.4 Members who apply for positions as internal candidates for which they are qualified shall receive an in-person or phone interview and consideration prior to an offer of employment being made to someone outside of the bargaining unit or not employed by the District. Interviewed candidates will receive notification once the position has been filled.

10.1.5 Members shall not be eligible to apply for lateral positions posted within two (2) weeks of the first (1<sup>st</sup>) day of student attendance and thirty (30) workdays after the first (1<sup>st</sup>) day of student attendance as per the approved Board of Education School Calendar unless:

- a. The position for which they are applying includes an increase of work hours from the DESA member's current daily rule (the new position would result in more hours); OR
- b. The position for which they are applying is classified at a higher salary level from the DESA member's current salary level (the new position would result in higher pay).

10.2 Transfers

Employees may change positions through a voluntary or involuntary process. Employees who change position within the bargaining unit shall retain all seniority within the bargaining unit.

### 10.3 Mid-Year Involuntary Transfer

This occurs when the District determines that an employee needs to be transferred during the school year to a different position and/or location. The District will meet with DESA and the effected employee to discuss the reasons for the transfer and the options that are available to the employee for the remainder of the school year. The employee shall not suffer a loss of pay or hours for the remainder of the school year if the position they are placed in is at a lower salary level than what the employee previously held. However, if the position is at a higher salary level, the employee shall be placed at the same step he/she currently occupies, but at the higher salary level.

The employee shall be given first choice the following school year to return to their previous position. However, if their previous position is not available then they shall be given first choice of any DESA positions within the pay and hours that the employee previously occupied. However, if the position they are placed in is at a higher salary level, the employee shall be placed at the same step he/she currently occupies at the higher salary level. If the position is at a lower salary level, the employee shall be placed at the same step he/she occupies, but at the lower salary level.

### 10.4 Voluntary Transfer

This occurs when an employee applies and accepts a position that is compensated at a different level than the one he/she currently occupies. If the change is to a position that is at a higher or lower salary level, the employee shall be placed on the same step he/she currently occupies, but at the new salary level.

If an employee feels there has been an error made in his/her placement, requests for review shall be forwarded to the Human Resources Department and the President of the Association. The employee's request shall be reviewed on a quarterly basis by the appeal committee. Corrections shall be retroactive to the first day the employee believes an error had been made.

### 10.5 Temporary Reassignment

When a student is absent, the one to one paraeducator who is assigned to work with the student may be reassigned to a different duty by the principal or designated representative. The paraeducator may choose to be absent without pay during the absence of the student. The final decision is that of the paraeducator who shall not suffer any reprisal for that decision.

When a student is not expected to return to the District during the same school year, the paraeducator shall be reassigned within the same building. If there is no available position within the same building, the District may reassign a paraeducator to a position in another building. The paraeducator shall not suffer any loss in pay as a result of the reassignment. However, if the new position is at a higher salary level, the paraeducator shall advance to the same step in the new salary level. The following year, the paraeducator will be returned to their original assignment provided that the student returns to the same building and requires the same level of services.

### 10.6 Teacher Substitution

A teacher or substitute certified paraeducator may substitute for a teacher outside of their current room assignment. The paraeducator will be compensated at a daily rate of ~~\$180.00~~ **\$190.00 for the 2024-2025 school year, \$200.00 for the 2025-2026 school year, and \$210.00 for the 2026-2027 school year.** Payment will be made to the paraeducator on the paycheck that covers the time frame in which the substitution occurred, as long as the substitute job is recorded in the substitute payroll system within the pay period of performing the substitute job. If a paraeducator subs for more than two (2) consecutive days, the paraeducator position may be granted a substitute if they are substitute eligible.

### 10.7 Assignments

All paraeducators that were not given notice in accordance with Article XI, will be returned to their current assignment and building the following year; unless otherwise notified by the District no later than fourteen (14) calendar days prior to the beginning of the first attendance day of school. The parties agree that for the continuity of the educational process that every effort will be made to retain employees at their current building and assignment.

**The Assistant Superintendent of Human Resources (or designee) will meet with the DESA President (or designee) prior to the issuance assignment notifications for the purposes of ensuring accuracy of the assignments.**

#### 10.8 Involuntary Assignment Change

This occurs after the District determines the staffing needs of the following school year.

- 10.8.1.1 The District will provide the DESA President with a list of buildings that are over and understaffed.
- 10.8.1.2 The Assistant Superintendent for Education Services, working with the DESA President, will notify each member of the bargaining unit, asking for volunteers to enter the transfer process.
- 10.8.1.3 A volunteer list will be created.
- 10.8.1.4 If there are more volunteers than needed, those with the most seniority will be selected.
- 10.8.1.5 If there are not enough volunteers within five (5) school days after the request is made, a seniority list will be created for each of the buildings with overages.
- 10.8.1.6 Each seniority list will contain the names and hire dates of each member in the building, listed by level.
- 10.8.1.7 The least senior members (equal to the number of overages) will be placed on a District-wide master seniority list.
- 10.8.1.8 The District will offer first choice of transfer based on salary level, beginning with the most senior member on the master list.
- 10.8.1.9 If there are no more positions available in the member's salary level, members can take a lower level position.
- 10.8.1.10 Members who are placed in a lower level will be placed on their current step in the new level (and will receive an annual step).
- 10.8.1.11 Members who take a lower position, will be given a one-time right of refusal if a position opens up at any time within the next school year in their previous salary level, based on seniority.
- 10.8.1.12 If there are still members on the master list, but no positions are available, the member will be released pursuant to the RIF process contained in Article XI.

### **ARTICLE XI** **Reduction in Force**

#### 11.1 Meeting with Administration

In the event the Board considers the need for a reduction in force, the administration shall meet with the Association at the soonest possible time but at least thirty (30) days in advance of the reduction. (All employees impacted by a reduction in force shall be notified in writing by the last day of the school year informing them of any reduction to be implemented in the fall.)

- 11.1.1 Reasons for the need to have layoff.
- 11.1.2 Review of seniority list.
- 11.1.3 Review and agree on any modification of layoff and recall procedures.

11.2 Layoff/Recall Procedures

- 11.2.1 Part-time employees shall be terminated before any reduction in force of full-time members of the bargaining unit shall commence.
- 11.2.2 Employees shall be laid off in the inverse order of their seniority within the categories of position established in paragraph 11.3 below.
- 11.2.3 An employee on layoff shall retain his/her right to recall for one year from the date of the school year following the notice of reduction begins.
- 11.2.4 Employees shall be called back to work according to his/her placement on the employee recall seniority list. The employee recall seniority list shall list employees by categories of position as established in paragraph 11.3 below.
- 11.2.5 Employees on layoff who have been offered reemployment to the category of position from which they had been laid off and have declined shall be removed from the employee recall seniority list. Employees on the recall seniority list must maintain an accurate, up-to-date address and telephone number with the District. The District is responsible for notifying employees who are on the list of any applicable vacancies. Prior to any notification of recall, the District, the DESA President or designated representative shall meet to review and to modify if necessary the recall and vacancy list. If the employee does not apply for the vacancy within five (5) working days from the time notice was delivered, the employee's name shall be removed from the recall list. Notification shall be by certified mail showing proof of delivery.
- 11.2.6 The District shall not hire anyone to a position until recall has been completed for that category of position.

11.3 Categories of Position

For the purpose of this article, categories of position correspond to the levels set on the salary schedule except in cases where a specific job requirement precludes a member being compensated at that level from performing the tasks assigned to the position in question.

- 11.3.1 Employee(s) affected by a reduction in force may replace an employee in another category of position if:
  - a. The employee, affected by the layoff, has more bargaining unit seniority than the employee in the category of position who would/could be displaced.
  - b. The employee, affected by the layoff, has held the position, which would/could be displaced.
  - c. The District and the Association shall jointly place employees affected by the layoff at the appropriate level on the salary schedule.
- 11.3.2 In the event a transfer must be made to another category of position, the District will transfer volunteers first. In the event there are no volunteers to make the transfer, the District may require the employee with the least amount of seniority to transfer.

**ARTICLE XII**  
**Leaves**

12.1 Personal/Emergency Days

- 12.1.1 Members of the bargaining unit upon completion of the probationary period shall receive two (2) paid personal leave days. Thereafter, employees shall receive two (2) days annually on July 1<sup>st</sup>. Leave requests shall be submitted on the Professional/Benefit Day Request form found in Appendix F and shall be subject to the following guidelines:
- 12.1.2 Unused Personal days may accumulate up to a maximum of five (5) days. Annually, on the first day of student attendance, every unused personal day accumulated beyond the five (5) day maximum shall be credited as sick leave days.
- 12.1.3 Whenever possible, the request for said day shall be in writing to the building principal or immediate supervisor forty-eight (48) hours prior to use of said day. If the request is for more than two (2) consecutive days, the request should be made ten (10) days in advance of the planned absence. When more than one (1) request is received from an employee of this bargaining unit for the same date in the same building, all requests shall be approved based on the earliest dated written request by any employee. A maximum of three (3) employees shall be given approval to utilize personal leave time on the same date at the same building.
- 12.1.4 The earliest date an employee may request personal leave is the first day in which students report to school at the commencement of the regular school year.
- 12.1.5 A personal leave day shall not be used on the day prior to or following a holiday unless with approval of the building principal or immediate supervisor. Every effort should be made to avoid the use of said day at the end of the school term.
- 12.1.6 The requirements set forth above shall be waived in cases involving emergencies that prevent the member from meeting the pre-approval time requirement.
- 12.1.7 If an emergency should arise during an employee's probationary period the employee shall not be penalized for not reporting to work as a result of the emergency.
- 12.1.8 Personal/Emergency Days may be taken in quarter (1/4) hour increments.

12.2 Bereavement Leave

Each employee shall be given ~~one (1)~~ **two (2)** days for bereavement leave with pay for a death in the immediate family. The immediate family for purposes of this section shall include: Child, spouse, parents, siblings, half-brother/sister, uncle, aunt, grandchildren, grandparents, grandparents-in-law, step parents, step children, fiancé, ward, parents-in-law, brother and sister-in-law, son and daughter-in-law, legal guardian, or any designated person sharing the employee's residence on a permanent basis. If additional days are required, the employee may request to use personal or sick days. Upon request, employees must provide written documentation to the District to support a request for bereavement leave.

12.3 Sick Leave Days

- 12.3.1 During the first year of employment, sick days shall be accrued at one per month to a maximum of ten (10). After the first year of employment, each employee shall receive ~~five and one-half (5.5)~~ **six (6)** sick days annually on the first day of student attendance and ~~one-half~~ sick day per month **for the next four (4) months** worked (for a total of ten (10) sick days per school year). The days shall accumulate without limit. The District will make every effort to ensure that members are allotted their accrued sick time on the first of the month.

MONTH	DAYS ACCRUED
AUGUST	<del>5.5</del> <b>6</b> sick days and 2 personal days
SEPTEMBER	<del>.5</del> <b>1</b> ( <del>6</del> <b>7</b> days)
OCTOBER	<del>.5</del> <b>1</b> ( <b>8 days</b> )
NOVEMBER	<del>.5</del> <b>1</b> ( <del>7</del> <b>9</b> days)
DECEMBER	<del>.5</del> <b>1</b> ( <b>10 days</b> )
<del>JANUARY</del>	<del>.5</del> ( <del>8 days</del> )
<del>FEBRUARY</del>	<del>.5</del>
<del>MARCH</del>	<del>.5</del> ( <del>9 days</del> )
<del>APRIL</del>	<del>.5</del>
<del>MAY</del>	<del>.5</del> ( <del>10 days</del> )

12.3.2 Sick leave shall be granted for personal illness, quarantine at home, illness or death in the immediate family or household. The immediate family for purposes of this section shall include: child, spouse, parents, siblings, half-brother/sister, uncle, aunt, grandchildren, grandparents, grandparents-in-law, step parents, step children, fiancé, ward, parents-in-law, brother and sister-in-law, son and daughter-in-law, legal guardian, or any designated person sharing the employee's residence on a permanent basis.

12.3.3 As stated in 12.3.2, sick leave days may be used in the death of an immediate family or household member. If the employee has exhausted all sick and bereavement days due to the care of an immediate family member, the employee may request from three to five (3-5) additional unpaid days for bereavement of that family member from the Assistant Superintendent of Human Resources or designated representative. The Assistant Superintendent of Human Resources or designated representative shall consider each request on a case by case basis and shall not set a precedent for approval of additional days.

12.3.4 Sick Days may be taken in quarter (1/4) hour increments.

12.4 Sick Leave Bank

12.4.1 Establishment of Bank

A sick leave bank shall be established and shall consist of accumulated sick days contributed by bargaining unit members. Each newly hired member of the bargaining unit shall contribute one (1) sick day upon completion of the probationary period. In the event the bank is depleted to less than one-hundred (100) days, each bargaining unit member shall contribute one (1) additional day. Any unused days remaining in the sick leave bank at the end of the year will accumulate.

**12.4.2 Governing Committee**

**A committee made of the DESA Executive Board shall be the Governing Committee for the administration of the Sick Leave Bank. The Committee shall establish procedures for filing claims for days from the Bank and for approving or denying such claims. The decisions of this committee shall be final and not**

**be subject to appeal or grievance. HR shall provide status of Sick Leave Bank upon request by the Governing Committee. Employees may also apply to IMRF for short to long term disability**

12.4.3

Procedure for Use of Sick Bank

Any member of the bargaining unit upon completion of the probationary period **may submit an application to the Human Resources/Benefits Department requesting use of the DESA Sick Leave Bank. The form, along with a physician's written statement shall be submitted to Human Resources/Benefits Department at least ten (10) days prior to accessing the DESA Sick Leave Bank. Upon approval by the Governing Committee, the member** shall be entitled to draw from the bank provided the following conditions are met:

- 1. Employee has a catastrophic illness or injury which includes:**
  - a. Accidents causing major damage to the brain, organs and/or body.**
  - b. Illness such as cancer, heart attack or stroke.**
  - c. A non-elective procedure that will leave the employee incapacitated. This will be determined on a case by case basis by the Governing Committee.**
2. Employee has used all of his/her personal accumulated sick days and personal days **and has taken two (2) unpaid days before the sick bank days apply.**
- ~~3. The Employee shall produce a doctor's certificate as proof of need.~~
- ~~4. The bank is only applicable to Employee illness or accident and is not to be used for maternity leave or any other absence. Further, the bank may be used for illness defined as pregnancy related disability as required by Federal law.~~
- ~~5. The Committee shall request the Employee's attendance record from the last four (4) years.~~
- ~~6. The Committee shall also take into consideration the Employee's eligibility for disability benefits from any source whatsoever before ruling the Employee's application.~~
- ~~7. The maximum days awarded shall be 20 (school calendar days) within a consecutive 12 month period commensurate with the first day granted of sick bank leave.~~
- ~~8. Any Employee who used sick bank days is requested to pay back one (1) day when the next year's sick accrual days are added for that employee.~~
- ~~9. Governing Committee — A committee shall be established to act as the governing body for the administration of the Sick Leave Bank. The committee shall consist of the DESA Executive Board.~~

12.5 Accumulated Leave Balances

The number of leave hours available for each employee will be listed on individual paycheck stubs. Balances are two (2) weeks in arrears.

12.6 Holidays

12.6.1 Each employee upon commencement of employment shall be paid for the following holidays:

Labor Day	December 25
Columbus Day/ <b>Indigenous People Day</b>	January 1
Wednesday before Thanksgiving	Martin Luther King Day
Thanksgiving Day	Presidents' Day
Friday after Thanksgiving	District Holiday

December 24

- 12.6.2 If one of the holidays noted above is cancelled by legal authority or by the Board of Education, the District and the Association shall meet to select a replacement day for the lost holiday.
- 12.6.3 Employees must work the last regularly scheduled workday before or after the first regularly scheduled workday after a holiday to receive compensation for the holiday.

#### 12.7 Days Off Without Pay

Requests for unpaid leave day(s) (dock days) shall be submitted to the Assistant Superintendent of Human Resources. Employees who do not report to work and do not have an approved leave day may be subject to discipline.

#### 12.8 Jury Duty

Any member of the bargaining unit called for jury duty, required to provide a statement before the Illinois Department of Children and Family Services, or subpoenaed to testify in his/her capacity as a witness in a judicial or administrative matter (including an arbitration, fact-finding or deposition), during work hours, shall be paid full compensation for attendance at such proceeding without any loss of leave time, seniority or other benefits.

#### 12.9 Military Service

Employees are eligible for military leave, in accordance with applicable State and Federal law. Employees shall use the DESA Professional/Benefit Day Request form in Appendix F to request military leave. In addition, employees who are called to active military duty, as prescribed by law, shall not suffer loss of salary or benefits due to being called to active duty. The employee shall continue to receive the same regular base salary plus any health insurance benefits he or she was receiving at the time of being called to active duty and other benefits he or she was receiving or accruing at that time, minus the amount of base pay received for military service for the duration of his or her active military service. Members of the bargaining unit shall immediately notify their supervisor or building principal upon receipt of a call to active duty. The aforementioned procedure shall be in force during the school term or work year and applies to those situations in which the member of the bargaining unit has no choice in when her/his service is to take place.

#### 12.10 Unpaid Leave of Absence

- 12.10.1 Employees may request an unpaid leave of absence for up to one (1) school year, without loss of a position. All requests for unpaid leaves of absence are subject to Board of Education approval. Employees shall use the Professional/Benefit Day Request form in Appendix F to request the leave and forward to the Assistant Superintendent of Human Resources at least thirty (30) days prior to the start of the leave request. Failure to give the required notice may result in a delay in granting the requested leave until at least thirty (30) days after the employee provides notice. DESA will be informed within ten (10) school days of any approved leave of absence.
- 12.10.2 Return from Leave – Employees shall notify the Human Resources Department of his/her expected return thirty (30) days prior to the scheduled date of return, or upon commencement of the leave if such leave of absence is less than thirty (30) days. For employees whose leave of absence is three (3) weeks or less, they shall be returned to their previous position at the salary level and step they would have been placed had they not be on leave. For employees whose leave of absence is greater than three (3) weeks, they shall be placed in a position for which they are qualified and shall be paid at the salary level and step they would have been placed had they not been on leave. However, if their previous position has not been filled upon their return from leave, they may be placed in their previous position.

12.10.3 Placement on Salary Schedule for the Following School Year – If an employee is placed in a position at the same salary level as their previous position they will advance a step on the schedule, if applicable.

If an employee is placed in a position that is in a higher or lower salary grade than their previous position, the employee shall be placed as follows:

1. in the salary level of the position assigned;
2. on their current step;
3. advance a step, if applicable, on July 1<sup>st</sup> of the new school year.

Seniority shall continue to accrue during such leave.

#### 12.11 Family and Medical Leave Act (FMLA)

Employees may be eligible for FMLA leave. In the event an employee is eligible, he/she will be afforded FMLA leave pursuant to District policy and in accordance with Federal and State law.

#### 12.12 Maternity/Adoption Leave

Employees may be eligible for Maternity or Adoption leave. In the event an employee is eligible, he/she will be afforded Maternity or Adoption leave pursuant to District policy and in accordance with Federal and State law.

#### 12.13 Religious Leave

For those individuals who wish to observe major religious holidays of their faith, the individual may be permitted to use up to two (2) unpaid days. Such requests shall be in writing at least ten (10) days prior to the holiday and must be approved by the Assistant Superintendent of Human Resources.

#### 12.14 Family Military Leave

Employees may be eligible for Family Military Leave if he/she is the spouse, parent, child, or grandparent of a person called to military service lasting longer than thirty (30) days. In the event an employee is eligible, he/she will be afforded Family Military leave pursuant to District policy and in accordance with Federal and State law.

### **ARTICLE XIII** **Working Conditions**

#### 13.1 Changes

Both parties understand that changes in working conditions are subject to impact bargaining as prescribed by the Illinois Labor Relations Education Act. Employees in this bargaining unit are hourly employees as defined by the Federal Labor Standards Act. Employees who work more than their scheduled hours must have prior approval from the principal or designated representative.

#### 13.2 Workweek

The standard workweek for all employees shall be Monday through Friday throughout the student attendance calendar. In addition, paid days shall consist of:

- **174 Student Attendance Days**

- Eleven (11) holidays (per Section 12.6 above).
- **Six (6) Five (5)** Mandatory Professional Development/In-Service Days as follows:
  - Two (2) days before the start of the school year as determined by the District's Calendar Committee;
  - One (1) day before the start of the school year or one (1) day during the school year (non-student attendance day) as determined by the District's Calendar Committee;

- Three (3) ~~Two (2)~~ days during the school year (non-student attendance days) as determined by the Professional Development Committee, as indicated in Article 8.2;
- All members will work from 8:00 a.m. until 3:00 p.m. on these five (5) designated days.

• All members have the option to attend the Reconnect Day. Those who elect to attend will work from 8:00 a.m. until 3:00 p.m. and receive pay at their current hourly rate of pay.

- At the discretion of the Assistant Superintendent of Human Resources, select 1:1 Paraeducators and those Paraeducators that are able to provide translation services to parents may work parent/teacher conference days.

• **A Summary of Days Worked is as follows:**

	<b>Student Attendance Days</b>	<b>Mandatory Professional Development</b>	<b>Parent/Teacher Conference</b>	<b>Total Days Worked</b>
<b>General DESA Member</b>	<b>174</b>	<b>6</b>	<b>-</b>	<b>180</b>
<b>Select 1:1 Paraprofessionals</b>	<b>174</b>	<b>6</b>	<b>2</b>	<b>182</b>
<b>Bilingual Paraprofessionals</b>	<b>174</b>	<b>6</b>	<b>2</b>	<b>182</b>

13.3 Workload

Regular workload for bargaining unit employees shall be as set forth in Appendix B. No bargaining unit member shall suffer a reduction in hours except as a result of a reduction in force, by mutual consent, or as a result of a negotiated agreement. Upon a modification of hours, the Association shall be made aware of any employee whose hours are reduced.

13.4 Timekeeping

The parties agree that employees will be required to fill out paper time sheets or utilize electronic timekeeping procedures to record each individual employee's hours of work.

13.5 Change in Hours

Employees whose work schedule deviates from the above stated hours must have those hours approved by the building principal and the Assistant Superintendent of Human Resources annually. The Assistant Superintendent of Education Services (Director of Special Education) must approve hours for special education paraeducators. The Assistant Superintendent of Human Resources or the Assistant Superintendent of Education Services shall have discretion to approve additional hours (extended shift/overtime) for special circumstances.

13.6 Full-time Employee

A full-time employee shall be defined as any bargaining unit member who works thirty (30) or more hours per week.

13.7 Duty Free Breaks

All employees are entitled to their duty-free lunch and breaks throughout the workday. However, employees may be assigned to work during their assigned lunch or regular break(s) when students have extreme needs and/or the IEP requires constant observation/supervision of that student. In those instances, principals must arrange for pre-approval from the Assistant Superintendent of Education Services or the Assistant Superintendent of Human Resources prior to the assignment of that employee to work during his/her duty-free break.

## 13.8 Breaks

### 13.8.1 Lunch Break

Each employee who works four (4) or more hours per day shall be entitled to a thirty (30) minute duty free lunch break. This time shall not be a part of the employee's paid workday and therefore should not be part of his/her regular work assignment. Supervisors are required to provide each employee with a daily work schedule showing the start and ending times for each day and specifically noting the times for lunch. The schedule shall be presented to the employee within five (5) days following the start of school or start date. Employees assigned to work during their regularly scheduled lunch break, including a field trip away from their assigned building, shall be paid for their lunch break.

### 13.8.2 Fifteen Minute Breaks

Members of the bargaining unit who work more than six (6) hours per day shall receive two (2) fifteen (15) minute breaks. Members who work less than six (6) hours per day shall receive one (1) fifteen (15) minute break per day. This time shall be a part of the employee's paid workday. Breaks must be taken within the workday and may not be "saved" to shorten the workday. Supervisors are required to provide each member of the bargaining unit with a daily work schedule noting the times for breaks. The schedule shall be presented to the employee within five (5) days following the start of school or start date.

### 13.8.3 Working through Breaks

Employees may be assigned to work through their lunch or break(s) following notification from the Assistant Superintendent. In the event an employee works through his/her lunch or break, the employee will be compensated for the time worked. The Association shall also be notified of those employees assigned to work during his/her lunch or break(s).

## 13.9 Dispensing Medication

Bargaining unit members shall not be required to dispense medication to pupils, except in emergency circumstances in the absence of an administrator or nurse. Bargaining unit members shall not be required to perform any invasive medical procedures and/or any procedure requiring a medical degree or training. The district will comply with all legislation relative to this topic.

## 13.10 Transporting Students

Within the scope of employment, a bargaining unit member shall not be required to transport student(s) in a personal vehicle.

## 13.11 Emergency Closings

**In the event that the Superintendent or his/her designee cancels classes due to inclement weather or any other emergency,** ~~In the event that bargaining unit members are released early or have a late start, due to a school or weather-related emergency,~~ employees shall not suffer loss of pay or benefits **in accordance with the guidelines below:**

~~1. On days when classes are converted to remote instruction, as a result of a school or weather-related emergency, bargaining unit members will report to their school site and~~

**If school is declared closed for a full day and is converted to an e-learning day, bargaining unit members shall work remotely and shall not suffer loss of pay or benefits. Bargaining unit members are expected to continue to perform their role supporting students and teachers virtually in accordance with their regularly assigned duties.** Alternatively, bargaining unit members may elect to take benefit time.

**2. If a delayed start day is declared, bargaining unit members shall make every effort to arrive at work as soon as possible in order to get ready for the start of the day. If they arrive to work within one hour of their designated start time, he/she will be paid for a full day and shall not suffer loss of pay or benefits. If they are unable to report to work within the one hour of their start time, they shall notify his/her building administrator. Anything beyond an hour shall be the responsibility of the member to use benefit time to make their day whole/meet their daily rule. Such time shall be**

**reported via the District established absence reported procedures.** Alternatively, bargaining unit members may elect to take benefit time.

**3. If students are released early from classes due to a weather or any other emergency, bargaining unit members shall be released from school once all students have safely left the school (or the building administration has directed staff to leave the building) and the end of day classroom routines are is completed. No bargaining unit member shall suffer loss of pay or benefits.**

~~In the event that the Superintendent determines that road/weather conditions warrant staff to work remotely, bargaining unit members may work from home and are expected to continue to support their students and teachers virtually. Alternatively, bargaining unit members may elect to take benefit time.~~

In the event that bargaining unit members are released early or have a late start, due to a school or weather related emergency, employees shall not suffer loss of pay or benefits.

On days when classes are converted to remote instruction, as a result of a school or weather-related emergency, bargaining unit members will report to their school site and continue to perform their role supporting students virtually. Alternatively, bargaining unit members may elect to take benefit time.

In the event that the Superintendent determines that road/weather conditions warrant staff to work remotely, bargaining unit members may work from home and are expected to continue to support their students and teachers virtually. Alternatively, bargaining unit members may elect to take benefit time.

#### 13.12 Health and Safety

It is agreed that there shall be maintained such health, safety, and sanitary methods as are necessary to protect and preserve the welfare of the students and employees. All unsafe conditions shall be reported to the building principal, pertinent supervisor or Assistant Superintendent of Human Resources.

In addition, employees who are required to diaper, feed and toilet students (including employees performing such tasks during Summer School classes) will be offered the Hepatitis B series vaccination at the District's expense.

#### 13.13 Inappropriate Workplace Behavior

CUSD 300 administrators shall treat all DESA members with courtesy, respect and dignity. CUSD 300 personnel shall conduct themselves in a professional, collaborative, and cooperative manner in accordance with CUSD 300's core beliefs as stated in Board Policy. CUSD 300 fosters a just and safe culture by addressing unprofessional, inappropriate, intimidating, disruptive, threatening, and /or violent behavior, or mistreatment (hereinafter "inappropriate behavior") within the workplace.

##### a. Expectations

CUSD 300 supports a culture of collegiality and excellence. Inappropriate behavior can undermine teamwork and our culture. CUSD 300 recognizes that repetitive inappropriate behavior may be expressed in aggressive, passive, or passive-aggressive forms. Repetitive inappropriate behavior includes, but is not limited to, deliberate words or actions that:

1. Prevent or interfere with an individual's or group's work, performance, or ability to achieve intended outcomes. Examples include but are not limited to intentionally ignoring questions, limiting access to supplies provided to others or not responding to professional matters.
2. Create an unsafe, intimidating, hostile or offensive work environment. Examples include but are not limited to verbal abuse, sexual or other harassment, threatening

or intimidating words, or words reasonably interpreted as threatening or intimidating.

3. Threaten personal or group safety, such as aggressive or violent physical actions.
- b. Responding to Disruptive Behavior Complaints
1. Written complaints regarding a non-administrative colleague shall go directly to the complainant's direct supervisor. In the event the direct supervisor is not in a position to address the concerns raised in the complaint, the complaint will be directed to the relevant grade level Assistant Superintendent of Schools.
  2. Written complaints regarding an administrator shall go directly to the Chief Legal Counsel or designated representative.
  3. Written complaints regarding the Superintendent or Chief Legal Counsel shall go directly to the Board.
  4. The Chief Legal Counsel will develop and maintain administrative procedures for the written complaint process.
  5. The outcome of a complaint would not be subject to the grievance process but the procedures/process could be grievable. If an issue is not resolved to a member's satisfaction, the behavior continues, and/or the member believes he/she is being retaliated against; the member is not precluded from filing a subsequent complaint.
- c. Reporter ("whistleblower") Protection
1. Retaliation against reporters ("whistleblowers") who in good faith report disruptive behavior shall not be tolerated under protection of the union labor laws.
  2. Examples of prohibited retaliation in response to whistleblower reports include but are not limited to discharge, harassment, transfer, financial repercussion, slander or any other manner discriminating or threatening to discriminate against a staff member in the terms and conditions of the staff member's employment.

Protection against retaliation afforded to those who report disruptive behavior is not intended to interfere in any way with the business or conduct of the education system.

#### 13.14 Personal and Professional Resources

Employees shall be provided a District e-mail address and training on the use of the District's e-mail system. Employees will be provided with an individual mailbox and a secure space for their personal belongings. In the event that a building has limited space or resources, the building principal or designated representative will work with the DESA building representative to make every effort to find appropriate space.

#### **13.15 Supplies and Technology Requests**

**Requests for supplies required to perform an employee's job duties should be directed to the building principal or principal's administrative assistant in accordance with the building's established procedures.**

**Requests regarding District issued technology devices (i.e. Chromebook, laptop) should be directed to the Technology Department via the submission of a Help Desk ticket, which can be accessed on the "Staff" tab on the District's website.**

**Requests for assistance with District approved instructional software or applications should be directed to an instructional coach via a request through the identified coaching platform (i.e. Schoology or a successor system).**

### 13.165 Direct Deposit

Employees hired after September 1, 2008 will be required to utilize direct deposit for the payment of their wages. Employees hired prior to September 1, 2008 who are not currently utilizing direct deposit will not be required to do so, but may opt to sign up for an irrevocable election for direct deposit.

### 13.176 Electronic W-2 Form

All employees will receive their W-2 forms electronically.

### 13.187 Social Media

The following serves to outline Community Unit School District 300's guidelines regarding the use of online social media as it relates to Board Policies including but not limited to *5:125 Personal Technology and Social Media; Usage Conduct, 5.120 Employee Ethics; Conduct and Conflicts of Interest, 6.235 Access to Electronic Networks, and 7:20 Harassment of Students Prohibited.*

#### a. Definitions:

1. "Social Media" includes the various online technology tools that enable people to communicate easily over the internet to share information and resources. Social media can include text, audio, video, images, podcasts, and other multimedia communications.
2. "Personal Technology" - Any device that is not owned or leased by the District, or otherwise authorized for District use, and: (1) transmits sounds, images, text, messages, videos, or electronic information, or (2) electronically records, plays, or stores information, or (3) accesses the Internet, or private communication or information networks. This includes laptop computers, tablets, smartphones, and other electronic communication devices (example iPod®).

#### b. Official District Social Media Presence:

These guidelines are tailored primarily to social networking sites. Some examples include, but are not limited to:

- Facebook
- Instagram
- Hi5
- Flickr
- Twitter
- YouTube
- LinkedIn
- Blogs (Web Logs)
- Any District social media site

#### 1. Requisite Authorization

- a) Authorization - District presence on any social media site, including school related accounts, such as clubs, teams, field trips, courses, or other sites associated with the District or a District school, must be authorized by the Chief of Communications or designated representative. Any sites, accounts, or pages existing without prior authorization will be subject to review, editing, and/or removal. If appropriate, a recommendation for disciplinary action may result.

To request permission for a District-related site, please utilize the form provided (Appendix I). Use the form to identify a "content owner," or individual responsible for performing regular monitoring and maintenance of the website or account. An administrator should also be assigned to the specific site. Please note that for emergency purposes only, each District-

affiliated site or social media account must name the District's Communications Department as an administrator. However, the content owner and responsible administrator shall be responsible for monitoring and maintaining these sites and accounts.

- b) District Logo - The use of the CUSD300 logo(s) on a social media site must be approved by the District's Communications Department. Guidelines for logo use, established by the Communications Department, can be found at: [https://d300.learning.powerschool.com/gayle.seaton/d300operationsportal/cms\\_page/view/43209740](https://d300.learning.powerschool.com/gayle.seaton/d300operationsportal/cms_page/view/43209740)
- c) Sponsors and Advertising - Sponsor logos are permissible on school/District-related websites, with the prior approval of the Chief of Communication.
- d) Content Disclaimer – Any approved official presence on social media sites outside of those created and monitored by the District's Communications Department shall include the following text:

*“The views expressed on this site do not reflect the views of Community Unit School District 300. This site contains user-created content which is not endorsed by the District. The purpose of this site is”...(then specify the purpose).”*

## 2. Maintenance and Monitoring Responsibilities

Content Owners are responsible for monitoring and maintaining official presences on social media sites as follows:

- a) Content must conform to all applicable state and federal laws, as well as all District and School Board policies and administrative procedures.
- b) Content must be kept current and accurate, refreshed at least weekly (website), as established by the Communications Department policy guide.
- c) Content must not violate copyright or intellectual property laws and the content owner must secure the expressed consent of all involved parties for the right to distribute or publish recordings, photos, images, video, text, slideshow presentations, artwork or any other materials.

Before posting any photographs of students, content owners shall review the list of students whose parents have not consented to having their child's photograph taken or published. No student photographs should be published for personal, promotional use or any other non-school related purpose.

The Communications Department recommends that content owners request that a second person review all photographs prior to publication. One person may catch issues that the first set of eyes overlooked.

- d) All postings and comments by users are monitored and responded to as necessary on a regular basis. Postings and comments of an

inappropriate nature or containing information unrelated to official or District business should be deleted promptly. Such postings shall be reported, investigated, and authors will be disciplined as appropriate.

3. Off-Campus versus On-Campus Social Media and Internet Use Guidelines

When using District technology, electronic communication is governed by the District's Acceptable Use Policy. Documents, files and communications stored or produced on the District's internal system or other District technology, including email, are not private. District technology may only be used for educational purposes. Use for entertainment purposes, such as personal blogging, instant messaging, on-line shopping or gaming is not allowed. The use of District technology is a privilege, not a right.

13.198 Attendance

DESA 300 and CUSD 300 agree that excessive absenteeism adversely impacts instruction, student outcomes, and staff morale.

For the purpose of this contract, the term "Excessive Absenteeism" is defined as missing more than 12 instructional days (days when students are in attendance) as outlined in the contract. Additionally, this term is limited to sick leave and is not inclusive of approved leaves of absence, FMLA, and school/district-led professional development.

In order to both identify and address the issue of excessive absenteeism, the District shall implement the following procedures:

- a. The District shall provide all employees with a monthly summary of their absences.
- b. The District shall provide the DESA President with a full report of all absences by absence type each quarter.
- c. The District shall provide the DESA President with a full report of all absences by absence type inclusive of a three-year look back to identify patterns of absenteeism annually.
- d. Employees identified as having Excessive Absenteeism shall be addressed in accordance with progressive discipline as follows:
  - Informal Step - Corrective Conversation
  - Step 1 – Written Warning 1
  - Step 2 - Written Warning 2
  - Step 3 - Recommendation for Suspension
  - Step 4 - Recommendation for Dismissal

The District shall also require that an employee provide a physician's release for any instance where a DESA employee takes sick-leave the day immediately before and the day immediately following a holiday. This shall be at the employee's cost and must be provided upon return to their assigned school.

**ARTICLE XIV**  
**Compensation**

14.1 Travel Pay

Bargaining unit employees who, in the course of their work schedule, are required to travel between buildings and other work-related sites shall be compensated for mileage at the current District rate.

## 14.2 Salary Schedule

- 14.2.1 All employees new to the District must be placed at step 1 of their category of position.
- 14.2.2 Employees hired prior to December 31 shall advance to the next step on the **corresponding academic school year** salary schedule July 1 **(See Appendix A)**.
- 14.2.3 Employees hired after December 31 shall not advance to the next step on the **corresponding academic school year** salary schedule until the following year on July 1. **(See Appendix A)**.
- 14.2.4 ~~All employees shall receive an increase in his/her rate of pay.~~ **Those employees on Step 25 of the salary schedule shall receive a one-time longevity amount of \$450.00 at the completion of the academic school year for each year for the term of this contract. This payment will be made no later than June 30 of the respective year.**
- 14.2.5 Members who are reduced and who are returned to work in the unit under the provisions of the reduction in force article of this contract shall receive salary schedule credit based on the seniority they would have held had they not suffered a separation of employment.
- 14.2.6 Bargaining unit members who attend workshops or other in-service activities need approval from their building administrator or designated representative and shall be compensated at their regular hourly rate.

## 14.3 New Positions/Classifications

At least ten (10) working days prior to posting, the Union shall be provided with an electronic copy of all new bargaining unit job descriptions. The job descriptions will include the following information: title, recommended salary level, supervisor category, group, hours per day, responsibilities, function and qualifications. The Union may request a meeting with the Assistant Superintendent of Human Resources within ten (10) working days of receipt of the above information regarding any concerns. If the Union does not request such a meeting, the job description shall be posted as provided.

## 14.4 Job Classification/Salary Levels

Each salary level (A-~~B~~**D**) shall be determined by the following:

### Level A:

Shall be for categories of positions whose responsibility is to work with students who require intensive support. This level also includes positions that require a special skill and positions that are more difficult to fill than those positions in level two:

Alternative Education/Public Day Paraeducator

Bilingual Paraeducator -Special Education/TPI/TBE/General Education

Elementary/MS/HS Cross Categorical Paraeducator -Autism

Individual-Intensive Paraeducator

Job Coach

Elementary/MS/HS Multi-Needs Intensive Paraeducator

**Elementary/MS/HS Cross Categorical Paraeducator - Intellectual Disability/Emotional Disability**

**Cross Categorical Paraeducator**

**Early Childhood Paraeducator**

### Level-B:

Shall be for categories of positions whose responsibility is to work with students who require moderate support and/or in an individual setting. This level also includes positions that are more difficult to fill than those positions in level three.

~~Elementary/MS/HS Cross Categorical Paraeducator - Intellectual Disability/Emotional Disability~~

~~HS Cross-Categorical Paraeducator - Specific Learning Disability~~  
~~Cross-Categorical Paraeducator~~  
~~Individual-Moderate Paraeducator~~  
~~Early Childhood Paraeducator~~  
~~Instructional Media Paraeducator~~  
**In School Intervention Paraeducator**  
**General Education Classroom Paraeducator**  
**Multi-Tier Systems and Supports (MTSS) Paraeducator**  
~~HS Cross-Categorical Paraeducator - Specific Learning Disability~~  
**Special Education Classroom**  
**Childcare Worker**

Level C:

~~Shall be categories of positions whose responsibility is to work with students in a classroom setting and include instruction services.~~

~~In School Intervention Paraeducator~~  
~~General Education Classroom Paraeducator~~  
~~Special Education Classroom~~  
~~Multi-Tier Systems and Supports (MTSS) Paraeducator~~

Level D: \_\_\_\_\_

~~Childcare Worker~~

14.5 Job Descriptions

If the District determines that there is a need to change the job descriptions of bargaining unit employees, it shall provide DESA with advance notice of such anticipated changes. Upon request, the District will meet and discuss with DESA any impact to the bargaining unit of such changes to the job descriptions. The District will not implement any changes to job descriptions without first providing at least a fifteen (15) day prior notice to the DESA President and providing an opportunity to meet and discuss any impact of such changes. Human Resources will send copies of any modified job descriptions, with an explanation of the changes if necessary, to the individuals impacted by such changes.

14.6 Opportunities for Additional Compensation

The District or Building Supervisor may offer DESA members work in positions outside of the bargaining unit. Work shall be offered to members on a first come, first serve basis. Members will be compensated at their currently hourly rate for bus/arrival/departure and lunchroom supervision. Other work will be compensated as outlined in the LEAD contract.

Members who perform current bargaining work outside of their scheduled workday will be paid at the member's current hourly rate.

**ARTICLE XV**  
**Salary Schedules**

15.1 The Salary Schedules are attached as Appendix A.

**ARTICLE XVI**  
**Retirement**

16.1 IMRF Contribution

DESA employees are members of the Illinois Municipal Retirement Fund (IMRF). The District and the employee make contributions in accordance with IMRF rules and regulations. Upon request, the Association President may request the employee and District contribution amount.

## 16.2 Unused Sick Leave

Members who retire from the District through IMRF after completing at least ten (10) years of continuous service, shall receive separation pay equal to the per diem rate of the member for unused sick leave up to sixty (60) days. Payment shall be made in the second full calendar month following the month in which the employee retires from the District through IMRF, less any applicable deductions required by law.

## 16.3 Conversion of Sick Leave

The conversion of sick leave from hours into days will be as follows:

- a. Determine the average number of hours per day (daily rule) that employee has worked for their last four (4) years of work prior to retirement.
- b. Divide the number of sick leave hours by the average daily hour's amount arrived in (a).
- c. The number arrived at in (b) are the total number of sick leave days.

Example:

- (a) Daily Rule for FY13 = 6, FY14 = 7, FY15 = 6.5, FY 16 = 7.5  
 $6 + 7 + 6.5 + 7.5 = 27/4 = 6.75$
- (b) Member has 360 hours of sick leave:  $360/6.75$
- (c) Number of days = 53.34

## 16.4 Regular Retirement Incentive

16.4.1 Eligibility: For the duration of this contract (2021-22 through 2023-24), members will be eligible for a Health Reimbursement Arrangement (HRA) regular retirement incentive if they meet the following criteria:

- a. The member has served a minimum of ten (10) years in the District.
- b. The member is eligible for "regular retirement" pursuant to State Law and the definition of "regular retirement" as defined by IMRF.

16.4.2 Notice of Retirement: Members must present the District with an irrevocable letter of retirement no later than the April 1<sup>st</sup> immediately preceding their date of retirement. The irrevocable notice of retirement may be appealed to the Board of Education if one of the following conditions exist:

- a. death of a Member's spouse or child;
- b. life threatening illness of a Member, spouse or child as certified in writing by a physician licensed to practice medicine in all of its branches; or
- c. other unforeseen circumstances subject to the sole discretion of the Board.

The decision of the Board involving unforeseen circumstances is not subject to the grievance process.

16.4.3 HRA Incentive: The District shall contribute ~~\$200~~ **\$300** for each year of creditable service within D300 to an HRA account specifically designated for the employee immediately after the employee's retirement. Such payment shall be made in the form of a one-time lump-sum retirement incentive payment to an HRA account for the retiree. The lump-sum retirement incentive payment will be made after the individual's retirement with the District, and within thirty (30) days after the individual's final paycheck for regular earnings.

## 16.5 Health Insurance

If a member submits an irrevocable letter of retirement no later than the April 1<sup>st</sup> immediately preceding their retirement, the employee will continue to have insurance coverage through August 31 of the academic year in which they are retiring.

**ARTICLE XVII**  
**Insurance**

17.1 District Contribution

The parties agree that employees shall pay the same percentage of the cost of dental, health and vision benefits offered by the District as employees represented by LEAD.

17.2 Enrollment

Open enrollment shall be in October. Coverage and deductions will begin in January.

17.3 Coverage for Resigning Members (Non-Returning Employees)

If an employee is not planning on returning to work in the District in a subsequent school year and they provide a letter of resignation to the Assistant Superintendent of Human Resources no later than May 15 of the academic year in which they are resigning, the employee will continue to have health insurance coverage through August 31 of that same year.

If an employee does not return to work in the District in a subsequent year and they provide a letter of resignation after May 15 of the academic year in which they are resigning, the employee will have insurance coverage through the last day of the month in which they physically worked.

As of the first day of the following month physically worked, the employee will be responsible for full insurance premiums (the employee contribution, the Board paid contributions, and COBRA Admin fee), and receive a refund for summer premiums that were prepaid throughout the school year.

17.4 Life Insurance

The District will provide ~~\$25,000~~ **fifty-thousand dollars (\$50,000)** in life insurance coverage for each full-time member of the bargaining unit.

**ARTICLE XVIII**  
**Extended School Year**

18.1 Notification Procedures

18.1.1 All summer vacancies will be communicated to internal candidates only.

18.1.2 All members will receive e-mail notification once positions are posted. All summer vacancies will be posted for a total of ten (10) calendar days.

18.1.3 Members may indicate up to three (3) positions of interest that they are qualified to fill as well as indicating interest in substitute positions.

18.2 Filling Openings

18.2.1 When it is determined that a student will continue through ESY/Summer School, the employee currently working with the student shall be offered the ESY/Summer School position if he/she applied for the position.

18.2.2 If the member did not apply, the position will be offered to the most senior member who did apply for a 1:1 position.

18.2.3 Remaining positions will be assigned by seniority based on positions applied for.

18.2.4 The member will not have the ability to choose between positions applied for. If a member declines the assigned position, he/she will be removed from the applicant list. The member will then be eligible for the substitute list. If the member declines the substitute list, he/she will not be eligible for any ESY/Summer School work.

18.2.5 All unfilled positions will be posted on the District's website for external candidates.

18.2.6 The District shall create a sub-list from those employees who showed an interest in working during the ESY session, but were not placed into a position for the summer. The sub-list shall be in order of overall bargaining unit seniority.

18.2.7 Summer work will be paid at the highest Step of Level A. Members who work Level A positions will get an additional ~~\$1.05~~ **\$1.50** per hour.

18.3 Confirmation of Employment

After placement of employees for ESY/Summer School work, the District shall send to those employees confirmation of their employment. The District will make every effort to send the letter one (1) week prior to the end of the current school session. The notification shall contain the following information: location, date, and time the employee should report to work, the position, pay rate, planning date and to whom the employee should report.

18.4 Evaluation

At the conclusion of each ESY/Summer School session, the District shall complete an evaluation of that employee. The evaluation shall be part of the employee's permanent personnel file and not subject to the grievance procedure. The employee shall receive a copy of the evaluation.

**ARTICLE XIX**  
**No Strike/No Lockout**

19.1 During the term of this Agreement, the Association will not support nor authorize a work stoppage, slowdown, strike or other disruption or interference with the operation of the District, nor will it authorize such action on part of any member or group of members of said Association. The Board will not lockout employees during the term of this Agreement.

**ARTICLE XX**  
**Terms of Agreement**

20.1 Modification

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

20.2 Deletion

Should any article, section of clause of this Agreement be declared illegal by a court of competent jurisdiction, then the article, section or clause shall be deleted from this Agreement to the extent clauses shall remain in full force and effect.

20.3 Duration

This agreement shall become effective on July 1, 2024 and continue in effect until June 30, 2027.

20.4 Signed By

This agreement is signed this \_\_\_\_\_ day of \_\_\_\_\_, 2024.

In Witness thereof:

\_\_\_\_\_  
President DESA 300

\_\_\_\_\_  
Board of Education

**Memorandum of Understanding**  
**Community Unit School District 300 and District Educational Support Association**

Memorandum of Understanding regarding Substitute Staffing Service

Whereas Community Unit School District 300 (“District”) and District Educational Support Association, (“DESA”) are parties to a Collective Bargaining Agreement that is effective from July 1, 2021 through June 30, 2024;

Whereas the Parties acknowledge that Article I (Recognition) of the Collective Bargaining Agreement states that DESA is the sole and exclusive bargaining agent for paraprofessionals, who provide non-instructional services for a period of less than twelve months, and para-educators, who provide instructional services under the direction of teachers on a regular basis;

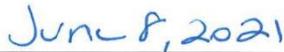
Whereas the Parties jointly agree that the District has been unable to fill all of the existing DESA job vacancies despite its best effort to do so;

Whereas the Parties agree that is in the best interest of students, staff and the District as a whole to fill the existing DESA vacancies;

The Parties hereby agree that the District will be able to utilize an outside staffing agency or service to provide temporary “substitute” staff to fill the existing DESA vacancies, with the following conditions:

1. The District shall maintain an open advertisement for the duration that a DESA vacancy exists. A "vacancy" shall be defined as a position not filled via a part-time or full-time employee of the District/ DESA member.
2. The District shall continue to interview and hire until such time all DESA vacancies have been filled or applications have been exhausted. Both parties acknowledge the importance of hiring qualified candidates and agree that not every candidate who applies for an unfilled position should be hired simply to fill a vacancy. As such, every effort shall be made to hire the best candidate for each position.
3. The use of an outside staffing agency is a temporary measure and shall only be used until a qualified candidate is hired by the District to fill every DESA vacancy.

  
\_\_\_\_\_  
Michele Meyer, President  
District Educational Support Association

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Susan Harkin, Superintendent  
Community Unit School District 300

  
\_\_\_\_\_  
Date

## APPENDIX A – SALARY SCHEDULES

24-25 Salary Schedule																									
Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
A	\$ 20.43	\$ 20.78	\$ 21.13	\$ 21.48	\$ 21.83	\$ 22.18	\$ 22.53	\$ 22.88	\$ 23.23	\$ 23.58	\$ 23.93	\$ 24.28	\$ 24.63	\$ 24.98	\$ 25.33	\$ 25.68	\$ 26.03	\$ 26.38	\$ 26.73	\$ 27.00	\$ 27.43	\$ 27.78	\$ 28.13	\$ 28.48	\$ 28.83
B	\$ 18.72	\$ 19.07	\$ 19.42	\$ 19.77	\$ 20.12	\$ 20.47	\$ 20.82	\$ 21.17	\$ 21.52	\$ 21.87	\$ 22.22	\$ 22.57	\$ 22.92	\$ 23.27	\$ 23.62	\$ 23.97	\$ 24.32	\$ 24.67	\$ 25.02	\$ 25.37	\$ 25.72	\$ 26.07	\$ 26.42	\$ 26.77	\$ 27.12

25-26 Salary Schedule																									
Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
A	\$ 21.58	\$ 21.93	\$ 22.28	\$ 22.63	\$ 22.98	\$ 23.33	\$ 23.68	\$ 24.03	\$ 24.38	\$ 24.73	\$ 25.08	\$ 25.43	\$ 25.78	\$ 26.13	\$ 26.48	\$ 26.83	\$ 27.18	\$ 27.53	\$ 27.88	\$ 28.15	\$ 28.58	\$ 28.93	\$ 29.28	\$ 29.63	\$ 29.98
B	\$ 19.87	\$ 20.22	\$ 20.57	\$ 20.92	\$ 21.27	\$ 21.62	\$ 21.97	\$ 22.32	\$ 22.67	\$ 23.02	\$ 23.37	\$ 23.72	\$ 24.07	\$ 24.42	\$ 24.77	\$ 25.12	\$ 25.47	\$ 25.82	\$ 26.17	\$ 26.52	\$ 26.87	\$ 27.22	\$ 27.57	\$ 27.92	\$ 28.27

26-27 Salary Schedule																									
Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
A	\$ 22.73	\$ 23.08	\$ 23.43	\$ 23.78	\$ 24.13	\$ 24.48	\$ 24.83	\$ 25.18	\$ 25.53	\$ 25.88	\$ 26.23	\$ 26.58	\$ 26.93	\$ 27.28	\$ 27.63	\$ 27.98	\$ 28.33	\$ 28.68	\$ 29.03	\$ 29.30	\$ 29.73	\$ 30.08	\$ 30.43	\$ 30.78	\$ 31.13
B	\$ 21.02	\$ 21.37	\$ 21.72	\$ 22.07	\$ 22.42	\$ 22.77	\$ 23.12	\$ 23.47	\$ 23.82	\$ 24.17	\$ 24.52	\$ 24.87	\$ 25.22	\$ 25.57	\$ 25.92	\$ 26.27	\$ 26.62	\$ 26.97	\$ 27.32	\$ 27.67	\$ 28.02	\$ 28.37	\$ 28.72	\$ 29.07	\$ 29.42



## APPENDIX B - DESA HOURS

### ELEMENTARY

JOB CLASSIFICATION	HOURS
<u>Level A:</u> Bilingual (Special Education and Title) Cross Categorical-Autism Individual Intensive Multi-Needs	Paid Hours: 6 hrs 30 min
<u>Level B:</u> Cross Categorical-ID Cross Categorical-ED Cross Categorical-IK Individual Moderate	Paid Hrs: 6 hrs 30 min
<u>Level C:</u> In School Intervention General Education Special Education Classroom	Paid Hrs: 6 hrs 30 min
<u>Level B:</u> Instructional Media Para	Paid Hrs: 8 hrs

### MIDDLE SCHOOL

JOB CLASSIFICATION	HOURS
<u>Level A:</u> Bilingual (Special Education and Title) Cross Categorical-Autism Individual Intensive Multi-Needs	Paid Hrs: 7 hrs
<u>Level B:</u> Cross Categorical-ID Cross Categorical-ED Individual Moderate	Paid Hrs: 7 hrs
<u>Level C:</u> In School Intervention General Education Special Education Classroom	Paid Hrs: 7 hrs
<u>Level B:</u> Instructional Media Para	Paid Hrs: 8 hrs

### LAKESWOOD SCHOOL

JOB CLASSIFICATION	HOURS
<u>Level A:</u> Bilingual (Special Education and Title) Cross Categorical-Autism Individual Intensive Multi-Needs	Paid Hrs: 7 hrs
<u>Level B:</u> Cross Categorical-ID Cross Categorical-ED	Paid Hrs: 7 hrs

Individual Moderate  <u>Level C:</u> In School Intervention General Education Special Education Classroom	Paid Hrs: 7 hrs
<u>Level B:</u> Instructional Media-Para	Paid Hrs: 8 hrs

### HIGH SCHOOL

JOB CLASSIFICATION	HOURS
<u>Level A:</u> Bilingual (Special Education and Title) Cross Categorical-Autism Individual Intensive Multi-Needs Job Coach	Paid Hrs: 7 hrs 30 min
<u>Level B:</u> Cross Categorical-ID Cross Categorical-ED Individual Moderate Cross Categorical-SLD	Paid Hrs: 7 hrs 30 min
<u>Level C:</u> In School Intervention General Education Multi-Tier Systems and Supports (MTSS)	Paid Hrs: 7 hrs 30 min
<u>Level B:</u> Instructional Media-Para	Paid Hrs: 8 hrs

### OAKRIDGE

JOB CLASSIFICATION	HOURS
<u>Level A:</u> Alternative/Public Day	Paid Hrs: 6 hrs

### Early Childhood

JOB CLASSIFICATION	HOURS
<u>Level A:</u> Bilingual (Special Education and Title) Cross Categorical-Autism Individual Intensive Multi-Needs	Paid Hrs: 6 hrs 30 min
<u>Level B:</u> Early Childhood (Special Education/PFA/Blended) Individual Moderate	Paid Hrs: 6 hrs 30 min
<u>Level D:</u> Childcare Worker	Varies

## **APPENDIX C – JOB DESCRIPTIONS**

## Community Unit School District 300 Job Description

Position Title: Alternative Public Day Paraeducator	
Position Code: A    Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Enhance the academic and behavioral achievement of the special need and safe school (special education and/or general education) student's by supporting the classroom teacher with student behavior, supervision and instruction, as it relates to the Oak Ridge program, including Individualized Education Program (IEP) and/or Individualized Educational Opportunity Plan (IEOP) of each student.

### Essential Job Duties:

- Assist the Instructor with classroom set up and class preparations.
- Provide individual and/or small group instruction in all facets of the curriculum (academic and social emotional) under the direction of the classroom teacher.
- Assist with the student development and implementation of organizational and study skills.
- Implement and monitor a behavior management program outlined in the Oak Ridge Program and/or IEP.
- Monitor and document the students' classroom performance and behavior.
- Assist in enforcing established Oak Ridge School disciplinary codes
- Provide safe passage for students.
- Provide support in unstructured settings for students.
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- A desire to work with special needs and at-risk students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must enforce the District and School Policies and Procedures.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

**Disclaimer:** This description reflects the assignment of essential functions at the time of creation; it does not restrict Education Services Administration to collaborate along with the DESA President regarding the ability to assign or reassign tasks consistent with the job purpose.

Revised 03/24/15

## Community Unit School District 300 Job Description

Position Title: Autism Paraeducator	
Position Code: A Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Enhance the academic, functional and social emotional achievement of the students with disabilities by supporting the students' needs in the classroom and unstructured environments via instruction, behavior management, and supervision as it relates to the needs of the students identified on the IEP.

### Essential Job Duties:

- Assist the Instructor with classroom set up and class preparations.
- Provide individual and/or small group instruction and modifications in all facets of the curriculum (academic, social emotional, speech and language, OT, PT or medical) under the direction of the classroom teacher or therapist.
- Assist with the student development of organizational and study skills.
- Implement and monitor a behavior management program outlined in the classroom and/or IEP.
- Monitor and document the students' classroom performance and behavior.
- Provide safe passage for students.
- Provide support in unstructured settings for students.
- Assist in daily life skills and tasks as needed (may include toileting, diapering, feeding, etc.)
- Assist in sanitation of classroom equipment as needed.
- Guide and serve as a resource person to the students in a general education or special education setting.
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- A desire to work with special needs and at-risk students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

**Disclaimer:** This description reflects the assignment of essential functions at the time of creation; it does not restrict Education Services Administration to collaborate along with the DESA President regarding the ability to assign or reassign tasks consistent with the job purpose.

## Community Unit School District 300 Job Description

Position Title: Intensive 1:1 Paraeducator	
Position Code: A Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Enhance the academic and social emotional achievement of the students with disabilities by supporting the students' needs in the classroom and unstructured environments via instruction, behavior management, and supervision as it relates to the needs of the students identified on the IEP.

### Essential Job Duties:

- Assist the Instructor with classroom set up and class preparations.
- Assists in facilitation of individual student academic, behavior and daily needs.
- Provides physical support to the individual including (but not limited to): toileting, hygiene, feeding, medical, assistive technology needs as based from the student IEP needs.
- Provide individual and modifications in all facets of the curriculum (academic, social emotional, speech and language, OT, PT or medical) under the direction of the classroom teacher or therapist.
- Assist with the student development of organizational and study skills.
- Implement and monitor a behavior management program outlined in the classroom and/or IEP.
- Monitor and document the students' classroom performance, as appropriate transition skills and behavior.
- Provide safe passage for the student.
- Provide support in unstructured settings for student.
- Guide and serve as a resource person to the students in a general education or special education setting.
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Attend parent and/or team meetings, as appropriate.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- Able to physically meet the needs of the student, examples include but not limited to; lifting 50 lbs., bending, sitting on varied surfaces, running.
- A desire to work with special needs and at-risk students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

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Revised 03/24/15

## Community Unit School District 300 Job Description

Position Title: Job Coach	
Position Code: A Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Enhance the academic, functional and social emotional achievement of the students with disabilities by supporting the students' needs in the classroom and unstructured environments via instruction, behavior management, transition skills and supervision as it relates to the needs of the students identified on the IEP.

### Essential Job Duties:

- Assist the Instructor with classroom/work site set up and class/work site preparations.
- Provide individual and/or small group instruction and modifications in all facets of the curriculum (academic, social emotional, transition skills, speech and language, OT, PT or medical) under the direction of the classroom teacher, work site supervisor or therapist.
- Assist with the student development of organizational and study skills.
- Implement and monitor a behavior management program outlined in the classroom and/or IEP in school setting, and work sites.
- Monitor and document the students' classroom and work site performance and behavior.
- Provide safe passage for students at school, work site and transportation.
- Provide support in unstructured settings for students, including work site.
- Provide daily life skills and tasks as needed (may include toileting, feeding, hygiene).
- ~~Provide transportation for students to work sites.~~
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- A desire to work with special needs and at-risk students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- ~~Poses a valid and properly classified Illinois driver's license with the "S" endorsement.~~
- ~~Possess a valid driver's licenses for three years immediately prior to the date of application, which has not been revoked, suspended, cancelled or disqualified.~~
- ~~Pass an Illinois written school bus driver permit test at an approved Secretary of State facility at no cost to the member annually.~~
- ~~Pass a behind the wheel exam at no cost to the member.~~
- ~~Pass a physical examination, including drug and tuberculosis test annually at no cost to the member.~~
- ~~Affirm under penalty of perjury that the member has not made a false statement or knowingly concealed a material fact in the any application of for a permit.~~

- ~~Successfully complete an initial classroom training course and annual refreshers through an Illinois State Board of Education trained individual at no cost to the member. May be done over the summer, in which member would be compensated for.~~
- ~~Not been under an order of court supervision or convicted of two or more serious traffic violations in the 12 months period prior to the application. Nor have been under any order or convicted of reckless driving, DUI or reckless homicide resulting while operation a motor vehicle with three years of the application.~~
- Pass an Illinois specific and FBI criminal background check at no cost to member.
- ~~Consent in writing to the release of results of reasonable suspicion drug and alcohol testing by the employer of the applicant to the Secretary of State.~~
- ~~Not have caused a fatal accident as a result of unlawful operation of a motor vehicle.~~

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Revised 03/24/15

## Community Unit School District 300 Job Description

Position Title: Multi-Needs Paraeducator	
Position Code: A    Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Enhance the academic, functional and social emotional achievement of the students with disabilities by supporting the students' needs in the classroom and unstructured environments via instruction, behavior management, and supervision as it relates to the needs of the students identified on the IEP.

### Essential Job Duties:

- Assist the Instructor with classroom set up and class preparations.
- Maintain effective communication with school staff.
- Assist student hand over hand in carrying out instruction and modifications in all facets of the curriculum (academic, social emotional, speech and language, OT, PT, vision, hearing, or medical)\_under the direction of the classroom teacher or therapist.
- Assist in daily life skills and tasks including toileting, diapering, feeding, personal hygiene, etc.
- Monitor and document the students' classroom performance, behavior and medical related issues
- Assist in sanitation of equipment and classroom equipment areas daily.
- Provide safe passage for students in the school setting.
- Assist students upon arrival and departure (transportation)
- Provide support in unstructured settings for students, including community trips.
- Guide and serve as a resource person to the students in a general education or special education setting.
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- Able to physically meet the needs of the student, examples include but not limited to; lifting 50 lbs., bending, sitting on varied surfaces, running.
- A desire to work with special needs and at-risk students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

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Revised 03/24/15

## Community Unit School District 300 Job Description

Position Title: Cross Categorical – Emotional Disability Paraeducator	
Position Code: B Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Enhance the academic and social emotional achievement of the students with disabilities by supporting the students' needs in the classroom and unstructured environments via instruction, behavior management, and supervision as it relates to the needs of the students identified on the IEP.

### Essential Job Duties:

- Assist the Instructor with classroom set up and class preparations.
- Provide individual and/or small group instruction in all facets of the curriculum (academic and social emotional) under the direction of the classroom teacher.
- Assist with the student development of organizational and study skills.
- Implement and monitor a behavior management program outlined in the classroom and/or IEP.
- Monitor and document the students' classroom performance and behavior.
- Provide safe passage for students.
- Provide support in unstructured settings for students.
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- Ability to be physically able to meet the needs of the student, examples include but not limited to; lifting 50 lbs., bending, sitting on varied surfaces, running.
- A desire to work with special needs and at-risk students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

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Revised 03/24/15

## Community Unit School District 300 Job Description

Position Title: Cross Categorical – Intellectual Disability Paraeducator	
Position Code: B    Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Enhance the academic, functional and social emotional achievement of the students with disabilities by supporting the students’ needs in the classroom and unstructured environments via instruction, behavior management, and supervision as it relates to the needs of the students identified on the IEP.

### Essential Job Duties:

- Assist the Instructor with classroom set up and class preparations.
- Provide individual and/or small group instruction and modifications in all facets of the curriculum (academic, social emotional, speech and language, OT, PT or medical) under the direction of the classroom teacher or therapist.
- Assist with the student development of organizational and study skills.
- Implement and monitor a behavior management program outlined in the classroom and/or IEP.
- Monitor and document the students’ classroom performance and behavior.
- Provide safe passage for students.
- Provide support in unstructured settings for students, including community trips.
- Assist in daily life skills and tasks as needed (may include toileting).
- Guide and serve as a resource person to the students in a general education or special education setting.
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- A desire to work with special needs and at-risk students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

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Revised 03/24/15

## Community Unit School District 300 Job Description

Position Title: Cross Categorical – Specific Learning Disability (High School) Paraeducator	
Position Code: B Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Enhance the academic and social emotional achievement of the students with disabilities by supporting the students' needs in the classroom and unstructured environments via instruction, behavior management, and supervision as it relates to the needs of the students identified on the IEP.

### Essential Job Duties:

- Assist the Instructor with classroom set up and class preparations.
- Provide individual and/or small group instruction in all facets of the curriculum (academic and social emotional) under the direction of the classroom teacher.
- Assist with the student development of organizational and study skills.
- Implement and monitor a behavior management program outlined in the classroom and/or IEP.
- Monitor and document the students' classroom performance and behavior.
- Provide safe passage for students.
- Provide support in unstructured settings for students.
- Guide and serve as a resource person to the students in a general education or special education setting.
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- A desire to work with special needs and at-risk students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

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Revised 03/24/15

## Community Unit School District 300 Job Description

Position Title: Early Childhood Paraeducator	
Position Code: B Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Enhance the academic, functional and social emotional achievement of the students with disabilities by supporting the students' needs in the classroom and unstructured environments via instruction, behavior management, and supervision as it relates to the needs of the students identified on the IEP/PFA or blended programs.

### Essential Job Duties:

- Assist the Instructor with classroom set up, cleanliness and class preparations.
- Provide individual and/or small group instruction and modifications in all facets of the curriculum (academic, social emotional, speech and language, OT, PT or medical) under the direction of the classroom teacher or therapist.
- Assist with the student development of organizational and study skills.
- Implement and monitor a behavior management program outlined in the classroom and/or IEP.
- Monitor and document the students' classroom performance and behavior.
- Provide safe passage for students.
- Provide support in unstructured settings for students.
- Assist in daily life skills and tasks as needed (may include toileting, diapering, feeding, hygiene)
- Guide and serve as a resource person to the students in a general education or special education setting.
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- A desire to work with special needs and at-risk students.
- Ability to be physically able to meet the needs of the student, examples include but not limited to; lifting 50 lbs., bending, sitting on varied surfaces, running.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

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Revised 03/24/2015

## Community Unit School District 300 Job Description

Position Title: Intensive Kindergarten Paraeducator	
Position Code: B Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Enhance the academic, functional and social emotional achievement of the students with disabilities by supporting the students' needs in the classroom and unstructured environments via instruction, behavior management, and supervision as it relates to the needs of the students identified on the IEP.

### Essential Job Duties:

- Assist the Instructor with classroom set up and class preparations.
- Provide individual and/or small group instruction and modifications in all facets of the curriculum (academic, social emotional, speech and language, OT, PT) under the direction of the classroom teacher or therapist.
- Assist with the student development of organizational and study skills.
- Implement and monitor a behavior management program outlined in the classroom and/or IEP.
- Monitor and document the students' classroom performance and behavior.
- Provide safe passage for students.
- Provide support in unstructured settings for students.
- Assist in daily life skills and tasks as needed (may include toileting).
- Guide and serve as a resource person to the students in a general education or special education setting.
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- Ability to be physically able to meet the needs of the student, examples include but not limited to; lifting 50 lbs., bending, sitting on varied surfaces, running.
- A desire to work with special needs and at-risk students.
- Excellent written and verbal communication skills as identified in the interview process.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

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Revised 03/24/15

## Community Unit School District 300 Job Description

Position Title: Instructional Media Paraeducator	
Position Code: B Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: July 20, 2015	

**Job Purpose:** Assist in the daily operation and organization of the school library media program.

### Essential Job Duties:

- Assist with the general operation and maintenance of the media center.
- Assist with the student and staff use of library computers, one-to-one devices, mobile labs, peripherals, learning management systems, information retrieval systems, and software.
- Assist with library circulation, including checking library books, guided reading books and textbooks in and out, processing fines, generating reports, etc.
- Assist media specialists with library activities and special events.
- Prepare and/or present instructional materials, displays, exhibits, correspondence, and publications as requested by the media specialist.
- Catalog, process, and maintain library materials, including data entry, labeling, and shelving.
- Remove materials that are no longer appropriate or are unusable as directed by the media specialist, and per the District Asset Disposal Policy.
- Monitor library, guided reading, and textbook inventories. Process items that need repair or rebinding.
- Assist in the coordination, supervision, and check-in/direction of students, library assistants and volunteers within legal guidelines.
- Coordinate the purchasing of library materials as directed by the media specialist.
- Complete an annual library, guided reading, and textbook inventory, including resolving discrepancies.
- Follow building and district policies and procedures.
- Promote a positive relationship with students, staff, and community.
- Participate in work related support training and activities.
- Other duties as assigned and as relates to this job description by the principal or designee.

### Qualifications:

Must possess:

- The required certification for the position.
- A desire to work with a variety of students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.

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## Community Unit School District 300 Job Description

Position Title: Moderate 1:1 Paraeducator	
Position Code: B Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Enhance the academic and social emotional achievement of the students with disabilities by supporting the students' needs in the classroom and unstructured environments via instruction, behavior management, and supervision as it relates to the needs of the students identified on the IEP.

### Essential Job Duties:

- Assist the Instructor with classroom set up and class preparations.
- Assists in facilitation of individual student academic, behavior and daily needs.
- Assist in physical support to the individual including (but not limited to): toileting, hygiene, feeding, medical, assistive technology needs as based from the student IEP needs.
- Provide individual and modifications in all facets of the curriculum (academic, social emotional, speech and language, OT, PT or medical) under the direction of the classroom teacher or therapist.
- Assist with the student development of organizational and study skills.
- Implement and monitor a behavior management program outlined in the classroom and/or IEP.
- Monitor and document the students' classroom performance, as appropriate transition skills and behavior.
- Provide safe passage for the student.
- Provide support in unstructured settings for student.
- Guide and serve as a resource person to the students in a general education or special education setting.
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Attend parent and/or team meetings, as appropriate.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- Able to physically meet the needs of the student, examples include but not limited to; lifting 50 lbs., bending, sitting on varied surfaces, running.
- A desire to work with special needs and at-risk students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

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Revised 03/24/15

## Community Unit School District 300 Job Description

Position Title: TPI & TBE Bilingual Classroom Paraeducator	
Position Code: C Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Enhance the academic and social emotional achievement of the English Language Learner students by supporting the students' needs in the classroom and unstructured environments via instruction, behavior management, and supervision.

### Essential Job Duties:

- Assist the Instructor with classroom set up and class preparations.
- Provide individual and/or small group instruction in all facets of the curriculum (academic and social emotional) under the direction of the classroom teacher in the native language.
- Assist with the student development of organizational and study skills.
- Monitor and document the students' classroom performance and behavior.
- Provide safe passage for students.
- Provide support in unstructured settings for students.
- Guide and serve as a resource person to the students in a bilingual shelter and general education setting.
- Maintain effective communication with school staff.
- Provide clerical assistance.
- Provide bilingual support between school personnel and the native language speakers.
- Provide clerical assistance including Medicaid and technology.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- A desire to work with English language learners.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must enforce the District and School Policies and Procedures.

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Revised 10/19/21

## Community Unit School District 300 Job Description

Position Title: General Education Paraeducator	
Position Code: C Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Improve the academic achievement to students through providing direct support to the general education classroom.

### Essential Job Duties:

- Assist the Instructor with classroom set up and class preparations.
- Re-enforce classroom instruction to individuals or groups of students.
- Act as a resource person for students as needed.
- Assist with the student development of organizational and study skills.
- Implement and monitor a behavior management program.
- Monitor and document the students' classroom performance and behavior.
- Provide safe passage for students.
- Provide support in unstructured settings for students.
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- A desire to work with special needs and at-risk students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

**Disclaimer:** This description reflects the assignment of essential functions at the time of creation; it does not restrict Education Services Administration to collaborate along with the DESA President regarding the ability to assign or reassign tasks consistent with the job purpose.

Revised 10/18/21

## Community Unit School District 300 Job Description

Position Title: In School Intervention Paraeducator	
Position Code: C Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** To create an instructional program and a school environment favorable to learning and personal growth; to establish effective rapport with students to motivate individuals to develop attitudes and knowledge needed to ensure a safe and orderly environment.

### Essential Job Duties:

- Provide supervision of student's curriculum and daily academic work.
- Assist in enforcing the school disciplinary codes.
- Provide clerical assistance.
- Assist with the student development of organizational and study skills.
- Implement and monitor a behavior management program outlined.
- Monitor and document the students' classroom performance, as appropriate transition skills and behavior.
- Provide safe passage for the student.
- Provide support in unstructured settings for student.
- Guide and serve as a resource person to the students in a general education or special education setting.
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- A desire to work with special needs and at-risk students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

**Disclaimer:** This description reflects the assignment of essential functions at the time of creation; it does not restrict Education Services Administration to collaborate along with the DESA President regarding the ability to assign or reassign tasks consistent with the job purpose.

Revised 03/24/15

## Community Unit School District 300 Job Description

Position Title: Response to Intervention (RTI)	
Position Code: C Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: August 7, 2015	

**Job Purpose:** Enhance academic achievement in reading and/or math among targeted RTI identified students by providing research-based interventions in re-teaching small group settings under the direction of a certified staff member. Assist RTI identified students with online assessment preparation via redirection or technology support. Assist RTI identified students seeking tutoring. This does not include special education students.

### Essential Job Duties:

- Assist RTI identified students with the development of reading and/or math skills under the direction of a certified staff member.
- Provide RTI identified individual and/or small group re-teaching instruction in reading and/or math skills/strategies under the direction of a certified staff member.
- Monitor and document RTI identified students' reading and/or math performance as measured by locally developed and/or standardized assessments under the direction of a certified staff member.
- In accordance with approved testing protocol, administer locally developed and/or standardized assessments to RTI identified students.
- Monitor RTI identified student behavior and facilitate task completion among participants in online assessment preparation programs.
- Assist RTI identified students with learning as assigned in the tutoring area and under the direction of a certified staff member.
- Monitor RTI identified student overall classroom behavior and task completion among students.
- Demonstrate a willingness to be trained and carry out training received to support RTI identified students in reading and/or math tutoring support.
- Other duties as assigned by the supervisor as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- A desire to work with RTI identified students that may led to special education identification.
- Physically able to support student needs.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.

**Disclaimer:** This description reflects the assignment of essential functions at the time of creation; it does not restrict Administration to collaborate along with the DESA President regarding the ability to assign or reassign tasks consistent with the job purpose.

## Community Unit School District 300 Job Description

Position Title: Special Education Classroom (Elementary and Middle School) Paraeducator	
Position Code: C Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: February 9, 2015	

**Job Purpose:** Enhance the academic and social emotional achievement of the students with disabilities by supporting the students' needs in the classroom and unstructured environments via instruction, behavior management, and supervision as it relates to the needs of the students identified on the IEP.

### Essential Job Duties:

- Assist the Instructor with classroom set up and class preparations.
- Provide individual and/or small group instruction in all facets of the curriculum (academic and social emotional) under the direction of the classroom teacher.
- Assist with the student development of organizational and study skills.
- Implement and monitor a behavior management program outlined in the classroom and/or IEP.
- Monitor and document the students' classroom performance and behavior.
- Provide safe passage for students.
- Provide support in unstructured settings for students.
- Guide and serve as a resource person to the students in a general education or special education setting.
- Maintain effective communication with school staff.
- Provide clerical assistance including Medicaid and technology.
- Other duties as assigned by the principal or designee as relates to this job description.

### Qualifications:

Must possess:

- The required certification for the position.
- A desire to work with special needs and at risk students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

**Disclaimer:** This description reflects the assignment of essential functions at the time of creation; it does not restrict Education Services Administration to collaborate along with the DESA President regarding the ability to assign or reassign tasks consistent with the job purpose.

Revised 03/24/15

## Community Unit School District 300 Job Description

Position Title: Child Care Worker	
Position Code: D Bilingual: A	Employee Group: DESA
Salary Grade:	Supervisor title: Principal or designee
Date of preparation: April 6, 2015	

**Job Purpose:** The childcare worker is responsible for providing a safe, consistent, and developmentally appropriate routine/program for the children in accordance with all relevant legislation, policies and procedures of District #300.

### Essential Job Duties:

- Observe and monitor children's play activities.
- Keep records on individual children, including daily observations and information about activities, meals served, and medications administered.
- Instruct children in health and personal habits such as eating, resting, and toilet habits.
- Participate in activities such as; read, teach simple painting, drawing, crafts, and simple songs.
- Organize and participate in recreational activities/outdoor play and simple games.
- Assist in preparing food for children and serve meals and refreshments to children and regulate rest periods as necessary.
- Organize and store toys or materials in order to maintain organization in activity areas.
- Sterilize bottles and prepare formulas (if necessary).
- Dress children and change diapers (as necessary).
- Support children's emotional and social development, encouraging understanding of others and positive self-concepts.
- Sanitize toys and play equipment as necessary.
- Work and communicate openly with direct supervisor.

### Qualifications:

Must possess:

- The required certification for the position.
- A desire to work with special needs and at-risk students.
- Physically able to meet the needs of the student, examples include but not limited to; lifting 50 lbs., bending, sitting on varied surfaces, running.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic and social and emotional progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

**Disclaimer:** This description reflects the assignment of essential functions at the time of creation; it does not restrict Education Services Administration to collaborate along with the DESA President regarding the ability to assign or reassign tasks consistent with the job purpose.

## **APPENDIX D – FORMS**

- **Paraeducator Evaluation Framework**
- **In School Intervention Paraeducator Evaluation Framework**
- **Media Paraeducator Evaluation Framework**
- **Paraeducator Professional Assistance Plan**
- **Extended School Year Evaluation Form**

## District 300 Paraeducator Framework

### Domain 1: Preparation and Job Skills

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating knowledge of content</b>	Displays little understanding of the subject or basic skill areas taught.	Knowledge of content area represents basic understanding, but does not extend to connections with basic skill areas or to possible student misconceptions.	Demonstrates solid understanding of the content and its relationships and connections with basic skill areas.	Knowledge of the content is extensive, showing evidence of a continuing search for improved practice. Actively builds on knowledge of the basic skill areas and their relationship to the content and any student misconceptions.
<b>1b: Demonstrating knowledge of students/learning profiles</b>	Makes little or no attempt to acquire knowledge of students' background, skills, or interests, and does not use such information.	Demonstrates partial knowledge of students' background, skills, and interests, and may attempt to use this knowledge when working with students.	Demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to work with students.	Demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to work with individual students.
<b>1c: Understanding instructional goals as it pertains to accommodations and modifications</b>	The understanding and ability to implement student goals represents limited learning experiences, and are unsuitable for students.	The understanding and ability to implement student goals are of moderate value or suitability for students in the class or with individual students.	The understanding and ability to implement student goals represent valuable learning and are suitable for most students in the class.	The understanding and ability to implement student goals reflect high level learning relating to curriculum frameworks and standards. They are adapted, where necessary, to the needs of individual students.

## District 300 Paraeducator Framework

### Domain 2: Supports the Classroom Environment

Component	Level of Performance			
	Performance Continuum	Unsatisfactory	Basic	Proficient
<b>2a: Creates an environment of trust and respect</b>	Interactions between the employee and students or among class members are negative, inappropriate, and/or characterized by sarcasm, put-downs, or conflict.	Interactions are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity.	Interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Interactions are highly respectful, and reflect genuine warmth/caring toward individuals. As a result of direct support from the Paraeducator, students maintain high levels of civility among members of the class.
<b>2b: Understands strategies to assist in the inclusion of students in various settings</b>	Has no understanding of inclusion as it relates to students in various educational settings.	Knows and identifies what is meant by inclusion, laws and purpose, best practices, and strategies to facilitate the inclusion of disabled students.	Implements best practices and strategies to facilitate inclusion of students with disabilities.	Can serve as a resource and model that encourages collaboration when including students in general education classrooms.
<b>2c: Ability to use strategies to promote student independence</b>	Is unable to use inclusive strategies that promote student independence.	Under the direction of a licensed educator can implement some strategies to promote student independence.	Knows and implements strategies to promote student independence.	Implements and encourages collaboration of educational team on promoting students' independence.
<b>2d: Ability to effectively employ a variety of strategies that reinforce positive behavior</b>	Has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive behavior.	Has some knowledge and with support, is able to implement some strategies that reinforce positive behavior.	Has an understanding and is able to demonstrate a variety of strategies that reinforce positive behavior.	Demonstrates a variety of strategies that reinforce positive behavior using a student's behavior plan. Identifies what occurs before, during, and after behavior. Uses positive strategies to change behavior. Appropriately collects objective, accurate information on student's behavior.
<b>2e: Responsible for assisting with the health, safety, and welfare of students and the classroom environment</b>	Limited awareness of health & safety factors that affect the student health and/or the teaching and learning environment. Does not recognize and report conditions, which may be potentially unsafe. Does not contribute to the organization and cleaning of the physical space.	Is inconsistent. Needs a teacher's direction to identify factors affecting the safety of the learning environment; to recognize and report potentially unsafe conditions; examine and implement ways to improve the learning environment.	Consistently identifies factors that affect the safety and learning environment; report conditions, which may potentially be unsafe; examine and implement ways to improve the learning environment with minimal direction.	Is proactive about problem solving factors of the learning environment related to the health, safety, and welfare of the classroom environment.

## District 300 Paraeducator Framework

### Domain 3: Delivery of Services/Accommodations (Instruction)

Component	Level of Performance			
Performance Continuum	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Communication: Ability to employ constructive communication strategies and approaches in working with students, staff, and the greater school community</b>	Written or oral communications are absent, poorly organized, vague, or incomplete, causing mistakes or misunderstandings. Has limited understanding of the importance of, or does not apply constructive communication strategies with students and staff.	Written and oral communications are generally clear, concise, and well organized. Usually attempts to hear and understand other points of view. Communicates messages appropriately and respectfully.	Ideas, opinions, and instructions are clearly and concisely communicated. Continuously seeks input from others and is sensitive to the information needs of others. Has an understanding of and demonstrates constructive communication strategies with students and staff.	Demonstrates a strong ability to communicate ideas, opinions, and instructions to others. Skillfully makes oral presentations. Accomplished in the preparation/understanding of written documents. Recognized by others as being concerned and effective in communicating with others and assimilating other points of view. Mentors team members on effective communication and conflict resolution strategies.
<b>3b: Use of Questioning and Discussion</b>	Has limited knowledge of questioning and discussion techniques. Is unable to implement strategies that facilitate inclusion of students with disabilities with their peers.	Is able to use some inclusive strategies that promote student communication, language, and higher order thinking skills.	Knows and implements a variety of strategies to promote student communication, language, and higher order thinking skills.	Can implement and encourage collaboration of the educational team in promoting student communication, language, and higher order thinking skills.
<b>3c: Engaging Students In Learning</b>	Unable to read and follow a lesson plan. Unable to provide students with complete and specific instructions to activities.	Has limited knowledge of the process of adapting materials according to student needs. Has difficulty following oral and written directions and does not seek clarification from licensed teacher.	Understands and demonstrates the adaptation process when looking at the student. Provides an appropriate alternative activity. Seeks out clarification and/or direction, when needed, from a licensed teacher.	Can successfully collaborate with educational team in meeting student's needs by adapting lesson plans specific to the curriculum.

## District 300 Paraeducator Framework

### Domain 4: Professional Responsibilities and Development

Component	Level of Performance			
Performance Continuum	Unsatisfactory	Basic	Proficient	Distinguished
<b>4a: Reflecting on practice</b>	Shows little or no evidence of thinking about the programs, practices, or students.	Occasionally shows evidence of thinking about or reflecting supporting students; however, seldom contributes insights or suggestions.	Reflects on experiences with students. Provides an accurate, objective description of practice, citing positive and negative characteristics. Makes some specific suggestions about how the support program might be improved.	Reflections on practices and programs are a constant source of new ideas and improvements based on student needs. Shows an attitude of action; researching is a frequent habit.
<b>4b: Documentation of student learning</b>	Does not follow the protocols set in place for documenting student learning or functional behavioral data. Documentation is not relevant to the instructional goals.	Documentation of student learning or functional behavioral data is partially aligned with the protocols set in place and partially aligns with the instructional goals.	Documentation of student learning or functional behavioral data is aligned with the protocols set in place and is at least nominally aligned with the instructional goals.	Documentation of student learning or functional behavioral data is fully aligned with the protocols set in place. Students may monitor their own progress in achieving the goals.
<b>4c: Relationships with others</b>	Employee's relationships with students, staff, and administrators are negative or self-serving.	Employee maintains cordial relationships with students, staff and administrators to fulfill the duties that the school district requires.	Support and cooperation characterizes relationships with students, staff and administrators.	Support and cooperation characterizes relationships with students, staff and administrators. Takes initiative in assuming leadership among peers.
<b>4d: Participating in professional learning opportunities</b>	Avoids professional learning opportunities; has not participated in new learning during the past few years.	Participates in professional learning opportunities reluctantly and only when asked. Shows little evidence of applying the new learning.	Seeks out professional learning opportunities and applies their learning to his/her work.	Shares outcomes of his/her learning opportunities, and assumes a leadership role in a school project to help others.
<b>4e: Showing integrity, professionalism, and confidentiality</b>	Has trouble maintaining confidentiality, or has made errors in judgment about how to show professional integrity.	Infrequent lapses have occurred in maintaining confidentiality or in professionalism and/or integrity.	Displays high standards of honesty and integrity in all interactions. Respects confidentiality norms. Effectively resolves conflict using appropriate communication, follows the district chain of command.	Serves as a model of professionalism and is able to share with colleagues best practices about confidentiality and ethics.
<b>4f: Displaying a positive work ethic</b>	Has regular episodes of failing to be punctual, present, or prepared to start work in an appropriate manner.	Usually can be relied on to be punctual, present, or prepared to start work in an appropriate manner.	Consistently relied on to be punctual, present, and prepared to start work in an appropriate manner. Works well under pressure.	Can be relied on in any circumstance; commits themselves to tasks that take a large amount of time and/or personal investment.

## District 300 ISI Paraeducator Framework

### Domain 1: Preparation and Job Skills

Component	Level of Performance			
Performance Continuum	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating knowledge of content</b>	Displays little understanding of the subject or basic skill areas taught.	Knowledge of content area represents basic understanding, but does not extend to connections with basic skill areas or to possible student misconceptions.	Demonstrates solid understanding of the content and its relationships and connections with basic skill areas.	Knowledge of the content is extensive, showing evidence of a continuing search for improved practice. Actively builds on knowledge of the basic skill areas and their relationship to the content and any student misconceptions.
<b>1b: Demonstrating knowledge of students/learning profiles</b>	Makes little or no attempt to acquire knowledge of students' background, skills, or interests, and does not use such information.	Demonstrates partial knowledge of students' background, skills, and interests, and may attempt to use this knowledge when working with students.	Demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to work with students.	Demonstrates thorough knowledge of students' background, skills, and interests, and uses this knowledge to work with individual students.
<b>1c: Understanding instructional goals as it pertains to accommodations and modifications</b>	The understanding and ability to implement student goals represents limited learning experiences, and are unsuitable for students.	The understanding and ability to implement student goals are of moderate value or suitability for students in the class or with individual students.	The understanding and ability to implement student goals represent valuable learning and are suitable for most students in the class.	The understanding and ability to implement student goals reflect high level learning relating to curriculum frameworks and standards. They are adapted, where necessary, to the needs of individual students.

## District 300 ISI Paraeducator Framework

### Domain 2: Supports the Classroom Environment

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Creates an environment of trust and respect</b>	Interactions between the employee and students or among class members are negative, inappropriate, and/or characterized by sarcasm, put-downs, or conflict.	Interactions are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity.	Interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Interactions are highly respectful, and reflect genuine warmth/caring toward individuals. As a result of direct support from the Paraeducator, students maintain high levels of civility among members of the class.
<b>2b: Understands strategies to assist in the inclusion of students in various settings</b>	Has no understanding of inclusion as it relates to students in various educational settings.	Knows and identifies what is meant by inclusion, laws and purpose, best practices, and strategies to facilitate the inclusion of disabled students.	Implements best practices and strategies to facilitate inclusion of students with disabilities.	Can serve as a resource and model that encourages collaboration when including students in general education classrooms.
<b>2c: Ability to use strategies to promote student independence</b>	Is unable to use inclusive strategies that promote student independence.	Under the direction of a licensed educator can implement some strategies to promote student independence.	Knows and implements strategies to promote student independence.	Implements and encourages collaboration of educational team on promoting students' independence.
<b>2d: Ability to effectively employ a variety of strategies that reinforce positive behavior</b>	Has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive behavior.	Has some knowledge and with support, is able to implement some strategies that reinforce positive behavior.	Has an understanding and is able to demonstrate a variety of strategies that reinforce positive behavior.	Demonstrates a variety of strategies that reinforce positive behavior using a student's behavior plan. Identifies what occurs before, during, and after behavior. Uses positive strategies to change behavior. Appropriately collects objective, accurate information on student's behavior.
<b>2e: Responsible for assisting with the health, safety, and welfare of students and the classroom environment</b>	Limited awareness of health & safety factors that affect the student health and/or the teaching and learning environment. Does not recognize and report conditions, which may be potentially unsafe. Does not contribute to the organization and cleaning of the physical space.	Is inconsistent. Needs a teacher's direction to identify factors affecting the safety of the learning environment; to recognize and report potentially unsafe conditions; examine and implement ways to improve the learning environment.	Consistently identifies factors that affect the safety and learning environment; report conditions, which may potentially be unsafe; examine and implement ways to improve the learning environment with minimal direction.	Is proactive about problem solving factors of the learning environment related to the health, safety, and welfare of the classroom environment.

## District 300 ISI Paraeducator Framework

### Domain 3: Delivery of Services/Accommodations (Instruction)

Component	Level of Performance			
Performance Continuum	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Communication: Ability to employ constructive communication strategies and approaches in working with students, staff, and the greater school community</b>	Written or oral communications are absent, poorly organized, vague, or incomplete, causing mistakes or misunderstandings. Has limited understanding of the importance of, or does not apply constructive communication strategies with students and staff.	Written and oral communications are generally clear, concise, and well organized. Usually attempts to hear and understand other points of view. Communicates messages appropriately and respectfully.	Ideas, opinions, and instructions are clearly and concisely communicated. Has an understanding of and demonstrates constructive communication strategies with students and staff.	Demonstrates a strong ability to communicate ideas, opinions, and instructions to others. Recognized by others as being concerned and effective in communicating with others and assimilating other points of view.
<b>3b: Use of Questioning and Discussion</b>	Has limited knowledge of questioning and discussion techniques. Is unable to implement strategies that facilitate inclusion of students with disabilities with their peers.	Is able to use some inclusive strategies that promote student communication, language, and higher order thinking skills.	Knows and implements a variety of strategies to promote student communication, language, and higher order thinking skills.	Can implement and encourage collaboration of the educational team in promoting student communication, language, and higher order thinking skills.
<b>3c: Engaging Students In Learning</b>	Unable to read and follow a lesson plan. Unable to provide students with complete and specific instructions to activities.	Has limited knowledge of the process of adapting materials according to student needs. Has difficulty following oral and written directions and does not seek clarification from licensed teacher.	Understands and demonstrates the adaptation process when looking at the student. Provides an appropriate alternative activity. Seeks out clarification and/or direction, when needed, from a licensed teacher.	Can successfully collaborate with educational team in meeting student's needs by adapting lesson plans specific to the curriculum.

## District 300 ISI Paraeducator Framework

### Domain 4: Professional Responsibilities and Development

Component	Level of Performance			
	Performance Continuum	Unsatisfactory	Basic	Proficient
<b>4a: Reflecting on practice</b>	Shows little or no evidence of thinking about the programs, practices, or students.	Occasionally shows evidence of thinking about or reflecting supporting students; however, seldom contributes insights or suggestions.	Reflects on experiences with students. Provides an accurate, objective description of practice, citing positive and negative characteristics. Makes some specific suggestions about how the support program might be improved.	Reflections on practices and programs are a constant source of new ideas and improvements based on student needs. Shows an attitude of action; researching is a frequent habit.
<b>4b: Documentation of student learning</b>	Does not follow the protocols set in place for documenting student learning or functional behavioral data. Documentation is not relevant to the instructional goals.	Documentation of student learning or functional behavioral data is partially aligned with the protocols set in place and partially aligns with the instructional goals.	Documentation of student learning or functional behavioral data is aligned with the protocols set in place and is at least nominally aligned with the instructional goals.	Documentation of student learning or functional behavioral data is fully aligned with the protocols set in place. Students may monitor their own progress in achieving the goals.
<b>4c: Relationships with others</b>	Employee's relationships with students, staff, and administrators are negative or self-serving.	Employee maintains cordial relationships with students, staff and administrators to fulfill the duties that the school district requires.	Support and cooperation characterizes relationships with students, staff and administrators.	Support and cooperation characterizes relationships with students, staff and administrators. Takes initiative in assuming leadership among peers.
<b>4d: Participating in professional learning opportunities</b>	Avoids professional learning opportunities; has not participated in new learning during the past few years.	Participates in professional learning opportunities reluctantly and only when asked. Shows little evidence of applying the new learning.	Seeks out professional learning opportunities and applies their learning to his/her work.	Shares outcomes of his/her learning opportunities, and assumes a leadership role in a school project to help others.
<b>4e: Showing integrity, professionalism, and confidentiality</b>	Has trouble maintaining confidentiality, or has made errors in judgment about how to show professional integrity.	Infrequent lapses have occurred in maintaining confidentiality or in professionalism and/or integrity.	Displays high standards of honesty and integrity in all interactions. Respects confidentiality norms. Effectively resolves conflict using appropriate communication, follows the district chain of command.	Serves as a model of professionalism and is able to share with colleagues best practices about confidentiality and ethics.
<b>4f: Displaying a positive work ethic</b>	Has regular episodes of failing to be punctual, present, or prepared to start work in an appropriate manner.	Usually can be relied on to be punctual, present, or prepared to start work in an appropriate manner.	Consistently relied on to be punctual, present, and prepared to start work in an appropriate manner. Works well under pressure.	Can be relied on in any circumstance; commits themselves to tasks that take a large amount of time and/or personal investment.

## District 300 Media Paraeducator Framework

### Domain 1: Preparation and Job Skills

Component	Level of Performance			
Performance Continuum	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating knowledge of current trends in library media practice, information technology, and literature</b>	Demonstrates little or no understanding of library and information science, of current trends of practice in information technology, and displays little or no knowledge of age-appropriate literature.	Demonstrates limited knowledge of literature and of current trends in practice and information technology.	Demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, demonstrates rich understanding of literature and of current trends in information technology.
<b>1b: Demonstrating knowledge of the school's program and student information need within that program</b>	Demonstrates little or no knowledge of the school's program and of students' needs for information skills within that program.	Demonstrates basic knowledge of the school's program and of students' needs for information skills within that program.	Demonstrates thorough knowledge of the school's program and of students' needs for information skills within that program.	Takes a leadership role within the school to articulate the needs of students for information technology within the school's academic program.
<b>1c: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</b>	Demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.

## District 300 Media Paraeducator Framework

### Domain 2: Supports the Learning Environment

Component	Level of Performance			
	Performance Continuum	Unsatisfactory	Basic	Proficient
<b>2a: Creates an environment of trust and respect</b>	Interactions between the paraeducator and students are negative, inappropriate, and/or characterized by sarcasm, put-downs, or conflict.	Interactions are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity.	Interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Interactions are highly respectful, and reflect genuine warmth/ caring toward individuals. As a result of direct support from the paraeducator, students maintain high levels of civility among members of the class.
<b>2b: Establishing a culture for investigation and appreciation of literature</b>	Conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Goes through the motions of performing the work of the position, but without any real commitment to it.	In interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	In interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature.
<b>2c: Establishing and maintaining library procedures</b>	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation.
<b>2d: Ability to effectively employ a variety of strategies that reinforce positive behavior</b>	Has limited knowledge and is unable to demonstrate a variety of strategies that reinforce positive behavior.	Has some knowledge and with support, is able to implement some strategies that reinforce positive behavior.	Has an understanding and is able to demonstrate a variety of strategies that reinforce positive behavior.	Demonstrates a variety of strategies that reinforce positive behavior. Identifies what occurs before, during, and after behavior. Uses positive strategies to change behavior. Collaborates, when appropriate, with other staff using district provided tools to collect student behavior data for individual student needs.
<b>2e: Responsible for assisting with the health, safety, and welfare of students and the library/media environment</b>	Limited awareness of health & safety factors that affect the student health and/or the teaching and learning environment. Does not recognize and report conditions, which may be potentially unsafe. Does not contribute to the organization and cleaning of the physical space resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Efforts to make use of the physical environment are inconsistent, resulting in occasional confusion. Needs direction to identify factors affecting the safety of the learning environment; to recognize and report potentially unsafe conditions; examine and implement ways to improve the learning environment.	Consistently identifies factors that affect the safety and the learning environment; reports conditions that may potentially be unsafe. Makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Is proactive about problem solving factors related to the health, safety, and welfare of the classroom environment. Makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

## District 300 Media Paraeducator Framework

### Domain 3: Delivery of Services/Accommodations (Instruction)

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Maintaining and extending the library collection and managing district materials, including textbooks, in accordance with the school's needs and budget limitations</b>	Fails to adhere to district or professional guidelines in managing district materials and/or selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Partially successful in attempts to adhere to district or professional guidelines in managing district materials and/or selecting materials, to weed the collection, and to establish balance.	Adheres to district or professional guidelines in managing district materials and/or selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Selects materials for the collection thoughtfully and in consultation with Media Specialist/Administration, and periodically purges the collection of outdated material. Collection is balanced among different areas. Manages district materials effectively, following all district guidelines.
<b>3b: Collaborating with school and district staff to support the development and resources for instructional units and lessons</b>	Declines to collaborate with staff to support the development and resources for instructional units and lessons.	Collaborates with staff to support the development and resources for instructional units and lessons when specifically asked to do so.	Initiates collaboration with staff to support the development and resources for instructional units and lessons.	Initiates collaboration with staff to support the development and resources for instructional units and lessons, locating additional resources from sources outside the school.
<b>3c: Engaging students in utilizing the media center and learning information skills</b>	Students are not engaged in utilizing the media center and in learning information skills because of poor organization, poor grouping strategies, or inappropriate materials.	Only some students are engaged in utilizing the media center and in learning information skills due to inconsistent organization, grouping strategies, or partially appropriate materials.	Students are engaged in utilizing the media center and in learning information skills because of effective organization, grouping strategies, and appropriate materials.	Students are highly engaged in utilizing the media center and in learning information skills and take initiative in ensuring the engagement of their peers.
<b>3d: Assisting students and staff in the use of technology and resources in the library/media center</b>	Declines to assist students and teachers in the use of technology and resources in the library/media center.	Assists students and teachers in the use of technology and resources in the library/media center when specifically asked to do so.	Initiates sessions to assist students and teachers in the use of technology and resources in the library/media center.	Proactive in initiating sessions to assist students and teachers in the use of technology and resources in the library/media center.

## District 300 Media Paraeducator Framework

### Domain 4: Professional Responsibilities and Development

Component	Level of Performance			
	Performance Continuum	Unsatisfactory	Basic	Proficient
<b>4a: Reflecting on practice</b>	Shows little or no evidence of thinking about the programs, practices, or students, or the reflections are inaccurate or self-serving.	Occasionally show evidence of thinking about or reflecting on programs, practices, or students; however, seldom contributes insights or suggestions and with only global improvement suggestions.	Reflects on experiences with students. Provides an accurate, objective description of practice, citing positive and negative characteristics. Makes some specific suggestions about how the support program might be improved.	Reflections on practices and programs are highly accurate and a constant source of new ideas and improvements based on student needs. Shows an attitude of action; researching is a frequent habit.
<b>4b: Preparing and submitting reports, budgets and maintaining inventory control</b>	Ignores requests when preparing orders, budgets, or reports, or does not follow established procedures. Inventories and reports are inaccurate or routinely late.	Efforts to prepare orders, budgets, or reports are partially successful, responding sometimes to requests and following procedures. Inventories and reports are sometimes inaccurate or sometimes submitted on time.	Incorporates requests when preparing orders and budgets and follows established procedures. Inventories and reports are accurate and submitted on time.	Anticipates needs when preparing orders and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are accurate and submitted on time.
<b>4c: Relationships with others</b>	Relationships with students, staff and administrators are negative or self-serving. Unwilling to participate as a school team member or is negative in team interactions.	Maintains cordial relationships with students, staff and administrators to fulfill the duties that the school district requires. Attempts to participate as a school team member but may do so inconsistently.	Support and cooperation characterizes relationships with students, staff and administrators. Participates as a school team member.	Support and cooperation characterizes relationships with students, staff and administrators. Takes initiative in assuming leadership among peers. Participates as a school team member, including leadership role as needed.
<b>4d: Participating in professional learning opportunities</b>	Avoids professional learning opportunities; has not participated in new learning during the past few years.	Participates in professional learning opportunities reluctantly and only when asked. Shows little evidence of applying the new learning.	Seeks out professional learning opportunities and applies their learning to his/her work.	Shares outcomes of his/her learning opportunities, and assumes a leadership role in a school project to help others.
<b>4e: Showing integrity, professionalism, and confidentiality</b>	Has trouble maintaining confidentiality, or has made errors in judgment about how to show professional integrity.	Infrequent lapses have occurred in maintaining confidentiality or in professionalism and/or integrity.	Displays high standards of honesty and integrity in all interactions. Respects confidentiality norms. Effectively resolves conflict using appropriate communication, follows the district chain of command.	Serves as a model of professionalism and is able to share with colleagues best practices about confidentiality and ethics.
<b>4f: Displaying a positive work ethic</b>	Has regular episodes of failing to be punctual, present, or prepared to start work in an appropriate manner.	Usually can be relied on to be punctual, present, or prepared to start work in an appropriate manner.	Consistently relied on to be punctual, present, and prepared to start work in an appropriate manner. Works well under pressure.	Can be relied on in any circumstance; commits themselves to tasks that take a large amount of time and/or personal investment.

## **PROFESSIONAL ASSISTANCE PLAN**

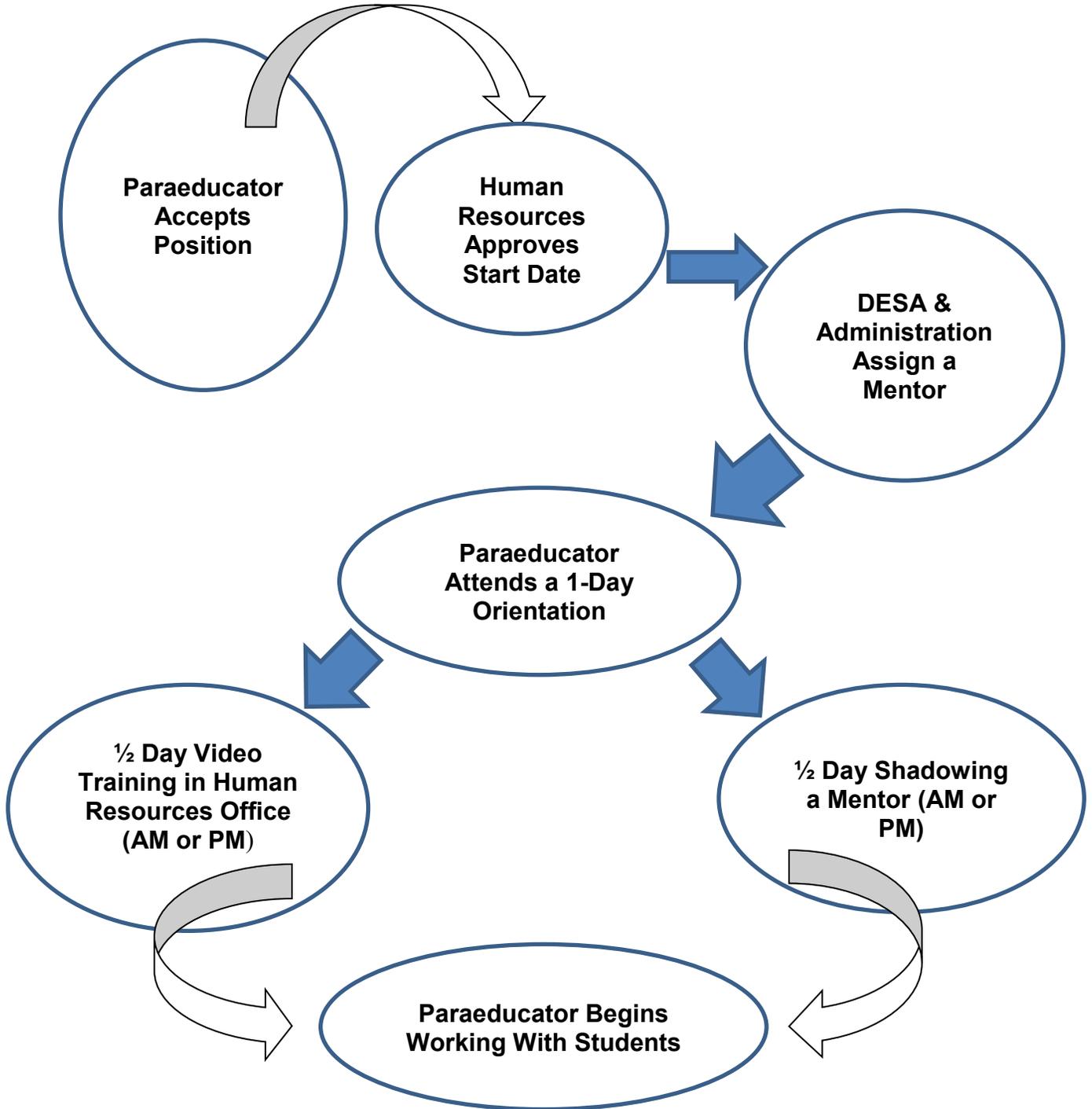
**Please see Frontline for the applicable professional assistance plan.**

**EXTENDED SCHOOL YEAR EVALUATION FORM**

**Please see Frontline for the applicable extended school year evaluation form.**

**APPENDIX E**

**ORIENTATION FLOW CHART**



**APPENDIX F**

**PROFESSIONAL/BENEFIT DAY REQUEST FOR DESA EMPLOYEES**

After entering your absence in SmartFind, complete this form; save completed form to your computer, then email as an attachment to your immediate supervisor.

TO: \_\_\_\_\_

FROM: \_\_\_\_\_

EMPLOYEE ID#: \_\_\_\_\_

BUILDING or DEPT: \_\_\_\_\_

DATE SUBMITTED: \_\_\_\_\_

SMARTFIND JOB CODE: \_\_\_\_\_

**REASON FOR ABSENCE:**

**Illness**

Date(s) Requested \_\_\_\_\_

**Personal Day(s)**

Date(s) Requested \_\_\_\_\_

**Jury Duty**

Date(s) Requested \_\_\_\_\_

**Military Absence**

Date(s) Requested \_\_\_\_\_

**Bereavement**

Date(s) Requested \_\_\_\_\_

**Long-Term Leave with**

**Explanation**  
Date(s) Requested \_\_\_\_\_

**Employee Signature** \_\_\_\_\_

**Supervisor/Principal Signature** \_\_\_\_\_

**Date Approved** \_\_\_\_\_ **Date Denied** \_\_\_\_\_

---

**Email completed form to your immediate supervisor for approval; if absence is not approved, delete in SmartFind**

**APPENDIX G**

**GRIEVANCE REPORT FORM DISTRICT 300 LEVEL ONE**

GRIEVANT: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

Date Cause of Grievance Occurred: \_\_\_\_\_

Statement of Grievance:

Applicable provisions of Agreement of Board Policy:

Relief Sought:

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

RESPONSE OF IMMEDIATE SUPERVISOR:

Signature

Date

**APPENDIX H**

**REQUEST FOR APPROVAL OF TUITION REIMBURSEMENT – DESA**

NAME \_\_\_\_\_  
EMPLOYEE ID \_\_\_\_\_  
CURRENT ASSIGNMENT \_\_\_\_\_  
BUILDING \_\_\_\_\_

**STEP I PRE-APPROVAL:**

1. Check Appropriate Program/Course of Study:  
\_\_\_\_\_ Bilingual Education  
\_\_\_\_\_ Special Education  
\_\_\_\_\_ Early Childhood\_Special Education
2. Complete Accredited Institution Information  
College/University \_\_\_\_\_  
Semester (check all that apply) \_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer
3. Attach Course description for classes being requested for pre-approval.
4. Submit this form with attached information to Human Resources

**Must submit no later than 30 Days PRIOR to start of course. May receive reimbursement up to a maximum of nine (9) credit hours per fiscal year (July-June) at \$86 per credit hour. Course work must be offered by an accredited institution.**

_____ Approved	
_____ Denied (Reason): _____	
_____	
Assistant Superintendent of HR Signature _____	Date _____

**STEP II**

- To receive tuition reimbursement you must receive a Grade of “B” or above.
- Within thirty (30) Days following completion of the course, submit documentation of course completion along with your pre-approval to Human Resources.
- The District will provide reimbursement within 30 days of receipt of the documentation.

<b><u>HR DEPARTMENT USE ONLY</u></b>	
_____	
Date documentation Received by HR _____	Signature (HR Department) _____
Date Submitted to Payroll _____	

**APPENDIX I**

**SOCIAL MEDIA SITE AUTHORIZATION FORM**

Employees of CUSD300 who wish to create and maintain an official District or school presence (sports, clubs, activities, and classroom accounts) on any social media site must have a copy of this completed form on file in the school/department supervisor's office, and a copy submitted to the District's Communications Department, prior to a social media site's activation. Either a hard copy or .pdf copy filed electronically is acceptable.

Note: Once authorized by a school principal or department supervisor, the social media site administrator and their supervisor are fully responsible for regular monitoring of the site, appropriate online conduct and adhering to the district's official Social Media Guidelines.

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

Dept. or School Site: \_\_\_\_\_

Employee Name: \_\_\_\_\_

ID: \_\_\_\_\_

Employee Title: \_\_\_\_\_

District e-mail: \_\_\_\_\_

Nature of request:

Website/page:

\_\_\_\_\_

Blog:

\_\_\_\_\_

Other: \_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_

Other: \_\_\_\_\_

Purpose of presence on social media site: \_\_\_\_\_

SITE ACCOUNT INFORMATION: E-mail address or link associated with site: \_\_\_\_\_

User name: \_\_\_\_\_ Password: \_\_\_\_\_

All individuals with site account access:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

AUTHORIZATION BY SCHOOL PRINCIPAL OR DEPARTMENT SUPERVISOR:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

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

\*New Facebook/social media sites must be created as a "Business" or "Place" – "Personal" sites are not acceptable for conducting official district or school business. As a requirement, the district Communications Department must be named as a site administrator by granting administrator access to: Anthony.McGinn@D300.org, only for the purpose of emergency access. The social media site's sponsor/administrator and school principal/department supervisor are 100% responsible for monitoring the site and adhering to the District's official Social Media Guidelines.

## APPENDIX J

### MEMORANDUM OF UNDERSTANDING

#### Memorandum of Understanding (MOU)

#### Community Unit School District 300 (D300) and District 300 Educational Support Association (DESA)

Memorandum of Understanding regarding the addition of Academic Classroom Tutors (ACT) funded via federal funds tied to the economic assistance due to the current COVID 19 Pandemic. **Elementary and Secondary School Emergency Relief Fund** or **ESSER Funds** and the emphasis of these positions is to assist students in their educational loss due to the COVID Pandemic.

Whereas Community Unit School District 300 ("District 300") and District 300 Educational Support Association ("DESA") are parties to a Collective Bargaining Agreement that is effective from July 1, 2021 through June 30, 2024 and subsequent extensions as approved by the CUSD 300 Board of Education.

Whereas the Parties acknowledge that the ACT positions will be added as D300 employees governed under the current DESA CBA and;

Whereas the employees classified as ACT will funded via ESSER Funds and;

Whereas the employees classified as ACT will work ONLY identified student attendance dates as per the approved BOE school calendar, and

Whereas the employees classified as ACT will workday will end at 12:00PM (noon) on early release dates, and;

Whereas the employees classified as ACT will have a 5 hour work day from 8:30AM to 1:30PM and;

Whereas the employees classified as ACT will be entitled to a 15 minute work break during their 5 hour work day and;

Whereas the employees classified as ACT will not be eligible for the district provided fringe benefits (Health Insurance Benefits) under the current CBA between D300 and DESA and;

Whereas the employees classified as ACT will have a Level C Classification for salary level purposes and;

Whereas the employees classified as ACT will not be required to hold a Professional Educator License with Stipulations or Paraprofessional License to perform the ACT job and;

Whereas the employees classified as ACT will be released in accordance to the RIF language in the CBA upon the conclusion of the availability of the ESSER Funds and;

Whereas the employees classified as ACT who hold a Professional Educator License with Stipulations or Paraprofessional License will be allowed to follow the mandatory and voluntary transfer process as per the CBA and;

Whereas the employees classified as ACT will have a seniority date as first hired into the ACT position and;

Whereas the employees classified as ACT will have a different job description which is not part of the current CBA but it is included in this document.

The parties hereby agree that the District will be able to implement the changes aforementioned to successfully continue the implementation of the approved educational plan for the 2021-2022 School Year.

  
Michele Meyer, President  
District 300 Educational Support Association

8/23/2021  
Date

  
Eberto Mora, Assistant Superintendent- HR  
Community Unit School District 300

8/23/2024  
Date

### **ACT Job Description:**

**Job Purpose:** Support the academic programs for primary grade level students by focusing on supporting the students' academic needs and learning loss due to the gaps in face to face instruction during the pandemic.

#### **Essential Job Duties:**

- Assist with class preparations to support the academic success of each student.
- Provide individual and/or small group instruction in all facets of the curriculum under the direction of the classroom teacher.
- Assist with the student development of organizational and study skills.
- Implement and monitor a behavior management program outlined in the classroom.
- Assist in monitoring and documenting the students' classroom academic performance and behavior.
- Maintain effective communication with school staff.
- Other duties as assigned by the principal or designee as relates to this job description.

#### **Qualifications:**

- A desire to work with young students.
- Excellent written and verbal communication skills as identified in the interview process.
- A willingness to be trained in and utilize technology, including specific assistive technology.
- The willingness to learn and apply district initiatives designed to improve student academic achievement and monitor their progress.
- The willingness to learn and apply district training and initiatives to ensure a safe educational environment.
- Must demonstrate the ability to be flexible in the educational environment and with individual student needs delivering appropriate support as needed.
- Must enforce the District and School Policies and Procedures.

**Disclaimer:** This description reflects the assignment of essential functions at the time of creation; it does not restrict the district administration to collaborate along with the DESA president regarding the ability to assign or reassign tasks consistent with the job purpose.