LISLE COMMUNITY UNIT SCHOOL DISTRICT 202
BOARD ROOM
5211 CENTER AVENUE
LISLE, ILLINOIS 60532
Board of Education Meeting
October 23, 2023
7:30 PM

Members of the public are welcome to attend all Lisle Community Unit School District 202 Board of Education meetings, including those held via video conferencing. Anyone wishing to view the meeting or provide comments is encouraged to review the information below.

In-Person Meeting Viewing: Guests are welcome to attend the meeting in-person in the Board Room.

Remote Meeting Viewing: The proceedings of the meeting will be streamed live and can be viewed using the following link: http://www.youtube.com/c/LisleDistrict202. Guests will join the meeting in view-only mode and will not be seen or heard in the meeting. A recording of the meeting will also be available on the School District website.

Public Comment: Public comments can be made in person or via email at publiccomment@lisle202.org. Comments must be received by 5:00 p.m. on the day on which the meeting is held. Comments submitted by the deadline will not be read aloud during the meeting, but rather will be provided to the School Board before the start of the meeting and will become part of the meeting record.

Please see the "Meeting Dates, Agendas and Minutes" page for links to the Board of Education meeting agendas, minutes and video feeds.

AGENDA

1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Reading of Mission Statement
4. Public Comment
5. **ACTION ITEMS**
   - A. Consent Agenda:
     - (1) Board Meeting Minutes 3
     - (2) Payroll Pay Orders 9
     - (3) Vendor Pay Orders 30
     - (4) Personnel
       - a. Certified Resignation 47
       - b. Classified Employment 48
       - c. Classified Resignation 50
     - (5) FY2024 School Maintenance Project Grant 51
6. **FINANCIAL INFORMATION** - The Board Acknowledges Receipt of the following Reports
   - A. Financial Report 54
   - B. Treasurer Report 55
   - C. Investment Concentration & Collateral Report - 09/30/2023 56
7. **DISCUSSION ITEMS**
   - A. Lisle Junior High School Improvement Plan 64
   - B. Licensed Job Descriptions 114
   - C. Board Direction - Resolutions for IASB Delegate Voting at November Joint Conference 480
   - D. Public Comment Policy and Protocol 481
   - E. Freedom of Information Request(s) 482
   - F. Superintendent's Report 486
8. **COMMITTEE REPORTS**
   - A. Educational Equity & Excellence (E3) - Did not meet
   - B. Facility Master Planning - Did not meet
   - C. Finance - See Finance Agenda

D. Policy - Did not meet
E. Vision 202 - Did not meet

9. **BOARD REPRESENTATIVE REPORTS**
   A. Home and School Organization 489
   B. IASB Delegate to Board
   C. Intergovernmental 490
   D. Legislative Education Network of DuPage (LEND) - Did not meet
   E. Lisle Education Foundation - Did not meet
   F. School Association for Special Education in DuPage (SASED) 492
10. Agenda Topics for Future Board Meetings
11. Adjournment

FOR ACTION

Lisle Community Unit School District 202
Board of Education Meeting
October 23, 2023

SUBJECT: Approval of Board of Education Meeting Minutes

SUGGESTED MOTION: That the Board of Education approve the minutes from the September 25, 2023 meeting.

LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202
BOARD OF EDUCATION
REGULAR MEETING MINUTES
September 25, 2023

Record of Minutes of the Regular Meeting of the Board of Education of Lisle Community Unit School District 202, DuPage County Illinois, which was held in the Board Room of the Administrative Offices at 5211 Center Avenue Lisle, IL on September 25, 2023.

The meeting was called to order at 7:30 p.m. by President Ahlmann.

Present:	Pam Ahlmann Kate Foster Eunice McConville Steve Lesniak Greg Nagler Randee Sims
Absent:	Dan Helderle
Also Present:	Keith Filipiak, Superintendent Linda Kotalik, Assistant Superintendent Dave Wilkinson, Director of Finance Jen Law, Director of Student Services

The Pledge of Allegiance was recited.

Mrs. Ahlmann read the District Mission Statement.

Academic Excellence - National Merit Recognition

- Lisle High School Seniors Elijah Candler and Soren Martin have been recognized by the National Merit Scholarship Program as Commended Students and Sriram Koritala and Anika Mutum have been recognized by the National Merit Scholarship Program as Semifinalists.
- The Board extended their congratulations to each student, along with wishes for continued success.

Public Hearing for the FY2024 Budget

The Public Hearing was held concerning the adoption of the FY2024 Budget, reflecting estimated direct revenues of $43,060,656 and estimated direct expenditures of $41,913,258. The cash balance of funds related to the District's operational levy was $36,977,396 as of July 1, 2023. Discussions of the FY2024 Budget began at the June 2023 Finance Committee Meetings. There were no additional questions or comments.

Public Hearing - Public Comment

- None

The Public Hearing for the FY2024 Budget closed at 7:44.

Public Comment

- Ray Sojka - Policy
- Willis Kidd - Rebuttal of Board Comment

Consent Agenda

Motion by Mrs. Sims, seconded by Mr. Lesniak
TO APPROVE/ACCEPT THE FOLLOWING CONSENT AGENDA ITEMS AS PRESENTED;

- Minutes of the Regular and Closed Session of August 28, 2023
- Minutes of the Special Meeting and Closed Session of September 18, 2023
- August 2023 Payroll Pay Orders in the amount of $1,581,679.62
- August 2023 Vendor Pay Orders in the amount of $1,442,860.65
- Personnel:
  - Certified Leave Request
    - Stephanie Slade, Grade 1 Elementary Teacher, at Lisle Elementary School, requests 12 weeks of FMLA Leave to begin in December 2024.
  - Classified Employment
    - Andrew Beck, Part-Time Evening Custodian at Lisle Elementary School, will be placed at Step 3, ($ 20.54/hr.).
    - Zachary Palomo, Paraprofessional at Lisle Senior High School, will be placed at Step 1 ($17.51/hr.).
  - Classified Resignation
    - Timothy Wingelnik, Head Custodian at Lisle Elementary School, has submitted his resignation to be effective September 29, 2023.
  - Non-Bargaining Unit Resignation
    - Tracey Prosser, Payroll and Benefits Manager in District Office, has submitted her resignation effective September 15, 2023.
  - Extra-Duty Employment
    - Monica Blatchley, Assistant Science Olympiad Coach at Lisle Junior High School. She is placed at Category IV, Level 2 (Step 4, $ 5,230).
    - Matthew Finn, Assistant Scholastic Bowl Sponsor at Lisle Senior High School. He is placed at Category VIII, Level 1 (Step 1, $ 1,428).
    - Ashley Gieschen, Assistant Fall Drama Director at Lisle Senior High School. She is placed at Category IV, Level 3 (Step 7, $ 3,807).
    - Daniel Keeling, Fall Drama Director at Lisle Senior High School. He is placed at Category III, Level 3 (Step 7, $ 4,283).
    - Yousef Matariyeh, AFS Sponsor at Lisle Senior High School. He is placed at Category II, Level 5 (Step 13+, $ 6,275).
    - Andrew Sergeant, Auditorium Manager at Lisle Junior High School. He is placed at Category VI, Level 1 (Step 1, $ 952).

        - Jim Stellmacher, Fall Play Lights and Sound Technician at Lisle Senior High School. He is placed at Category VI, Level 3 (Step 7, $ 3,138).
        - Wilson, Haley, Choral Ensemble Club Sponsor at Lisle Junior High School. She is placed at Category VI, Level 1 (Step 1, $ 1,046).
        - Wilson, Haley, Choir Director at Lisle Junior High School. She is placed at Category IV, Level 1 (Step 1, $ 2,092).
    - Adoption of FY2024 Budget
    - Administrative Support Staff Compensation Plan
    - Recognition of Booster Organizations
    - Report on Shared Services or Outsourcing
    - Snow Removal Services Bid Addendum - SY 2023-2024
    - Learning Environment Supervisor - Job Description
    - Musical Instruments and Equipment Bid

Answering to a roll call vote:
AYE: Sims, Lesniak, McConville, Foster, Nagler, Ahlmann
NAY: None
Motion carried 6-0

Financial Information

The Board Acknowledges Receipt of the following Reports:

- August 2023 Financial Report
- August 2023 Treasurer's Report
- Compensation Reports

Discussion Items

Lisle Elementary School - School Improvement Plan

The Lisle Elementary School Administrative Team shared information regarding academic progress, social emotional support systems, and their building goals.

- The administration reviewed the progress toward the 2022 Top 5 Areas of Focus.
- Preliminary 2023 Illinois Assessment of Readiness results showed a significant increase in English Language Arts performance at all grades and a slight overall decrease in math.
- Fall iReady assessment results indicate that the strong majority of students are ready to learn the grade level content.
- The administration shared information about the curricular progression in English Language Arts and Math and, in each of the subject areas, the academic skills expected at each grade level build to prepare students for the transition to the next grade level.
- Information about the way the assessment data informs curricular decisions as well as instructional approaches was discussed. IAR, iReady, and classroom assessments are used to inform the levels of support or enrichment provided to assist students in their academic growth.
- A variety of supports have been implemented to further develop a positive school culture as well as support student social-emotional growth such as Second Step, common building expectations, responsive classroom, safety protocols, and attendance support.
- The administration presented information about the 5Essentials Survey results.
- The administration addressed numerous Board member questions throughout the presentation.

Freedom of Information Request(s)

The District received Freedom of Information Act request(s) from the following individual(s):

- Don Krause
- Sheri Reid, SmartProcure

Superintendent Report

- See BoardBooks for full report.

Committee Reports

Board Committee Report summaries are located in BoardBooks unless otherwise indicated.

- Educational Equity & Excellence (E3) - Did not meet
- Facility Master Planning – Did not meet
- Finance Committee - See Finance Agenda in BoardBooks
- Policy Committee – Did not meet
- Vision 202 - Did not meet, a future meeting will be scheduled to discuss feedback collected and plans for this year.

Board Representative Reports

Board Representative Report summaries are located in BoardBooks unless otherwise indicated.

- Home and School Organization - Did not meet
- IASB Delegate to Board - Did not meet, Mr. Helderle will request feedback and present the updated resolutions for discussion at a future meeting. The Dupage Division Dinner is October 3rd - Each district will have an important opportunity to send a Governing Board Representative to cast its district vote during the Election of Officers for 2023-2025 - Mrs. McConville is on the ballot. The IASB Joint Annual Conference is November 17-19th. In related information, the Annual Law Conference is September 20th. The Board will be recognized at the IASB Division Dinner and at the Annual Conference for achieving the School Board Governance Recognition. The Lisle 202 Board is one of 45 out of 852 Illinois school districts to earn this recognition. For the Starting Right–Board Self Evaluation workshop Next Steps - Board will discuss which data to review and monitor at the November meeting; discuss protocols and norms in January with final review in February to align with the Code of Conduct and Agreed Upon Norms six-month review.
- Intergovernmental - Did not meet, a Board member highlighted Ellie DeBuhr, a former graduate, who has a current display of her art at the Lisle Library.
- Legislative Education Network of Dupage (LEND)
- Lisle Education Foundation - Did not meet
- SASED - Did not meet

Future Agenda Topics

- Junior High facilities discussion
- Procedure for response to Public Comment

Motion to Adjourn

At 9:09 p.m., motion by Mr. Nagler, seconded Mrs. Sims
THAT THE MEETING BE ADJOURNED.
The motion carried with a voice vote of 6-0

ATTEST:

_____ _____
President Secretary

LISLE COMMUNITY UNIT SCHOOL DISTRICT #202

PAYROLL PAY ORDERS

This is to certify that the Board of Education of Lisle Community Unit School District No. 202 ratified the following payroll pay orders: October 23, 2023

PAYROLL CHECKS ISSUED	Beginning	120552	and Ending	120552
	Beginning	120680	and Ending	120680
PAYROLL ACH DEPOSIT	Beginning	9000043474	and Ending	9000043760
	Beginning	9000043788	and Ending	9000044078
PAYROLL ACH VOID	Beginning	n/a	and Ending	n/a

FUND DISTRIBUTION

EDUCATIONAL	$ 1,599,497.56
OPERATIONS & MANTENANCE	$ 103,479.23
DEBT SERVICES	$ -
TRANSPORTATION	$ 4,929.68
IMRF/SOCIAL SECURITY	$ -
CAPITAL PROJECTS	$ -
WORKING CASH	$ -
TOTAL	$ 1,707,906.47

President - Board of Education _____ Date _____

Secretary - Board of Education _____ Date _____

Payroll Run Check Listing for Board

Payroll 09/15/2023 — Lisle CUSD 202

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
120552	Schmidt, Oliver	800	1,110.39	970.48
9000043474	Buchholz, Marilyn	000	1,918.92	1,180.54
9000043475	Engler, Jennifer R	000	5,341.48	3,499.37
9000043476	Filipiak, Keith	000	9,321.67	5,273.54
9000043477	Hinton, Jeffery	000	4,989.58	2,976.08
9000043478	Kempher-Kotalik, Linda	000	8,380.33	4,175.89
9000043479	Law, Jennifer S	000	7,188.88	4,864.57
9000043480	McCormick, Jennifer	000	2,157.13	571.21
9000043481	Metoyer, Marielle	000	2,368.60	1,707.29
9000043482	Navarro, Lawrence M	000	2,253.45	1,511.93
9000043483	Prosser, Tracey	000	2,906.97	1,807.00
9000043484	Rich, Mary Beth	000	3,412.93	2,393.88
9000043485	Schalk, Trent J	000	3,236.13	1,800.65
9000043486	Tsamis, Anna	000	3,746.60	1,359.85
9000043487	Van Volkenburg, Nancy L	000	3,332.33	2,147.15
9000043488	Wilkinson, David	000	6,822.00	3,832.06
9000043489	Anderson, Erik D	100	3,846.71	3,167.48
9000043490	Anderson, Herbert	100	4,750.92	3,550.76
9000043491	Bamboat, Darius	100	3,926.04	2,971.11
9000043492	Bates, Kassi	100	356.92	329.61
9000043493	Brady, Jennifer L	100	3,846.73	3,003.15
9000043494	Buchelt, Jordan	100	911.40	693.55
9000043495	Burdett, Paul	100	2,078.67	1,272.92
9000043496	Bylsma, Nathan	100	4,560.58	3,352.43
9000043497	Bylsma, Svea	100	4,719.17	3,369.17
9000043498	Chandhok, Mona A	100	3,172.58	2,623.91
9000043499	Ciardiello, Chelsea	100	325.00	290.05
9000043500	Clarke, Jeannette	100	3,846.71	2,971.14
9000043501	Costello, Sheri	100	5,208.38	3,875.80
9000043502	Cracco, Catherine	100	2,640.20	1,934.94
9000043503	Czyl, Maureen	100	1,209.27	808.26
9000043504	Davis, John	100	6,305.47	5,054.18

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043505	Derby, Michelle	100	3,727.79	2,420.24
9000043506	Dillard, Cory	100	5,345.79	4,126.65
9000043507	Dodge, Cynthia	100	1,032.15	866.96
9000043508	Ebert, Martine	100	1,020.08	852.93
9000043509	Ferenzi, Daniella	100	1,503.33	1,190.63
9000043510	Finn, Matthew	100	971.40	610.41
9000043511	Fitzgerald, Karen	100	2,231.13	519.68
9000043512	Foley, Allyson	100	2,942.54	2,345.88
9000043513	Gansberg, Michele	100	1,192.75	756.42
9000043514	Glavach, Jessica	100	3,481.88	2,657.12
9000043515	Griffin, Chasity	100	865.83	734.71
9000043516	Gucciardo, Anjanette	100	4,164.00	3,302.12
9000043517	Gumina, Scott	100	5,353.68	3,607.83
9000043518	Hall, Jacqueline	100	927.68	536.96
9000043519	Hamann, Kelly	100	3,846.71	1,300.72
9000043520	Hamilton, Mary Pat	100	970.78	620.36
9000043521	Hardy, Venessa	100	4,838.15	3,121.27
9000043522	Hawley, Ashley	100	2,500.38	1,900.94
9000043523	Hochstetter, Judith	100	1,565.95	1,086.45
9000043524	Holmes, Steven	100	1,895.40	1,388.09
9000043525	Honzel, Robin	100	4,877.83	1,829.51
9000043526	Howard, Jeffrey	100	8,595.42	5,971.79
9000043527	Irvine, Karin	100	4,520.92	2,563.47
9000043528	Jaegle, Christine A	100	4,060.92	3,249.51
9000043529	Jaegle, Ronald	100	5,401.30	3,345.48
9000043530	Jenkins, David A	100	2,014.20	1,451.72
9000043531	Jensen, Christine	100	3,997.42	3,333.87
9000043532	Kehoe, Debra	100	4,877.83	3,543.60
9000043533	Kerrn, Erin	100	4,282.92	3,024.23
9000043534	Korienek, Caitlin	100	3,561.23	2,443.62
9000043535	LaScala, Mark	100	4,758.83	3,472.56
9000043536	Maldre, Sarah	100	4,227.41	2,888.95

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043537	Marcum, Thomas C	100	5,169.58	4,187.21
9000043538	Martinez, Brian	100	1,842.53	1,345.19
9000043539	Matariyeh, Yousef	100	6,456.15	4,709.80
9000043540	Meyer, Kendra	100	4,808.88	3,647.93
9000043541	Milinki, Jennifer	100	4,833.31	3,496.90
9000043542	Multhaupt, Courtney	100	5,639.23	4,313.84
9000043543	Musbach, Darlene	100	4,520.92	2,815.67
9000043544	Novak, Emily	100	4,282.97	2,739.64
9000043545	Ogan, Elizabeth	100	4,877.83	3,810.54
9000043546	O'Hara, James	100	4,153.92	3,238.73
9000043547	Palomo, Zachary	100	837.56	601.29
9000043548	Perez, Kevin E	100	3,688.13	2,833.10
9000043549	Perretta, Mia	100	4,401.92	3,257.88
9000043550	Polinski, Michael	100	3,331.21	2,515.10
9000043551	Pomatto-Zimmerman, Jennifer	100	5,209.25	4,202.60
9000043552	Provenzano, Lisa	100	1,234.35	787.40
9000043553	Renguso, Amy	100	3,759.50	2,762.17
9000043554	Sanko, April	100	5,504.40	3,799.06
9000043555	Santoro, Angela Marie	100	1,703.54	1,412.11
9000043556	Schmidt, Holly	100	674.18	632.73
9000043557	Schwartz, Rebecca	100	5,163.35	3,803.67
9000043558	Shum (Ng), Joanna	100	3,608.79	2,397.82
9000043559	Smith, Justin	100	4,322.63	3,395.87
9000043560	Steben, James	100	5,988.22	4,625.19
9000043561	Stelk, Scott	100	2,808.16	1,460.03
9000043562	Stellmacher, James M	100	4,346.39	3,305.78
9000043563	Stolte, Monica	100	1,665.60	1,550.13
9000043564	Strietelmeier, Katelyn	100	3,323.26	2,644.68
9000043565	Thome, Nicholas	100	2,278.36	1,162.10
9000043566	Todd, Adam	300	1,889.28	1,366.40
9000043567	Weissinger, Derek C	000	3,012.92	1,995.48
9000043568	Wolak, Brandon P	100	2,085.32	1,530.78

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043569	Woyna, Eric	100	3,891.71	2,745.94
9000043570	Woyna, Patrick	100	3,948.09	2,666.59
9000043571	Alexander, Jarvis	200	877.99	642.04
9000043572	Blatchley, Monica	200	4,651.79	933.18
9000043573	Bossenga, Emmy	200	4,481.25	2,825.02
9000043574	Braun, Katherine	200	3,545.35	2,580.91
9000043575	Broadus, Gretchen	200	3,767.46	3,135.63
9000043576	Burke, Felicia	200	3,648.46	3,072.18
9000043577	Byrne, Sharon	200	3,838.81	3,220.76
9000043578	Callaghan, Margaret	200	1,189.70	1,042.73
9000043579	Carr, Kristen	200	3,489.79	2,214.06
9000043580	Cerny, Marie	200	3,164.63	2,675.19
9000043581	Cerveny, Karen	200	3,688.13	2,702.64
9000043582	Chiappetta, Rebecca	200	1,684.65	1,478.78
9000043583	Dooley, Tara	200	1,044.75	681.77
9000043584	Erickson, Tor	200	4,543.54	3,433.82
9000043585	Fleischer, Daniel	200	853.61	650.34
9000043586	Grau, Jason	200	3,846.71	2,981.06
9000043587	Hazard, Jean	200	1,111.25	761.00
9000043588	Heap, Emily J	200	3,053.58	2,470.08
9000043589	Joy, Emma P	200	2,110.28	1,251.97
9000043590	Kearney, David	200	6,489.67	4,354.28
9000043591	Keigher, Natalie	200	4,348.38	3,157.26
9000043592	Kim, Paul	200	5,115.76	3,517.45
9000043593	Klepper, Mary	200	3,331.21	2,552.33
9000043594	Lemke, Nanette	200	1,054.51	715.13
9000043595	Leon, Miyax	200	2,732.35	2,244.61
9000043596	Lima, Valerie	200	1,195.94	790.33
9000043597	Lumsden, Jason	200	3,926.04	3,026.15
9000043598	Marriner, Carmen M	200	1,281.20	797.13
9000043599	McIntyre, Celeste	200	4,243.30	3,159.87
9000043600	McLear IV, Robert	200	4,164.00	3,286.42

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043601	Meyer, Peter	200	6,416.52	3,914.72
9000043602	Meyer, Phillip	300	3,648.45	2,795.26
9000043603	Miller, Jaime	200	3,323.26	2,475.69
9000043604	Murray, Caitlin	200	1,363.54	1,183.25
9000043605	Nelson, Kelli	200	5,109.85	3,708.30
9000043606	Norwood, Lindsay	200	4,241.58	3,444.20
9000043607	Oros, Natalie	200	4,005.38	2,909.10
9000043608	Park, Aimee	200	4,284.96	3,056.71
9000043609	Parra, Ashley	200	3,172.58	2,407.67
9000043610	Pilon, Erica	200	4,883.80	3,574.82
9000043611	Pivek, Elena	200	3,727.76	2,866.55
9000043612	Ptak, Jeff R	200	2,282.00	1,545.54
9000043613	Purtell, Maggie	200	2,557.92	2,169.68
9000043614	Rankin, Chrysan	200	2,847.38	2,259.95
9000043615	Reband, Jennifer	200	4,639.88	3,444.10
9000043616	Rohlicek, Daniel	000	2,101.67	1,403.02
9000043617	Sauer, Mary	200	3,719.84	2,932.97
9000043618	Schindler, Dorene	200	941.98	687.09
9000043619	Schmidt, Michael	200	5,988.22	4,242.48
9000043620	Schraub, Daniel	200	5,123.64	3,777.80
9000043621	Seastrom, Tamela	200	1,946.53	1,085.91
9000043622	Sergeant, Andrew H	200	2,031.42	1,468.27
9000043623	Slowiak, Vincent	200	4,045.04	2,677.83
9000043624	Smid, Jason	200	3,846.76	2,851.46
9000043625	Stevens, Patricia	200	4,996.80	3,615.61
9000043626	Twaddle, Debra	200	1,095.65	680.00
9000043627	Webber, Caitlyn	200	810.93	634.33
9000043628	Weissinger, Zachary T	200	1,898.86	1,217.98
9000043629	Wiertel, Jason	200	5,028.51	3,853.90
9000043630	Wilson, Haley	200	550.85	515.64
9000043631	Altic, Megan	300	3,833.04	2,668.93
9000043632	Barker, Eric	300	3,251.88	2,380.75

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043633	Barnett, Sophie	300	2,040.38	1,655.03
9000043634	Bell, Courtney	300	1,149.64	765.53
9000043635	Bonini, Susan	300	1,220.47	683.34
9000043636	Boss, Celia	300	1,333.54	1,155.62
9000043637	Campian, James, JR	300	3,172.58	2,260.10
9000043638	Carlson, Susan M	300	1,317.08	1,030.68
9000043639	Chavez, Daniel	300	1,670.25	1,070.33
9000043640	Clavelli, Lauren	300	3,893.46	2,930.58
9000043641	Collins, Courtney	300	2,934.63	2,268.08
9000043642	Cornyn, Mary Beth	300	563.66	447.64
9000043643	Cyrus, Richard	300	5,591.64	3,680.34
9000043644	Cyrus, Tonia	300	3,632.55	2,319.91
9000043645	Dahleen, Shayla	300	3,323.26	2,453.49
9000043646	Davis, Brianne	300	5,045.30	3,844.77
9000043647	Davis, Courtney	300	2,155.38	1,583.39
9000043648	Dawson, Rachel	300	3,878.42	2,744.71
9000043649	De Leo, Michaela	300	2,212.88	1,812.44
9000043650	Dineen-Hendricks, Kathleen	300	874.35	519.73
9000043651	Dorsch, Rachael	300	2,320.83	1,953.15
9000043652	DuBois, Heidi	300	3,370.88	2,549.39
9000043653	Edman, Kelly A	300	2,158.73	1,167.50
9000043654	Elting, Teresa	300	1,012.80	756.48
9000043655	Emde, John C, II	300	2,733.80	1,002.02
9000043656	Frale, Alexa	300	1,982.83	1,685.12
9000043657	Gibson, Kayla	300	3,362.92	2,604.43
9000043658	Gilbert, Jennifer	300	3,053.58	2,426.23
9000043659	Gomez, Benigno	200	1,914.47	1,319.59
9000043660	Graff, Patrick	300	4,399.47	3,472.65
9000043661	Han, Jieun	300	3,093.25	2,458.27
9000043662	Hausler, Linda	300	3,688.13	2,613.66
9000043663	Heneghan, Dipti	300	1,044.75	830.32
9000043664	Herrmann, Mary Jo	300	1,042.25	684.93

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043665	Hicks, Dena	300	4,711.27	3,287.91
9000043666	Hill, Anna	300	2,542.00	1,838.94
9000043667	James, Lauren	300	3,085.30	2,375.96
9000043668	Jezyk, Anna	300	3,657.62	2,650.15
9000043669	Johnson, Diane	300	4,877.83	2,270.86
9000043670	Jung, Diane	300	1,222.00	673.65
9000043671	Karas, Monica	300	1,581.85	1,380.98
9000043672	Kerback, Patricia M	300	1,039.34	883.52
9000043673	Klepadlo, Scott E	300	3,093.25	2,076.67
9000043674	Klimes, Christy	300	4,639.88	3,320.10
9000043675	Kolacz, Jolanta	300	1,281.63	804.72
9000043676	Konior, Mandy	300	883.50	523.77
9000043677	Krestan, Kimberly S	300	937.33	744.77
9000043678	Lapham, Kathleen	300	4,275.01	3,354.53
9000043679	Larson, Richard W	300	2,371.19	1,742.47
9000043680	Lauten, Theresa	300	4,584.34	2,785.13
9000043681	Leonard, Arlene	300	4,877.82	3,839.32
9000043682	Livolsi-Hudgens, Carmella	300	864.00	506.13
9000043683	Lyell, Kelly	300	3,886.38	2,772.75
9000043684	MacNeille, Margaret A	300	2,253.83	1,904.03
9000043685	Marino, Jillian	300	4,314.67	3,079.42
9000043686	Martin, Stacey	300	3,402.59	2,471.24
9000043687	Martinez-Alvear, Aldo	300	2,438.15	1,715.17
9000043688	Masa, Janelle	300	886.34	524.70
9000043689	Matteucci, Christina	300	2,320.83	1,876.57
9000043690	McCormick, Meredith	300	4,521.71	3,576.69
9000043691	Meister, Jennifer	300	3,489.79	2,499.92
9000043692	Murphy, Trisha	300	3,489.79	2,611.65
9000043693	Nelson, Nicole	300	4,877.83	3,927.55
9000043694	Neustadt, Leslie	300	4,362.29	3,189.04
9000043695	O'Connor-Young, Sheri	300	1,801.80	1,383.14
9000043696	Ortiz, Carmen	300	2,064.47	1,406.57

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043697	O'Shea, Amy	300	3,938.38	2,678.45
9000043698	Parker, Elizabeth	300	4,222.92	3,218.49
9000043699	Pavilionis, Vincent	300	3,251.88	2,452.36
9000043700	Polmanteer, Colette	300	3,569.13	2,251.61
9000043701	Poremba, Katherine	300	4,045.04	2,788.67
9000043702	Potempa, Tracey	300	3,727.79	2,906.34
9000043703	Pupillo, Lauren	300	3,727.79	2,716.92
9000043704	Remigio, Maria	300	4,681.55	3,372.74
9000043705	Reyes, Cathy M	300	1,165.91	757.05
9000043706	Rhoades, Kathleen E	300	3,905.79	2,751.53
9000043707	Rogalny, Danuta	300	981.22	753.45
9000043708	Rogers, Megan	300	3,172.58	2,719.60
9000043709	Rydel-Boesso, Eileen M	300	3,489.79	2,017.58
9000043710	Schlessinger, Lukas	300	3,291.55	2,301.07
9000043711	Schreiber Speca, Jill	300	6,154.50	4,447.44
9000043712	Schwarz, Jeanene	300	1,049.19	273.28
9000043713	Slade, Stephanie	300	3,111.30	2,360.98
9000043714	Smith, Elisa	300	4,473.30	3,249.67
9000043715	Soukup, Stephanie	300	2,555.92	1,636.62
9000043716	Staley, Shannon	300	3,936.22	2,988.58
9000043717	Stefani, Colleen	300	4,758.83	3,437.97
9000043718	Svejda, Michele	300	1,089.13	570.90
9000043719	Svoboda, Kathleen	300	2,369.54	1,854.97
9000043720	Toby, Maureen	300	3,529.46	2,659.17
9000043721	Treadway, Katherine	300	3,412.67	2,233.50
9000043722	Tuzzolino, Victoria	300	3,450.17	2,621.84
9000043723	Weeks, Stacey	300	2,538.08	2,134.60
9000043724	Weissinger, Karla	300	1,000.17	649.48
9000043725	Williams, Abby	300	1,333.54	1,155.62
9000043726	Wingelnik, Timothy	300	2,537.05	1,852.10
9000043727	Witt, Elizabeth	300	2,327.88	1,967.44
9000043728	Wojcik, Jane	300	1,184.96	1,122.99

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043729	Yaniz, Catherine	300	3,711.89	2,959.08
9000043730	Zulawski, Andrea S	300	1,982.83	1,564.03
9000043731	Dillard, Daniel	700	1,110.39	1,014.47
9000043732	Klempic, Mirza	700	317.12	282.16
9000043733	Posego, John C	700	6,243.60	4,371.95
9000043734	Balaban, Nicholas	800	60.00	52.44
9000043735	Benson, Mary Diane	800	658.97	531.91
9000043736	Bouck, Paula	800	142.00	124.55
9000043737	Crenshaw, Samuel, JR	800	1,269.01	1,097.18
9000043738	Daniels, Joyce	800	115.44	100.90
9000043739	Ducharme, Janet	800	699.35	571.23
9000043740	Flores, Paola	800	649.35	570.30
9000043741	Frigo, Scott	800	951.76	851.84
9000043742	Galvez, Claudia	800	356.92	329.61
9000043743	Gieschen, Ashley	100	911.40	756.64
9000043744	Grace, Jalen	800	1,110.39	990.49
9000043745	Holub, Nicole	800	713.82	623.88
9000043746	Keeling, Daniel T	800	713.82	643.88
9000043747	Lantz, Janet L	800	649.35	572.53
9000043748	Lopez, Angel R	800	658.97	567.74
9000043749	Maduzia, Vanessa	300	1,121.25	508.85
9000043750	Malenke, Brian	800	951.76	831.84
9000043751	Malinowski, Nicole	800	649.35	588.72
9000043752	McCarthy, Barbara	800	135.00	113.65
9000043753	Putnam, Shannon	800	533.91	483.71
9000043754	Reese, Mary	800	1,295.00	1,088.99
9000043755	Reif, James	800	793.13	693.20
9000043756	Rivecco, Kendall	800	1,269.01	1,109.11
9000043757	Smith, Stacy	800	649.35	567.53
9000043758	Visser, Marianne	800	649.35	572.53
9000043759	Wagge, Kimberlee	800	649.35	573.71
9000043760	Wong, Kevin David	800	180.00	157.32

Payroll Run Check Listing for Board

Payroll 09/15/2023 Lisle CUSD 202

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
			856,907.64	610,484.06

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
120680	Dorn, William	800	150.00	131.09
9000043788	Buchholz, Marilyn	000	2,615.60	1,621.20
9000043789	Engler, Jennifer R	000	4,801.33	3,140.52
9000043790	Filipiak, Keith	000	9,321.67	5,273.54
9000043791	Hinton, Jeffery	000	4,445.83	2,644.71
9000043792	Kempher-Kotalik, Linda	000	8,380.33	4,175.89
9000043793	Law, Jennifer S	000	7,188.88	4,864.57
9000043794	McCormick, Jennifer	000	2,244.25	633.65
9000043795	Metoyer, Marielle	000	2,368.60	1,707.29
9000043796	Navarro, Lawrence M	000	2,253.45	1,511.93
9000043797	Rich, Mary Beth	000	3,452.31	2,422.10
9000043798	Schalk, Trent J	000	3,236.13	1,800.65
9000043799	Tsamis, Anna	000	3,746.60	1,359.85
9000043800	Van Volkenburg, Nancy L	000	3,332.33	2,147.15
9000043801	Wilkinson, David	000	6,822.00	3,832.06
9000043802	Anderson, Erik D	100	3,846.71	3,167.48
9000043803	Anderson, Herbert	100	4,750.92	3,550.76
9000043804	Bamboat, Darius	100	3,926.04	2,971.11
9000043805	Bates, Kassi	100	356.92	329.61
9000043806	Brady, Jennifer L	100	3,846.73	3,032.65
9000043807	Buchelt, Jordan	100	946.40	718.63
9000043808	Burdett, Paul	100	2,078.67	1,272.92
9000043809	Bylsma, Nathan	100	4,560.58	3,352.43
9000043810	Bylsma, Svea	100	4,719.17	3,369.17
9000043811	Chandhok, Mona A	100	3,172.58	2,623.91
9000043812	Ciardiello, Chelsea	100	325.00	290.05
9000043813	Clarke, Jeannette	100	3,846.71	2,971.14
9000043814	Costello, Sheri	100	5,208.38	3,875.80
9000043815	Cracco, Catherine	100	2,578.28	1,890.57
9000043816	Czyl, Maureen	100	1,359.27	915.75
9000043817	Davis, John	100	6,305.47	5,054.18
9000043818	Derby, Michelle	100	3,727.79	2,420.24

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043819	Dillard, Cory	100	5,345.79	4,321.08
9000043820	Dodge, Cynthia	100	1,032.15	866.96
9000043821	Ebert, Martine	100	1,020.08	852.93
9000043822	Ferenzi, Daniella	100	1,503.33	1,190.63
9000043823	Finn, Matthew	100	1,046.54	673.11
9000043824	Fitzgerald, Karen	100	2,329.75	592.25
9000043825	Foley, Allyson	100	2,942.54	2,345.88
9000043826	Gansberg, Michele	100	1,192.75	756.42
9000043827	Glavach, Jessica	100	3,481.88	2,724.29
9000043828	Griffin, Chasity	100	919.83	779.59
9000043829	Gucciardo, Anjanette	100	4,164.00	3,302.12
9000043830	Gumina, Scott	100	5,353.68	3,607.83
9000043831	Hall, Jacqueline	100	1,067.68	647.73
9000043832	Hamann, Kelly	100	3,846.71	1,300.72
9000043833	Hamilton, Mary Pat	100	970.78	620.36
9000043834	Hardy, Venessa	100	4,838.15	3,121.27
9000043835	Hawley, Ashley	100	2,500.38	1,900.94
9000043836	Hochstetter, Judith	100	1,727.95	1,202.54
9000043837	Holmes, Steven	100	1,928.21	1,411.59
9000043838	Honzel, Robin	100	4,877.83	1,829.51
9000043839	Howard, Jeffrey	100	8,595.42	5,971.79
9000043840	Irvine, Karin	100	4,520.92	2,563.47
9000043841	Jaegle, Christine A	100	4,060.92	3,249.51
9000043842	Jaegle, Ronald	100	5,401.30	3,345.48
9000043843	Jenkins, David A	100	2,014.20	1,451.72
9000043844	Jensen, Christine	100	3,997.42	3,333.87
9000043845	Kehoe, Debra	100	4,877.83	3,543.60
9000043846	Kerrn, Erin	100	4,282.92	3,024.23
9000043847	Korienek, Caitlin	100	3,561.23	2,573.58
9000043848	LaScala, Mark	100	4,758.83	3,472.56
9000043849	Maldre, Sarah	100	4,227.41	2,888.95
9000043850	Marcum, Thomas C	100	5,169.58	4,187.21

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043851	Martinez, Brian	100	1,842.53	1,345.19
9000043852	Matariyeh, Yousef	100	6,739.64	4,905.32
9000043853	Meyer, Kendra	100	4,639.88	3,513.16
9000043854	Milinki, Jennifer	100	4,703.31	3,396.01
9000043855	Multhaupt, Courtney	100	5,639.23	4,313.84
9000043856	Musbach, Darlene	100	4,520.92	2,815.67
9000043857	Novak, Emily	100	4,282.97	2,739.64
9000043858	Ogan, Elizabeth	100	4,877.83	3,810.54
9000043859	O'Hara, James	100	4,153.92	3,238.73
9000043860	Palomo, Zachary	100	837.56	601.29
9000043861	Perez, Kevin E	100	3,688.13	2,833.10
9000043862	Perretta, Mia	100	4,401.92	3,257.88
9000043863	Polinski, Michael	100	3,331.21	2,515.10
9000043864	Pomatto-Zimmerman, Jennifer	100	5,209.25	4,202.60
9000043865	Provenzano, Lisa	100	1,234.35	787.40
9000043866	Renguso, Amy	100	3,759.50	2,762.17
9000043867	Sanko, April	100	5,504.40	3,799.06
9000043868	Santoro, Angela Marie	100	1,333.54	1,107.16
9000043869	Schmidt, Holly	100	674.18	632.73
9000043870	Schwartz, Rebecca	100	5,163.35	3,803.67
9000043871	Shum (Ng), Joanna	100	3,608.79	2,397.82
9000043872	Smith, Justin	100	4,390.13	3,443.71
9000043873	Steben, James	100	5,988.22	4,625.19
9000043874	Stelk, Scott	100	2,639.24	1,372.00
9000043875	Stellmacher, James M	100	4,917.45	3,776.90
9000043876	Stolte, Monica	100	1,665.60	1,552.77
9000043877	Strietelmeier, Katelyn	100	3,413.26	2,717.36
9000043878	Thome, Nicholas	100	2,482.30	1,287.86
9000043879	Todd, Adam	300	1,826.07	1,321.10
9000043880	Weissinger, Derek C	000	2,709.17	1,806.82
9000043881	Wolak, Brandon P	100	2,085.32	1,530.78
9000043882	Woyna, Eric	100	4,011.71	2,830.99

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043883	Woyna, Patrick	100	4,068.09	2,751.61
9000043884	Alexander, Jarvis	200	877.99	642.04
9000043885	Blatchley, Monica	200	4,891.60	1,119.95
9000043886	Bossenga, Emmy	200	4,661.25	2,952.61
9000043887	Braun, Katherine	200	3,545.35	2,580.91
9000043888	Breeden, Anne	200	639.00	552.98
9000043889	Broadus, Gretchen	200	3,767.46	3,135.63
9000043890	Burke, Felicia	200	3,648.46	3,072.18
9000043891	Byrne, Sharon	200	3,838.81	3,220.76
9000043892	Callaghan, Margaret	200	1,189.70	1,043.58
9000043893	Carr, Kristen	200	3,489.79	2,281.26
9000043894	Cerny, Marie	200	3,164.63	2,675.19
9000043895	Cerveny, Karen	200	3,688.13	2,702.64
9000043896	Chiappetta, Rebecca	200	1,684.65	1,478.78
9000043897	Dooley, Tara	200	1,044.75	681.77
9000043898	Erickson, Tor	200	4,543.54	3,433.82
9000043899	Fleischer, Daniel	200	853.61	650.34
9000043900	Grau, Jason	200	3,825.08	2,963.59
9000043901	Hazard, Jean	200	1,111.25	761.00
9000043902	Heap, Emily J	200	3,053.58	2,470.08
9000043903	Joy, Emma P	200	2,133.36	1,266.21
9000043904	Kearney, David	200	6,489.67	4,354.28
9000043905	Keigher, Natalie	200	4,348.38	3,157.26
9000043906	Kim, Paul	200	5,115.76	3,467.45
9000043907	Klepper, Mary	200	3,331.21	2,552.33
9000043908	Lemke, Nanette	200	1,054.51	715.13
9000043909	Leon, Miyax	200	2,732.35	2,244.61
9000043910	Lima, Valerie	200	1,195.94	790.33
9000043911	Lumsden, Jason	200	3,926.04	3,026.15
9000043912	Marriner, Carmen M	200	1,281.20	797.13
9000043913	McIntyre, Celeste	200	4,243.30	3,159.87
9000043914	McLear IV, Robert	200	4,164.00	3,286.42

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043915	Meyer, Peter	200	6,416.52	3,914.72
9000043916	Meyer, Phillip	300	3,648.45	2,854.26
9000043917	Miller, Jaime	200	3,323.26	2,475.69
9000043918	Murray, Caitlin	200	1,333.54	1,160.62
9000043919	Nelson, Kelli	200	5,109.85	3,708.30
9000043920	Norwood, Lindsay	200	4,241.58	3,444.20
9000043921	Oros, Natalie	200	4,005.38	2,909.10
9000043922	Park, Aimee	200	4,284.96	3,056.71
9000043923	Parra, Ashley	200	3,172.58	2,407.67
9000043924	Pilon, Erica	200	4,883.80	3,574.82
9000043925	Pivek, Elena	200	3,727.76	2,866.55
9000043926	Ptak, Jeff R	200	2,320.78	1,573.34
9000043927	Purtell, Maggie	200	2,557.92	2,223.17
9000043928	Rankin, Chrysan	200	2,847.38	2,259.95
9000043929	Reband, Jennifer	200	4,639.88	3,444.10
9000043930	Rohlicek, Daniel	000	2,526.05	1,692.51
9000043931	Sauer, Mary	200	3,719.84	2,932.97
9000043932	Schindler, Dorene	200	941.98	687.09
9000043933	Schmidt, Michael	200	5,988.22	4,242.48
9000043934	Schraub, Daniel	200	5,123.64	3,777.80
9000043935	Seastrom, Tamela	200	1,946.53	1,085.91
9000043936	Sergeant, Andrew H	200	2,081.51	1,504.41
9000043937	Slowiak, Vincent	200	4,045.04	2,677.83
9000043938	Smid, Jason	200	3,846.76	2,851.46
9000043939	Stevens, Patricia	200	4,996.80	3,615.61
9000043940	Twaddle, Debra	200	1,096.62	680.71
9000043941	Webber, Caitlyn	200	810.93	634.33
9000043942	Weissinger, Zachary T	200	1,877.20	1,202.46
9000043943	Wiertel, Jason	200	5,028.51	3,853.90
9000043944	Wilson, Haley	200	550.85	515.64
9000043945	Altic, Megan	300	3,807.04	2,647.93
9000043946	Barker, Eric	300	3,251.88	2,380.75

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043947	Barnett, Sophie	300	2,187.88	1,766.24
9000043948	Bell, Courtney	300	1,127.70	749.80
9000043949	Bonini, Susan	300	1,203.27	671.01
9000043950	Boss, Celia	300	1,333.54	1,155.62
9000043951	Campian, James, JR	300	3,172.58	2,260.10
9000043952	Carlson, Susan M	300	1,399.15	1,091.06
9000043953	Chavez, Daniel	300	1,670.25	1,070.33
9000043954	Clavelli, Lauren	300	3,529.46	2,636.54
9000043955	Collins, Courtney	300	2,934.63	2,335.28
9000043956	Cornyn, Mary Beth	300	244.30	168.52
9000043957	Cyrus, Richard	300	5,591.64	3,680.34
9000043958	Cyrus, Tonia	300	3,632.55	2,319.91
9000043959	Dahleen, Shayla	300	3,323.26	2,453.49
9000043960	Davis, Brianne	300	4,473.30	3,450.79
9000043961	Davis, Courtney	300	2,155.38	1,583.39
9000043962	Dawson, Rachel	300	3,930.42	2,781.57
9000043963	De Leo, Michaela	300	2,212.88	1,812.44
9000043964	Dineen-Hendricks, Kathleen	300	1,248.38	851.81
9000043965	Dorsch, Rachael	300	1,982.83	1,680.12
9000043966	DuBois, Heidi	300	3,370.88	2,549.39
9000043967	Edman, Kelly A	300	2,158.73	1,167.50
9000043968	Elting, Teresa	300	969.60	720.57
9000043969	Emde, John C, II	300	2,323.61	708.06
9000043970	Frale, Alexa	300	1,982.83	1,685.12
9000043971	Gibson, Kayla	300	3,362.92	2,604.43
9000043972	Gilbert, Jennifer	300	3,053.58	2,426.23
9000043973	Gomez, Benigno	200	1,914.47	1,319.59
9000043974	Graff, Patrick	300	4,399.47	3,472.65
9000043975	Han, Jieun	300	3,093.25	2,458.27
9000043976	Hausler, Linda	300	3,688.13	2,613.66
9000043977	Heneghan, Dipti	300	1,129.33	898.78
9000043978	Herrmann, Mary Jo	300	1,032.04	676.45

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000043979	Hicks, Dena	300	4,711.27	3,287.91
9000043980	Hill, Anna	300	2,542.00	1,838.94
9000043981	James, Lauren	300	3,085.30	2,375.96
9000043982	Jezyk, Anna	300	3,291.54	2,390.68
9000043983	Johnson, Diane	300	4,877.83	2,270.86
9000043984	Jung, Diane	300	1,193.76	655.70
9000043985	Karas, Monica	300	1,135.19	1,020.17
9000043986	Kerback, Patricia M	300	1,039.34	883.52
9000043987	Klepadlo, Scott E	300	3,093.25	2,076.67
9000043988	Klimes, Christy	300	4,639.88	3,320.10
9000043989	Kolacz, Jolanta	300	1,225.00	768.71
9000043990	Konior, Mandy	300	874.67	517.27
9000043991	Krestan, Kimberly S	300	963.58	764.08
9000043992	Lapham, Kathleen	300	4,275.01	3,354.53
9000043993	Larson, Richard W	300	3,150.32	2,300.82
9000043994	Lauten, Theresa	300	4,610.34	2,803.55
9000043995	Leonard, Arlene	300	4,877.82	3,839.32
9000043996	Livolsi-Hudgens, Carmella	300	864.00	506.13
9000043997	Lyell, Kelly	300	3,886.38	2,772.75
9000043998	MacNeille, Margaret A	300	2,097.83	1,778.02
9000043999	Marino, Jillian	300	4,314.67	3,079.42
9000044000	Martin, Stacey	300	3,402.59	2,471.24
9000044001	Martinez-Alvear, Aldo	300	2,679.46	1,865.06
9000044002	Masa, Janelle	300	1,285.34	819.54
9000044003	Matteucci, Christina	300	1,982.83	1,603.54
9000044004	McCormick, Meredith	300	4,521.71	3,576.69
9000044005	Meister, Jennifer	300	3,489.79	2,697.61
9000044006	Murphy, Trisha	300	3,489.79	2,611.65
9000044007	Nelson, Nicole	300	4,877.83	3,927.55
9000044008	Neustadt, Leslie	300	4,362.29	3,189.04
9000044009	O'Connor-Young, Sheri	300	1,801.80	1,383.14
9000044010	Ortiz, Carmen	300	2,064.47	1,406.57

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044011	O'Shea, Amy	300	3,886.38	2,641.59
9000044012	Parker, Elizabeth	300	4,222.92	3,218.49
9000044013	Pavilionis, Vincent	300	3,303.88	2,494.37
9000044014	Polmanteer, Colette	300	3,569.13	2,251.61
9000044015	Poremba, Katherine	300	4,045.04	2,788.67
9000044016	Potempa, Tracey	300	3,727.79	2,906.34
9000044017	Pupillo, Lauren	300	3,727.79	2,716.92
9000044018	Remigio, Maria	300	4,681.55	3,372.74
9000044019	Reyes, Cathy M	300	1,212.80	798.80
9000044020	Rhoades, Kathleen E	300	3,489.79	2,628.82
9000044021	Rogalny, Danuta	300	966.64	741.34
9000044022	Rogers, Megan	300	3,172.58	2,719.60
9000044023	Rydel-Boesso, Eileen M	300	3,489.79	2,017.58
9000044024	Schlessinger, Lukas	300	3,291.55	2,301.07
9000044025	Schreiber Speca, Jill	300	6,154.50	4,447.44
9000044026	Schwarz, Jeanene	300	1,459.54	616.48
9000044027	Slade, Stephanie	300	3,111.30	2,360.98
9000044028	Smith, Elisa	300	4,473.30	3,249.67
9000044029	Soukup, Stephanie	300	2,555.92	1,636.62
9000044030	Staley, Shannon	300	3,910.22	2,967.58
9000044031	Stefani, Colleen	300	4,758.83	3,437.97
9000044032	Svejda, Michele	300	1,179.81	642.62
9000044033	Svoboda, Kathleen	300	2,369.54	1,931.55
9000044034	Toby, Maureen	300	3,529.46	2,659.17
9000044035	Treadway, Katherine	300	3,412.67	2,406.56
9000044036	Tuzzolino, Victoria	300	3,450.17	2,621.84
9000044037	Weeks, Stacey	300	2,538.08	2,134.60
9000044038	Weissinger, Karla	300	1,234.47	844.24
9000044039	Williams, Abby	300	1,333.54	1,155.62
9000044040	Wingelnik, Timothy	300	2,945.57	2,114.18
9000044041	Witt, Elizabeth	300	2,327.88	1,919.02
9000044042	Wojcik, Jane	300	1,184.96	1,122.99

Payroll Run Check Listing for Board

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044043	Yaniz, Catherine	300	3,711.89	2,959.08
9000044044	Zulawski, Andrea S	300	1,982.83	1,622.08
9000044045	Dillard, Daniel	700	1,110.39	1,036.43
9000044046	Klempic, Mirza	700	187.92	169.25
9000044047	Anderson, Cathleen	800	71.00	62.94
9000044048	Balaban, Nicholas	800	150.00	131.09
9000044049	Benson, Mary Diane	800	519.48	423.96
9000044050	Bouck, Paula	800	426.00	417.10
9000044051	Crenshaw, Samuel, JR	800	1,269.01	1,121.04
9000044052	Daniels, Joyce	800	346.32	302.69
9000044053	Ducharme, Janet	800	819.48	676.23
9000044054	Flores, Paola	800	519.48	464.03
9000044055	Frigo, Scott	800	1,142.11	1,128.35
9000044056	Galvez, Claudia	800	356.92	329.61
9000044057	Gieschen, Ashley	100	1,830.97	1,521.48
9000044058	Grace, Jalen	800	1,110.39	990.49
9000044059	Holub, Nicole	800	713.82	698.98
9000044060	Keeling, Daniel T	800	713.82	643.88
9000044061	Lantz, Janet L	800	461.76	408.57
9000044062	Lopez, Angel R	800	461.76	403.57
9000044063	Maduzia, Vanessa	300	1,121.25	720.43
9000044064	Malenke, Brian	800	951.76	831.84
9000044065	Malinowski, Nicole	800	404.04	373.13
9000044066	McCarthy, Barbara	800	405.00	340.97
9000044067	Paige, Stephanie	800	289.00	252.58
9000044068	Putnam, Shannon	800	505.05	458.49
9000044069	Reese, Mary	800	1,202.50	1,012.38
9000044070	Reif, James	800	793.13	693.20
9000044071	Rivecco, Kendall	800	1,269.01	1,109.11
9000044072	Schmidt, Oliver	800	1,110.39	1,025.45
9000044073	Shields, Rebecca	800	289.00	266.89
9000044074	Smith, Stacy	800	519.48	454.03

Payroll Run Check Listing for Board

Payroll 09/29/2023 **Lisle CUSD 202**

Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044075	Stratton, Carolyn	800	426.00	363.65
9000044076	Visser, Marianne	800	461.76	408.57
9000044077	Wagge, Kimberlee	800	346.32	308.87
9000044078	Wong, Kevin David	800	240.00	209.76
			850,998.83	**608,797.83**

LISLE COMMUNITY UNIT SCHOOL DISTRICT #202

VENDOR PAY ORDERS

This is to certify that the Board of Education of Lisle Community Unit School District No. 202 ratified the following vendor pay orders: October 23, 2023

GENERAL CHECKING ACCOUNT

CHECKS ISSUED	Beginning	120553	Ending	120554
	Beginning	120681	Ending	120683
	Beginning	120684	Ending	120716
	Beginning	120721	Ending	120853
WIRES ISSUED	Beginning	8000000948	Ending	8000000952
	Beginning	8000000953	Ending	8000000959
ACH DEPOSITS	Beginning	9000044371	Ending	9000044382
WIRE TRANSFER VOIDS	Beginning	n/a	Ending	n/a
CHECK VOIDS	Beginning	n/a	Ending	n/a

FUND DISTRIBUTION

EDUCATIONAL	$	1,245,357.28
OPERATIONS & MANTENANCE	$	139,261.33
DEBT SERVICES	$	-
TRANSPORTATION	$	141,891.12
IMRF/SOCIAL SECURITY	$	116,901.43
CAPITAL PROJECTS	$	840.00
TOTAL	**$**	**1,644,251.16**

IMPREST CHECKING ACCOUNT

CHECKS ISSUED	Beginning	10252	Ending	10291

FUND DISTRIBUTION

EDUCATIONAL	$	4,254.00
OPERATIONS & MANTENANCE	$	1,496.94
TRANSPORTATION	$	301.31
TOTAL	**$**	**6,052.25**
GRAND TOTAL	**$**	**1,650,303.41**

President - Board of Education _____ Date _____

Secretary - Board of Education _____ Date _____

AP Check Register

Accounts Payable Run: 09/15/2023 ZPAY 9-15-23 R - Regular **Run Type**

Check Number	Name	Net Check Amt
120553	Glenn Stearns Chapter 13	375.00
120554	Lisle CUSD #202	3,469.26
8000000948	Harris Bank	130,162.70
8000000949	Illinois Department Of Revenue	37,067.30
8000000950	Teachers' Health Ins Security	11,880.22
8000000951	Teachers' Retirement System	72,478.00
8000000952	U.S. OMNI	38,797.61

Regular Checks:	2	3844.26
ACH Checks:	0	0.00
Wire Transfers:	5	290385.83
Total:	**7**	**294,230.09**

AP Check Register

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - Educational	$242,097.55	$0.00	$0.00	242097.55
20 - Operations & Maintenance	$8,391.60	$0.00	$0.00	8391.60
40 - Transportation	$164.64	$0.00	$0.00	164.64
55 - Social Security	$43,576.30	$0.00	$0.00	43576.30

AP Check Register

Accounts Payable Run: 09/29/2023 ZPAYEOM 09/29/2023 R - Regular **Run Type**

Check Number	Name	Net Check Amt
120681	Glenn Stearns Chapter 13	375.00
120682	Lisle CUSD #202	3,419.26
120683	VSP of Illinois, NFP	4,367.79
8000000953	Educational Benefit Coop	472,530.19
8000000954	Harris Bank	127,716.72
8000000955	Illinois Department Of Revenue	36,850.62
8000000956	Illinois Municipal Retirement	49,716.30
8000000957	Teachers' Health Ins Security	11,868.02
8000000958	Teachers' Retirement System	72,429.10
8000000959	U.S. OMNI	38,797.61

Regular Checks:	3	8162.05
ACH Checks:	0	0.00
Wire Transfers:	7	809908.56
Total:	**10**	**818,070.61**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - Educational	$705,053.68	$0.00	$0.00	705053.68
20 - Operations & Maintenance	$39,237.11	$0.00	$0.00	39237.11
40 - Transportation	$454.69	$0.00	$0.00	454.69
50 - Muncipal Retirement	$31,240.53	$0.00	$0.00	31240.53
55 - Social Security	$42,084.60	$0.00	$0.00	42084.60

AP Check Register

Accounts Payable Run: 09/29/2023 September 2023 End of Month

R - Regular **Run Type**

Check Number	Name	Net Check Amt
120684	Abdullah-Jones, Taura	54.00
120685	Abezetian, Garrick	116.00
120686	ACTFL	325.00
120687	Albertsons / Safeway	299.55
120688	Amazon Capital Services Inc	7,138.36
120689	AT&T: Acct 198-2	172.06
120690	AT&T: Acct 988-5	218.41
120691	Burke, Richard	116.00
120692	Capital One / Menards	293.86
120693	Capital One / Walmart	1,501.34
120694	ComEd (PO Box 6111)	9,367.66
120695	Dupage County Public Works	1,096.00
120696	Faciana, Michael	170.00
120697	Galvan, Rene	147.00
120698	Gedvilas, Joe	54.00
120699	Gordon Flesch Co, Inc	1,823.22
120700	Herek, Matthew	116.00
120701	Home Depot Credit Services	1,737.33
120702	Illinois State Police	508.50
120703	Jacqueline Rhew, LCPC, LTD	1,750.00
120704	Kargol, Jeff	116.00
120705	Kolar, Rich	170.00
120706	Lisle Community Unit School	6,109.20
120707	Marrero, Jose	116.00
120708	Nagle, Joseph	116.00
120709	Pegues, Stacy	116.00
120710	Piper, Roger	116.00
120711	Powell, Willie	54.00
120712	Reilly, Sarah	54.00
120713	Village of Lisle (Utilities)	168.01
120714	Villagomez, Humberto	147.00

Accounts Payable Run: 09/29/2023 September 2023 End of Month R - Regular **Run Type**

Check Number	Name	Net Check Amt
120715	Westway Coach, Inc	6,171.70
120716	Williams, Rhonda	116.00

Regular Checks:	33	40574.20
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Total:	**33**	**40,574.20**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - Educational	$19,927.67	$0.00	$0.00	19927.67
20 - Operations & Maintenance	$14,173.52	$0.00	$0.00	14173.52
40 - Transportation	$6,473.01	$0.00	$0.00	6473.01

AP Check Register

Accounts Payable Run: 10/23/2023 October 2023 Board Bills — R - Regular **Run Type**

Check Number	Name	Net Check Amt
120721	ACCO Brands USA LLC	2,514.30
120722	Allegra Marketing/Print/Mail	742.32
120723	American Eagle Co Inc	47.97
120724	Amita GlenOaks School	39,505.60
120725	Anderson Pest Solutions	375.70
120726	Apple Inc.	300.00
120727	Aramark Services, Inc	10,398.40
120728	Barnes & Noble, Inc.	39.92
120729	Bilingual Speech Solutions	725.00
120730	BMO Harris Commercial Card	8,127.85
120731	BSN Sports, LLC	13,881.15
120732	Buster, Howell D	960.00
120733	C.O.R.E. Academy	12,767.24
120734	Camelot Therapeutic Schools	38,645.04
120735	Chicago Office Technology	600.20
120736	Children's Plus, Inc	1,738.61
120737	Cintas Corp	514.80
120738	Coleman, Delma	45.30
120739	College Board	400.00
120740	ComEd (PO Box 6111)	2,473.16
120741	ComEd (PO Box 6112)	20,730.14
120742	ComEd (PO Box 6112)	8,106.65
120743	Connolly, William	48.15
120744	Consortium for School	2,599.00
120745	Coughlan Companies LLC	1,579.70
120746	Datamation Imaging Services	2,450.70
120747	Demco Inc	2,682.96
120748	Done Deal Promotions LLC	2,722.80
120749	Elan Photography, Inc	1,011.00
120750	Faciana, Michael	54.00
120751	FACIL Investments dba	2,099.56

Accounts Payable Run: 10/23/2023 October 2023 Board Bills R - Regular **Run Type**

Check Number	Name	Net Check Amt
120752	Flowers of Lisle/Wildflower	184.00
120753	Follett Content Solutions, LLC	1,178.67
120754	Fox Valley Fire & Safety	3,436.20
120755	Frontline Technologies Group	11,341.25
120756	G & G Lawncare Inc	2,300.00
120757	Gator Chef, Inc	9,663.12
120758	Gedvilas, Joe	54.00
120759	GIA Publications, Inc	25.00
120760	Gopher Sport	1,955.00
120761	Grainger	82.00
120762	Himes, Petrarca & Fester, Chtd	5,512.50
120763	Home Depot U.S.A., Inc (CA)	11.30
120764	Home Depot U.S.A., Inc (GA)	60.83
120765	Home Depot U.S.A., Inc (TX)	7,209.99
120766	Illinois American Water	1,154.24
120767	Illinois American Water	80.08
120768	Illinois American Water	168.15
120769	Illinois American Water	409.15
120770	Illinois American Water	1,466.73
120771	Illinois Association of School	400.00
120772	Illinois State Police	113.00
120773	Illinois Tollway	279.15
120774	Infobase Holdings Inc	1,264.99
120775	InquirED LLC	13,456.00
120776	IPSD 204	597.39
120777	Ivy Lane Corporation	147.97
120778	IXL Learning	4,013.00
120779	Jarvis Industries, Inc	64.40
120780	Jenkins, Robert	116.00
120781	Jostens	930.80
120782	JW Pepper & Son, Inc	394.96

Accounts Payable Run: 10/23/2023 October 2023 Board Bills R - Regular **Run Type**

Check Number	Name	Net Check Amt
120783	Kirhofer's Sports Inc	360.00
120784	Klagenburg, Samantha	36.60
120785	Knapp, Daniel	116.00
120786	Konica Minolta Business	630.00
120787	Kriha Boucek LLC	247.50
120788	Lexia Learning Systems LLC	1,100.00
120789	Libertyville High School	300.00
120790	Linden Oaks Tutoring Services	161.20
120791	Lisle Elementary School	1,012.00
120792	Lisle High School Activity	825.50
120793	Lisle-Woodridge Fire District	1,960.00
120794	Math Learning Center	691.68
120795	McHenry-Lake County SWCD	25.00
120796	McHenry-Lake County SWCD	25.00
120797	Menta Academy Midway	7,309.30
120798	Metropolitan Preparatory	1,125.36
120799	MonkeySports, Inc	153.98
120800	Naperville Central High School	742.92
120801	National Council of Teachers of	100.00
120802	National Lift Truck, Inc	1,439.68
120803	NCS Pearson, Inc	7,276.00
120804	NEUCO Inc	622.68
120805	New Direction Solutions, LLC	8,242.50
120806	Nicor Gas	739.10
120807	Nicor Gas	228.16
120808	Nicor Gas	249.52
120809	Nicor Gas	290.88
120810	Nicor Gas	555.35
120811	Northwestern University	300.00
120812	Oak Brook Mechanical	4,348.00
120813	O'Leary, Cindy	204.00

Accounts Payable Run: 10/23/2023 October 2023 Board Bills — R - Regular **Run Type**

Check Number	Name	Net Check Amt
120814	Ombudsman Educational	1,700.00
120815	OverDrive, Inc	376.00
120816	Palatine High School Science	300.00
120817	Paul H. Brookes Publishing Co,	499.90
120818	Performance Chemical &	879.52
120819	Pitsco Education, LLC	938.93
120820	Playaway Products LLC	709.90
120821	Polar Electro, Inc	1,160.00
120822	Professional Software for	925.00
120823	Quinlan & Fabish Music	5,628.30
120824	R.A. Networks, Inc dba	4,498.00
120825	R.E. Allen and Associates, Ltd	840.00
120826	RBS Activewear	134.78
120827	RentalMax LLC	562.24
120828	Riedy's Tee Time, Inc	864.00
120829	Rigsby, Rebecca	73.35
120830	Ronald Carter dba Carter's Jazz	850.00
120831	School Health Corporation	251.64
120832	School Specialty, LLC	1,292.84
120833	Schreiner, Corky	105.84
120834	SmartPass Inc	1,272.00
120835	Special Needs Chicago, Inc	1,500.00
120836	Streamwood Behavioral	5,921.60
120837	Super Duper Publications	822.79
120838	Sweetwater Sound, Inc	1,197.99
120839	Takedown Sportswear, Inc	2,510.00
120840	Team Jendy Inc dba Jendy	6,980.35
120841	Technology Center of DuPage	2,500.00
120842	The Bookstore of Glen Ellyn	486.91
120843	TPS Sports	1,613.00
120844	Unity School Bus Parts	190.88

Accounts Payable Run: 10/23/2023 October 2023 Board Bills

R - Regular **Run Type**

Check Number	Name	Net Check Amt
120845	Vanguard Energy Services,	741.68
120846	Village of Lisle	18,135.41
120847	Walker, Rachel	83.25
120848	Warehouse Direct	46.86
120849	Waste Management of Illinois,	1,188.68
120850	WCEPS	125.00
120851	Westway Coach, Inc	131,510.24
120852	WEX Health, Inc	189.00
120853	Xperience Cheer LLC	2,500.00
9000044371	Anderson, Herbert	27.98
9000044372	Brady, Jennifer L	73.36
9000044373	Buchholz, Marilyn	66.81
9000044374	Fitzgerald, Karen	106.36
9000044375	Irvine, Karin	73.75
9000044376	Jaegle, Ronald	20.00
9000044377	LaScala, Mark	23.82
9000044378	Milinki, Jennifer	139.84
9000044379	Navarro, Lawrence M	20.00
9000044380	Rolando, Ross	83.84
9000044381	Wilkinson, David	225.32
9000044382	Woyna, Patrick	34.30

Regular Checks:	133	490480.88
ACH Checks:	12	895.38
Wire Transfers:	0	0.00
Total:	**145**	**491,376.26**

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - Educational	$278,278.38	$0.00	$0.00	278278.38
20 - Operations & Maintenance	$77,459.10	$0.00	$0.00	77459.10
40 - Transportation	$134,798.78	$0.00	$0.00	134798.78
60 - Capital Projects	$840.00	$0.00	$0.00	840.00

AP Check Register

Accounts Payable Run: 09/06/2023 Imprest 9.6.23 — R - Regular **Run Type**

Check Number	Name	Net Check Amt
10252	AT&T: Acct 430-0	119.17
10253	AT&T: Mobility	294.07
10254	Cournane, John	116.00
10255	Cunningham, James	116.00
10256	Dupage IASBO	30.00
10257	Galvan, Rene	147.00
10258	Jaber, Mohammed	116.00
10259	Kettleson, Jim	116.00
10260	Lockport District 91	60.00
10261	Muldoon, Doug	147.00
10262	Sutherland, Scot	116.00
10263	WEX Bank	1,385.01

Regular Checks:	12	2762.25
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Total:	**12**	**2,762.25**

Accounts Payable Run: 09/13/2023 Imprest 9.13.23 — R - Regular **Run Type**

Check Number	Name	Net Check Amt
10264	Humphrey Middle School	60.00
10265	Humphrey Middle School	60.00

Regular Checks:	2	120.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Total:	**2**	**120.00**

Accounts Payable Run: 09/14/2023 Imprest 9.14.23 — R - Regular **Run Type**

Check Number	Name	Net Check Amt
10266	Acciavatti, Don	116.00
10267	Birch, Richard	116.00
10268	Buckingham, Mike	71.00
10269	Defranco, Vince	147.00
10270	Evins, Tom	65.00

Accounts Payable Run: 09/14/2023 Imprest 9.14.23 R - Regular **Run Type**

Check Number	Name	Net Check Amt
10271	Faciana, Michael	108.00
10272	Gedvilas, Joe	54.00
10273	Godlewski, Stephen Joseph	60.00
10274	Henry, John	54.00
10275	Hren, John	71.00
10276	Johnson, Greg	60.00
10277	Knapp, Daniel	116.00
10278	Latwis, Ron	116.00
10279	Lisle Elementary School	1,032.00
10280	Lucas, Tim	71.00
10281	McDermott, Mike	82.00
10282	Mertens, Jane	116.00
10283	Moeller, Bruce	71.00
10284	Morrick, Bruce	60.00
10285	Niemiec, Michael	54.00
10286	Ochenkowski, Rick	120.00
10287	Patel, Samir	54.00
10288	Raices, Maria	116.00
10289	Schlesser, William	120.00
10290	Sharko, George	60.00
10291	Sipes, Tim	60.00

Regular Checks:	26	3170.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Total:	**26**	**3,170.00**

AP Check Register

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - Educational	$4,254.00	$0.00	$0.00	4254.00
20 - Operations & Maintenance	$1,496.94	$0.00	$0.00	1496.94
40 - Transportation	$301.31	$0.00	$0.00	301.31

FOR ACTION

Lisle Community Unit School District 202
Board Of Education Meeting
October 23, 2023

SUBJECT:	Acceptance of Certified Resignation.
BACKGROUND:	A resignation has been received from a Certified Employee.
FINANCIAL IMPACT:	These positions have been included in the FY 24 budget and will be filled accordingly.
RECOMMENDATION:	Acceptance of Resignation.
SUGGESTED MOTION:	That the Board of Education accepts the resignations of:

Alexa Frale, 1.0 FTE Third Grade Elementary School Teacher at Lisle Elementary School, has submitted her resignation to be effective October 19, 2023. .

FOR ACTION

Lisle Community Unit School District 202
Board Of Education Meeting
October 23, 2023

SUBJECT: Approval of Classified Employment.

BACKGROUND: The Administration is pleased to recommend the employment of the classified candidate as outlined by the Administrative recommendation included in your packet.

FINANCIAL IMPACT: These positions are budgeted for FY 24.

RECOMMENDATION: Approval of employment.

SUGGESTED MOTION: That the Board of Education approves the employment of:

Lisa Van Dyke, Night Custodian at Lisle Senior High School, will be placed at Step 10 ($22.32/hr.).

Name	School	Placement	Salary
Van Dyke, Lisa	LSHS	Step 10	$ 22.32/hr.

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

RECOMMENDATION FOR NEW EMPLOYEE

Date: 10/5/23	Recommended by: Tom Marcum
Primary position to be filled: Night Custodian	
Secondary position to be filled:	
Please indicate if this is a grant position (if so, indicate grant):	
Replacing: Katherine Cracco	New position:
Name of recommended individual: Lisa Van Dyke	
College or University and Major/Minor field of study: High School Diploma	
Please list all relevant prior experience: - College of DuPage Custodian/Housekeeping - 2012-2023	
Start date: 10/06/2023	Board approval date: October 23, 2023
Recommended salary schedule placement: Night Custodian: Step 10 ($ 22.32/hr.)	
Full-time equivalency (FTE): 1.0	Contracted days: 261
Background information: Having served in the same position at the College of DuPage for over 10 years, I am confident Lisa can perform all responsibilities required of the night shift custodian.	

FOR ACTION

Lisle Community Unit School District 202
Board Of Education Meeting
October 23, 2023

SUBJECT: Acceptance of Classified Resignation.

BACKGROUND: A resignation has been received from a Classified Employee

FINANCIAL IMPACT: This position has been included in the FY 24 budget and will be filled accordingly.

RECOMMENDATION: Acceptance of Resignation.

SUGGESTED MOTION: That the Board of Education accepts the resignation of:

Ashley Gieschen, Inclusion Aide at Lisle Senior High School, resigns effective November 16, 2023.

Chasity Griffin, Inclusion Aide at Lisle Senior High School, resigned effective October 2, 2023.

Zachary Palomo, Inclusion Aide at Lisle Senior High School, resigns effective September 29, 2023.

Caitlyn Webber, Inclusion Aide at Lisle Junior High School, resigns effective October 17, 2023.

FOR ACTION

Lisle Community Unit School Dist. No. 202
Board of Education Meeting
October 23, 2023

SUBJECT: FY2024 School Maintenance Project Grant

BACKGROUND DATA: The School Maintenance Project Grant (SMPG) is a dollar for dollar state matching grant program providing awards up to $50,000 to grantees exclusively for the maintenance or upkeep of buildings or structures for educational purposes. Any school district may apply for the grant.

A project may involve different types of work on a single building or structure or may involve a single type of work (e.g., new roofing or windows) on several buildings or structures. There is no limit to the cost of a project; however, grant awards shall not exceed $50,000 per grant award, and applicants shall provide a match from local funds equal to the grant amount requested. An applicant must not obligate funds or begin work on any of the projects listed on the application prior to submission of the application in IWAS.

Submission of the application does not guarantee a grant will be approved or awarded. There is approximately $46.7 million available for the FY2024 Round 1 School Maintenance Project Grant. Grants will be approved up to the amount released by the Governor's Office of Management and Budget. If the appropriation is insufficient to fund all approved projects, grants will be awarded in order of the five priorities established in School Construction Law: 1) Emergency projects 2) Health/life safety projects 3) State priority projects 4) Permanent improvement projects 5) Other projects.

The District is requesting a grant amount of $50,000 for secure vestibule renovations at Lisle Junior High School. The work is considered a health/life safety project dealing with school security and has an estimated cost of $175,000. All project activities must be expended or legally obligated within two years of disbursement by the State.

The Board of Education must authorize the school maintenance project during a duly convened meeting before the application can be submitted for approval. The Board must also reserve local funds to cover the districts portion of the project costs, which are estimated to be around $125,000. The application is completed by the school district and must be submitted to the Regional Office of Education by December 1, 2023. The Regional Office of Education will review the application and submit to the Illinois State Board of Education.

FINANCIAL IMPACT: If the grant application is approved by the State, the District will receive a matching grant of $50,000 towards the cost of secure vestibule renovations at Lisle Junior High School.

RECOMMENDATION: The Administration recommends that the Board authorize submission of the School Maintenance Grant Program Application for the secure vestibule renovations at Lisle Junior High School.

SUGGESTED MOTION: That the Board of Education approve the resolution authorizing the School Maintenance Grant Program Application for the secure vestibule renovations at Lisle Junior High School.

SCHOOL MAINTENANCE PROJECT GRANT PROGRAM RESOLUTION

WHEREAS, the Board of Education of Lisle Community Unit School District No. 202, DuPage County, Illinois, caused to be prepared a School Maintenance Project Grant Application, and

WHEREAS, the Illinois Administrative Code, Section 151.120, requires that the local board of education authorize the school maintenance project during a duly convened meeting,

NOW THEREFORE BE IT RESOLVED, by the Board of Education of Lisle Community Unit School District No. 202 as follows:

Section 1: That the Board of Education hereby authorize and direct the Superintendent to apply for the School Maintenance Grant Program in the amount of $50,000.

Section 2: The School Maintenance Grant Program is a dollar-for-dollar matching grant to be used for the maintenance of upkeep of buildings and structures for educational purposes. Project(s) to be included in the grant are as follows:

- $175,000 for secure vestibule renovations at Lisle Junior High School

This Resolution to authorize the School Maintenance Grant Program was approved by the Board of Education of Lisle Community Unit School District No. 202 at its regular meeting on October 23, 2023.

Dated: October 23, 2023

_____

Pam Ahlmann
President
Board of Education
Lisle CUSD No. 202

Attest:

_____

Eunice McConville
Secretary
Board of Education
Lisle CUSD No. 202

LISLE COMMUNITY UNIT SCHOOL DISTRICT #202
FINANCIAL REPORT
September 2023

	Total All Funds	Educational	Operations & Maintenance	Debt Services	Transportation	IMRF/Social Security: IMRF	IMRF/Social Security: Social Security	Capital Projects	Working Cash	Tort
BEGINNING FUND BALANCE w/o STUDENT ACTIVITY FUNDS	21,687,886.13	13,738,009.28	1,807,023.22	203,177.12	679,970.03	281,343.40	210,259.85	3,948,917.91	819,185.32	0.00
REVENUES										
JULY	20,135,363.93	16,169,031.47	1,521,254.57	844,353.46	1,054,844.84	251,750.71	265,453.76	17,993.97	7,213.21	3,467.94
AUGUST	2,257,555.59	1,768,855.42	162,332.23	80,924.95	141,803.46	25,068.83	26,174.01	48,525.70	3,550.70	320.29
SEPTEMBER	13,665,191.97	11,028,286.19	1,033,839.49	565,727.98	649,901.29	168,765.25	177,811.21	32,779.38	5,763.48	2,317.70
OCTOBER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NOVEMBER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DECEMBER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
JANUARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FEBRUARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MARCH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
APRIL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
JUNE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUB-TOTAL	36,058,111.49	28,966,173.08	2,717,426.29	1,491,006.39	1,846,549.59	445,584.79	469,438.98	99,299.05	16,527.39	6,105.93
EXPENDITURES										
JULY	1,648,247.52	1,162,856.67	216,370.40	210,000.00	17,462.74	20,442.39	18,629.80	2,280.00	0.00	205.52
AUGUST	2,440,557.62	1,984,164.75	268,706.32	0.00	49,422.12	20,348.19	20,053.01	94,280.52	0.00	3,582.71
SEPTEMBER	2,893,610.90	2,484,960.36	199,065.21	0.00	127,553.09	36,884.09	42,830.45	0.00	0.00	2,317.70
OCTOBER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NOVEMBER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DECEMBER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
JANUARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FEBRUARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MARCH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
APRIL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
JUNE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUB- TOTAL	6,982,416.04	5,631,981.78	684,141.93	210,000.00	194,437.95	77,674.67	81,513.26	96,560.52	0.00	6,105.93
ENDING FUND BALANCE w/o STUDENT ACTIVITY FUNDS	50,763,581.58	37,072,200.58	3,840,307.58	1,484,183.51	2,332,081.67	649,253.52	598,185.57	3,951,656.44	835,712.71	0.00
LIABILITIES	1,454,909.37	7,959.99	9,000.00	0.00	0.00	0.00	0.00	1,437,949.38	0.00	0.00
ENDING LIABILITY & FUND BALANCE	52,218,490.95	37,080,160.57	3,849,307.58	1,484,183.51	2,332,081.67	649,253.52	598,185.57	5,389,605.82	835,712.71	0.00

LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202
MONTHLY TREASURER'S REPORT
September 30, 2023

		Total All Funds	Educational	Operations & Maintenance	Debt Services	Transportation	IMRF/Social Security: IMRF	IMRF/Social Security: Social Security	Capital Projects	Working Cash	Tort
	ISDLAF+/PMA - 101 ACCOUNT										
9/1/23	LIQ Beginning Balance (1121)	608,850.36	(630,750.04)	78,346.23	134,117.52	256,122.24	28,341.32	2,935.09	600,897.31	138,840.69	-
	Monthly Transactions	1,444,899.86	2,130,267.01	77,362.04	(74,072.77)	(161,786.93)	(2,074.96)	21,265.25	(441,028.76)	(105,031.02)	-
9/30/23	**LIQ Ending Balance (1121)**	2,053,750.22	1,499,516.97	155,708.27	60,044.75	94,335.31	26,266.36	24,200.34	159,868.55	33,809.67	-
9/1/23	MAX Beginning Balance (1122)	2,908,767.49	2,300,023.81	185,713.47	109,521.13	324,504.84	30,876.94	34,407.84	(63,514.14)	(12,766.40)	-
	Monthy Transactions	1,889,490.00	1,203,356.74	178,073.89	30,763.79	(104,105.54)	30,490.17	22,132.37	437,021.32	91,757.26	-
9/30/23	**MAX Ending Balance (1122)**	4,798,257.49	3,503,380.55	363,787.36	140,284.92	220,399.30	61,367.11	56,540.21	373,507.18	78,990.86	-
9/1/23	Investment Beginning Balance (1210)	36,478,541.37	26,855,656.48	2,749,945.82	674,810.12	1,228,794.24	458,149.47	425,857.57	3,381,459.82	703,867.85	-
	Monthy Transactions	7,433,370.30	5,206,011.31	579,304.15	609,026.54	788,220.15	103,460.09	91,577.88	36,742.36	19,027.82	-
9/30/23	**Investment Ending Balance (1210)**	43,911,911.67	32,061,667.79	3,329,249.97	1,283,836.66	2,017,014.39	561,609.56	517,435.45	3,418,202.18	722,895.67	-
	Total Ending Balance - 101 Account	**50,763,919.38**	**37,064,565.31**	**3,848,745.60**	**1,484,166.33**	**2,331,749.00**	**649,243.03**	**598,176.00**	**3,951,577.91**	**835,696.20**	**-**
	OTHER CASH DEPOSITS										
	Imprest Fund (1110)	10,800.00	10,000.00	500.00		300.00			-		
	Flex Spending (1150)	5,000.00	5,000.00								
9/30/23	**Other Cash Deposits Ending Balance**	15,800.00	15,000.00	500.00	-	300.00	-	-	-	-	-
	Total Cash, Investments & Deposits	**50,779,719.38**	**37,079,565.31**	**3,849,245.60**	**1,484,166.33**	**2,332,049.00**	**649,243.03**	**598,176.00**	**3,951,577.91**	**835,696.20**	**-**

David Wilkinson, Treasurer

10/13/23
Date

PMA FINANCIAL NETWORK

Lisle Community Unit School District #202/General Fund (10108-101)

Type	% Allocation	Instrument	Original Cost	
SEC	20.47%	US Agency Fitch: AAA; Moody's: AAA; S&P: AA+	$10,525,978.42	
MM	14.60%	Money Market AAAm rating from S&P	$7,509,863.66	
SEC	11.52%	US Treasury AAAm rating from S&P	$5,923,771.19	
CD	10.68%	Western Alliance Bank Collateralized - See page 4	$5,490,850.00	
CD	6.30%	Customers Bank - Letter of Credit - See pages 6-8	$3,240,500.00	
CD	0.73%	First National Bank	$377,742.39	FDIC
SDA	0.52%	BANK OF CHINA (ICS - DDA) Insured Cash Sweep (ICS)	$268,800.71	
CD	0.48%	DMB COMMUNITY BANK	$248,281.40	FDIC
CD	0.47%	b1BANK	$243,171.88	
CD	0.47%	Bank of America, N. A.	$243,171.84	
CD	0.47%	BCB Community Bank	$243,171.84	
CD	0.47%	BOKF, National Association	$243,171.84	
CD	0.47%	Chemung Canal Trust Company	$243,171.84	
CD	0.47%	Citizens National Bank, N.A.	$243,171.84	
CD	0.47%	Dream First Bank, N.A.	$243,171.84	
CD	0.47%	First Bank Chicago	$243,171.84	
CD	0.47%	First Carolina Bank	$243,171.84	
CD	0.47%	First National Bank of Pennsylvania	$243,171.84	
CD	0.47%	Frontier Bank of Texas	$243,171.84	
CD	0.47%	Pinnacle Bank	$243,171.84	
CD	0.47%	Premier Bank	$243,171.84	
CD	0.47%	River City Bank	$243,171.84	
CD	0.47%	St. Louis Bank	$243,171.84	
CD	0.47%	Susser Bank	$243,171.84	
CD	0.47%	Waterford Bank, N.A.	$243,171.84	
CD	0.47%	Cornerstone Bank	$243,000.00	
CD	0.47%	American Metro Bank	$242,800.00	
CD	0.47%	FLAGLER BANK	$242,700.00	
CD	0.47%	NorthEast Community Bank	$242,700.00	
CD	0.47%	First State Bank and Trust Company, Inc.	$242,650.00	
CD	0.47%	Old Plank Trail Community Bank, National Association	$242,650.00	
CD	0.47%	Schaumburg Bank & Trust Company, National Association	$242,650.00	
CD	0.47%	St. Charles Bank & Trust Company, National Association	$242,650.00	
CD	0.47%	State Bank of the Lakes, National Association	$242,650.00	
CD	0.47%	Town Bank, National Association	$242,600.00	
CD	0.47%	Village Bank and Trust, National Association	$242,600.00	
CD	0.47%	Wheaton Bank & Trust, National Association	$242,600.00	
CD	0.47%	Wintrust Bank, National Association	$242,600.00	
CD	0.47%	CrossFirst Bank	$242,350.00	
CD	0.47%	Preferred Bank	$242,250.00	
CD	0.47%	Crystal Lake Bank and Trust Company, National Association	$242,100.00	
CD	0.47%	Hinsdale Bank & Trust Company, National Association	$242,100.00	
CD	0.47%	Lake Forest Bank & Trust Company, National Association	$242,100.00	
CD	0.47%	Libertyville Bank & Trust Company, National Association	$242,100.00	
CD	0.47%	Northbrook Bank and Trust Company, National Association	$242,100.00	

CD	0.47%	Bank 7	$242,000.00	FDIC
CD	0.47%	Barrington Bank & Trust Company, National Association	$241,650.00	
CD	0.47%	Beverly Bank & Trust Company, National Association	$241,650.00	
CD	0.47%	MainStreet Bank	$241,650.00	
CD	0.47%	First Internet Bank of Indiana	$241,500.00	
CD	0.47%	The First National Bank of McGregor	$241,500.00	
CD	0.47%	First Mid Bank & Trust, National Association	$241,400.00	
CD	0.47%	Pacific National Bank	$240,900.00	
CD	0.47%	Southside Bank	$240,550.00	
CD	0.47%	EagleBank	$240,300.00	
CD	0.47%	BANK OF BARODA	$240,226.87	
CD	0.47%	CITIZENS BANK NA/RI	$240,226.87	
CD	0.47%	Merrick Bank	$240,200.00	
CD	0.47%	Financial Federal Bank	$239,850.00	
CD	0.47%	Farmers and Merchants Union Bank	$239,650.00	
CD	0.47%	Truxton Trust Company	$239,550.00	
CD	0.47%	CIBC Bank USA	$239,500.00	
CD	0.47%	DOGWOOD ST BANK	$239,361.90	
CD	0.47%	FALCON NATIONAL BANK MN	$239,264.31	
CD	0.47%	First Community Bank of Tennessee	$239,150.00	
CD	0.47%	NexBank	$239,150.00	
CD	0.47%	Schertz Bank & Trust	$239,150.00	
CD	0.46%	Vast Bank, National Association	$239,100.00	
CD	0.46%	ServisFirst Bank	$238,950.00	
CD	0.46%	FIRST BANK OF OHIO	$238,800.00	
CD	0.46%	Modern Bank, National Association	$238,750.00	
CD	0.46%	Third Coast Bank, SSB	$238,750.00	
CD	0.46%	First Pryority Bank	$238,450.00	
CD	0.46%	5Star Bank	$238,400.00	
CD	0.46%	North American Banking Company	$237,750.00	
CD	0.46%	The Valley State Bank	$237,750.00	
CD	0.46%	COREBANK	$237,600.00	
CD	0.46%	T Bank, National Association	$237,500.00	
CD	0.46%	Baxter Credit Union	$237,400.00	
CD	0.46%	VIBRANT CREDIT UNION	$237,000.00	
CD	0.46%	Consumers Credit Union	$236,550.00	
CD	0.15%	Citizens Alliance Bank	$75,207.79	
CD	0.12%	Zions Bancorporation, N. A.	$61,521.23	
CD	0.12%	InterBank	$60,166.23	
CD	0.07%	First Fed Community Bk of Bucyrus	$34,091.04	
			$51,421,775.33	

PMA™
FINANCIAL NETWORK

T 630 657 6400
2135 City Gate Lane, 7th Fl. Naperville, IL 60563 pmanetwork.com

October 11, 2023

Keith Filipiak
Lisle Community School District #202
5211 Center Avenue
Lisle, IL 60532

Mr. Filipiak,

Per your request, we have compiled this additional collateral information regarding the District's deposits. Attached you will find a copy of the pledged securities with Western Alliance, along with the Letter of Credit with Customers Bank.

Please feel free to contact me if you require any additional information or if you have any questions.

Sincerely,

Jeremy S Lindstrom
Sr. Credit Risk Analyst

Collateral Report

Report as of 09/30/2023

PMA Financial Network
2135 CityGate Lane
7th Floor
Naperville, IL 60563
Phone: 630-657-6400
Fax: 630-718-8701

Lisle Community School District #202 (10108)

LOCs: 100% **Full Faith:** 100% **Agency:** 100% **Munis:** 100% **Mortgage:** 100%

Western Alliance Bank

Collateralized Investment Summary

Lisle Community School District #202 (10108)

Provider Code	Purchase Date	Maturity Date	Trans #	Investment	+ Int to Report Date	Invested + Total Interest
58400	06/09/2023	03/18/2024	1349973	$1,000,000.00	$1,015,668.30	$1,039,240.08
58400	06/09/2023	03/27/2024	1349974	$1,250,000.00	$1,269,662.77	$1,300,810.00
58400	06/09/2023	03/14/2024	1349975	$1,250,000.00	$1,269,585.38	$1,298,356.82
58400	08/04/2023	06/24/2024	1352068	$1,750,000.00	$1,764,361.27	$1,831,884.42
				$5,250,000.00	**$5,319,277.72**	**$5,470,291.32**

Provider Total →	**$5,250,000.00**	

Provider Collateralized Summary

Description	Collateral Required	Rate	Maturity Date	CUSIP	Units	Factor	Price	Market Value	Collateral Value
UNITED STATES DEPARTMENT OF THE TREASURY	100.00%	0.00%	01/31/2024	912797GE1	5,554,206.62	1.00	$98.21	$5,454,564.54	$5,454,564.54
									$5,454,564.54

100% Needed for combined collateral types →	**103.90%**

PMA utilizes the services of IDC, to independently price the collateral above. PMA believes the pricing to be reliable. However, PMA is not affiliated with IDC, and cannot guarantee the accuracy of such pricing. In instances where IDC is unable to quote a price for a security pledged as collateral, PMA seeks other sources to independently price the collateral. Prices provided are checked for reasonableness. The market values of the deposits are listed at their original cost. The market value of securities pledged as collateral is listed at the current market value as of the date of this statement. Listed values should not be interpreted as an offer to buy or sell at a specific price. The collateral calculation % is based on the known investment net of FDIC insurance, and does not take into account other FDIC investments with this financial institution, not facilitated by PMA. The collateral pledged is subject to change pursuant to the collateral agreement. The securities pledged as collateral shown could have been substituted after the date of this statement. Financial Institution contact information is available upon request to obtain a current list of securities pledged as collateral. The value of the collateral is subject to change.

FHLBank
PITTSBURGH

Date: **August 7, 2023**

PMA Financial Network, LLC.
FBO Lisle Community Unit School Dist
Attn: David J. Lutter, SVP
2135 City Gate Lane, 7th Floor
Naperville, IL 60563

Irrevocable Standby Letter of Credit No. HLB8315232190021

Dear Beneficiary:

At the request, and for the account, of **Customers Bank,** having its principal office at **701 Reading Ave, West Reading, PA 19611**, the Federal Home Loan Bank of Pittsburgh ("FHLBank") hereby issues in your favor its Irrevocable Standby Letter of Credit No. **HLB8315232190021,** whereby, subject to the terms and conditions contained herein, FHLBank authorizes you to draw hereunder on FHLBank up to **U.S. $3,124,350.00** (the "Maximum Credit Amount"), available in one drawing only, to be made at any time from the date hereof until FHLBank's close of business on **May 22, 2024** (the "Expiration Date").

Funds under this Letter of Credit are available to you following your presentation to FHLBank, prior to FHLBank's close of business on the Expiration Date and on a day upon which FHLBank is open for business (a "business day"), of your completed certificate in the form of Exhibit A hereto purportedly signed on your behalf by one of your authorized officers or other representatives ("Certificate"), which shall be conclusive for all purposes under this Letter of Credit. FHLBank will make payment no later than three business days after the date of receipt of your Certificate. Any drawing under this Letter of Credit will be paid from funds of FHLBank. Only one drawing is permitted under this Letter of Credit. Presentation of your Certificate, as aforesaid, must be made at FHLBank's office at 601 Grant Street, Pittsburgh, Pennsylvania 15219-4455, Attention: Centralized Operational Resources. If FHLBank is closed for any reason on the Expiration Date, the Expiration Date of this Letter of Credit will be extended automatically to the fifth succeeding business day following the Expiration Date.

To the extent that state law is applicable, this Letter of Credit shall be governed by the laws (exclusive of the choice of law provisions) of the Commonwealth of Pennsylvania, including Article 5 of the Uniform Commercial Code as in effect in said Commonwealth, and to the extent not inconsistent with Article 5 of the Uniform Commercial Code in effect in said Commonwealth, this Letter of Credit shall be subject to the provisions (to the extent such provisions are consistent with this Letter of Credit) of the International Standby Practices 1998 (ISP98) (International Chamber of Commerce Publication No. 590).

All documents presented to FHLBank in connection with any drawing and all other communications with respect to this Letter of Credit shall be in writing and shall be addressed to FHLBank at the address

indicated in the preceding paragraph, specifically referring to the number of this Letter of Credit.

This Letter of Credit is not transferable or assignable, either in whole or in part, except with the express prior written consent of FHLBank.

This Letter of Credit sets forth in full the undertaking of FHLBank, and such undertaking shall not be modified, amended or amplified in any way except by a writing executed by FHLBank.

Very truly yours,

Federal Home Loan Bank of Pittsburgh

By: _____ Maria Hines

Title: _____ COR Member Services

Exhibit A
Beneficiary's Certificate
Irrevocable Standby Letter of Credit

Date: _____

Federal Home Loan Bank of Pittsburgh
Attention: Centralized Operational Resources
601 Grant Street
Pittsburgh, Pennsylvania 15219-4455

Re: Irrevocable Standby Letter of Credit No. _____ ("Letter of Credit")

Ladies and Gentlemen:

The undersigned beneficiary ("Beneficiary") of the Letter of Credit issued by you for the account of _____ ("Member") hereby demands payment of U.S. $_____ ("Demand Amount") under the Letter of Credit.

The undersigned hereby certifies as follows:

1. The Beneficiary is entitled to payment from the Member in the amount of this drawing.

2. The Beneficiary demanded that the Member pay such amount to the Beneficiary, and the Member failed to make such payment.

3. The Member has notified the Beneficiary in writing that it is unable to pay the amount of such demand due to the Member's insolvency, receivership or conservatorship.

4. The Demand Amount is no greater than the Maximum Credit Amount (as defined in the Letter of Credit).

Please make payment by wire transfer to the Beneficiary's below account in immediately available funds:

Bank Name:
Bank ABA Number:
Beneficiary Account Number:

Beneficiary may be reached at the following telephone number: _____.

_____

By: _____
(Authorized Signer)

Title: _____

FOR INFORMATION

Lisle Community Unit School District 202
Board of Education Meeting
October 23, 2023

SUBJECT: Lisle Junior High School Improvement Report

BACKGROUND DATA: The Junior High School administrators will provide a brief overview of the academic achievements and plans for the current school year.

Links to the presentation materials and School Improvement Plan narrative.

LISLE DISTRICT 202

LISLE JUNIOR HIGH SCHOOL

School Improvement Plan

2023-2024

Table of Contents

I. Areas of Focus: 2022-2023 School Year

II. Assessment Results

III. Standards-aligned Curriculum

IV. Instructional Practices

V. Areas of Focus: 2023-2024 School Year



Top Five Areas of Focus

2022-2023

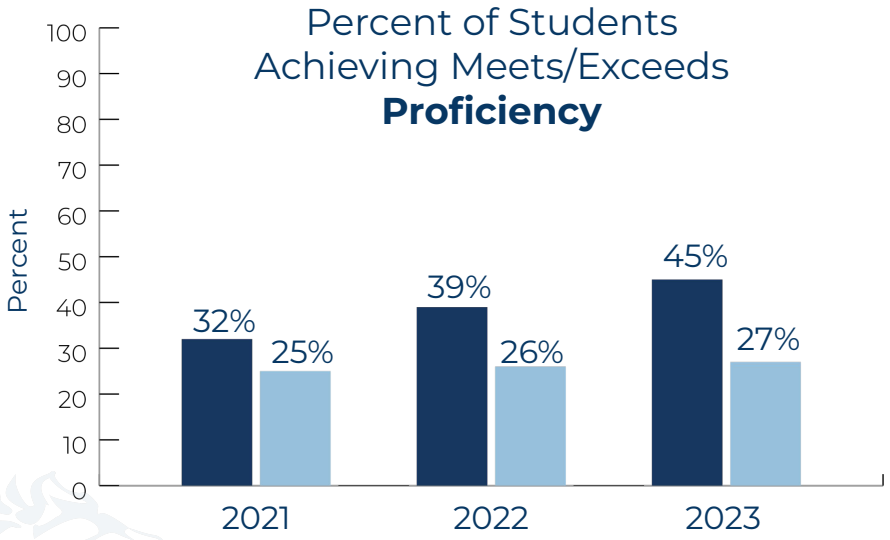
1. Ongoing review of content area curricula with an emphasis on **implementing proven programs** with **rigorous learning expectations**.
2. Emphasize the utilization of **formative assessment data** to inform instructional practices.
3. Ongoing evaluation of **placement criteria** for both academic intervention and academic acceleration programs.
4. Further incorporation of **student-led initiatives** to promote **positive school culture.**
5. Ongoing efforts to **increase family and community outreach** opportunities and relationship-building.

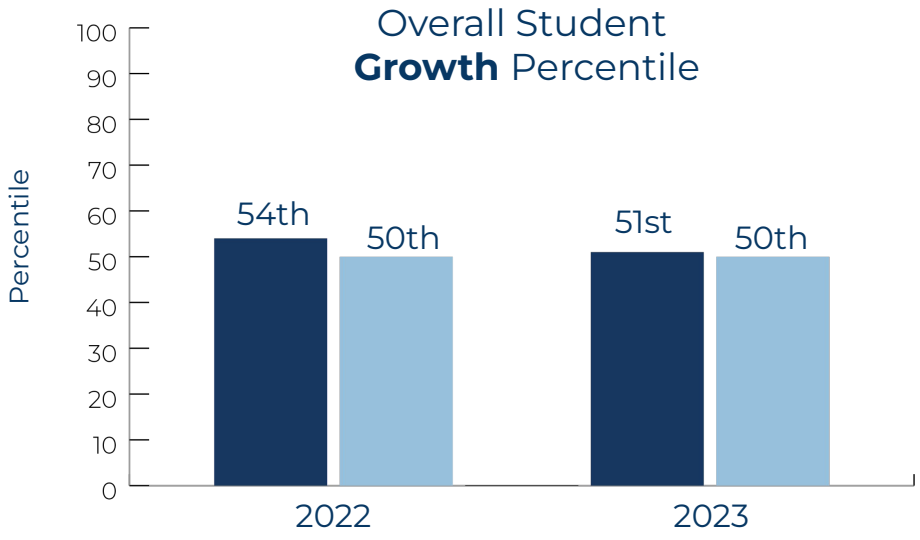
Assessment Results

Illinois Assessment of Readiness (IAR)

MATH

Grades 6-8



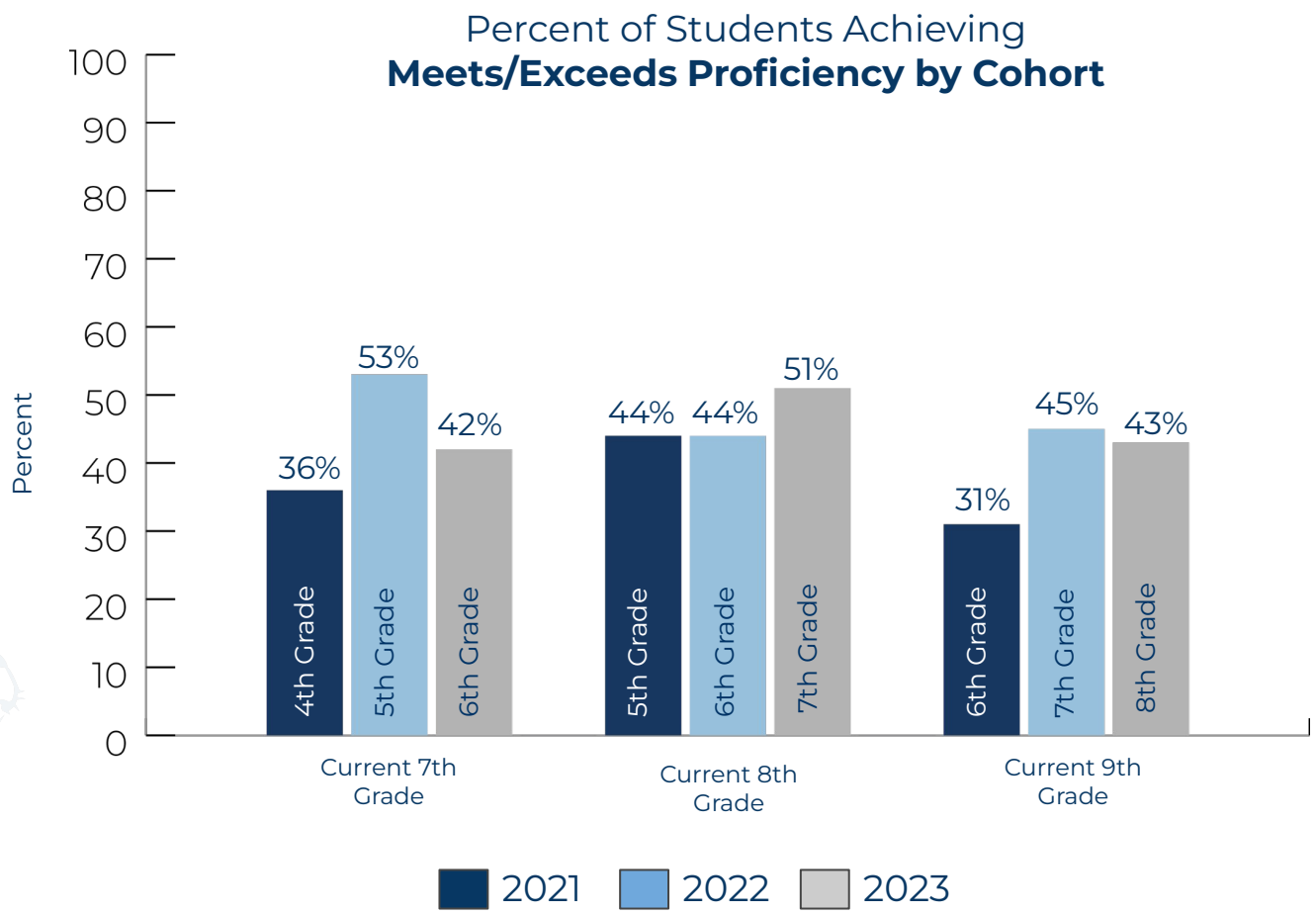


Lisle State

Illinois Assessment of Readiness (IAR)

MATH

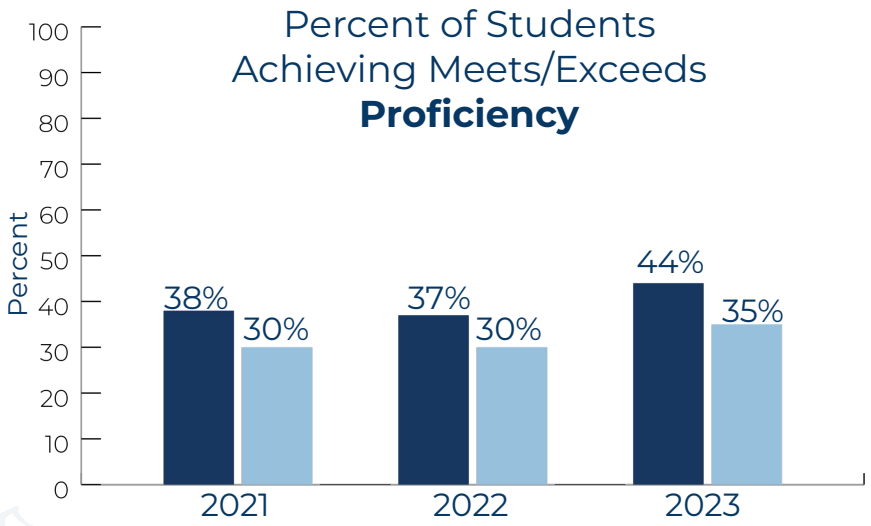
By Grade

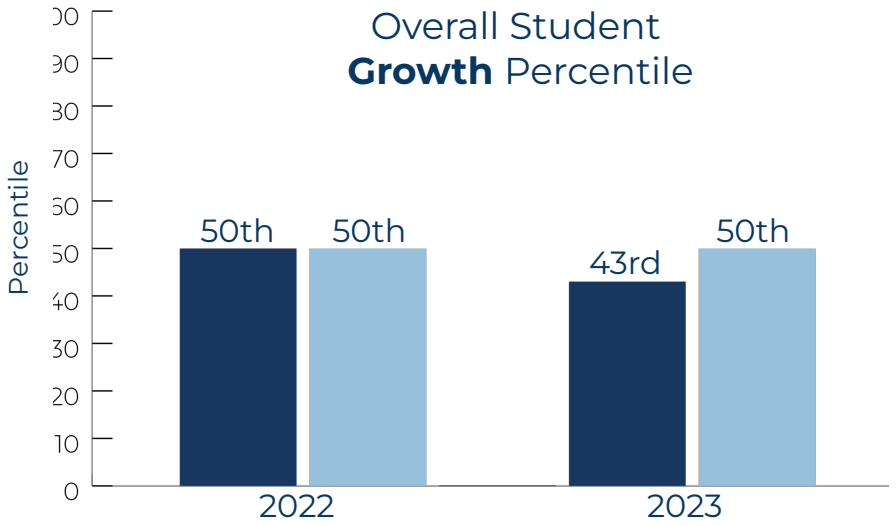


Illinois Assessment of Readiness (IAR)

English-Language Arts

Grades 6-8



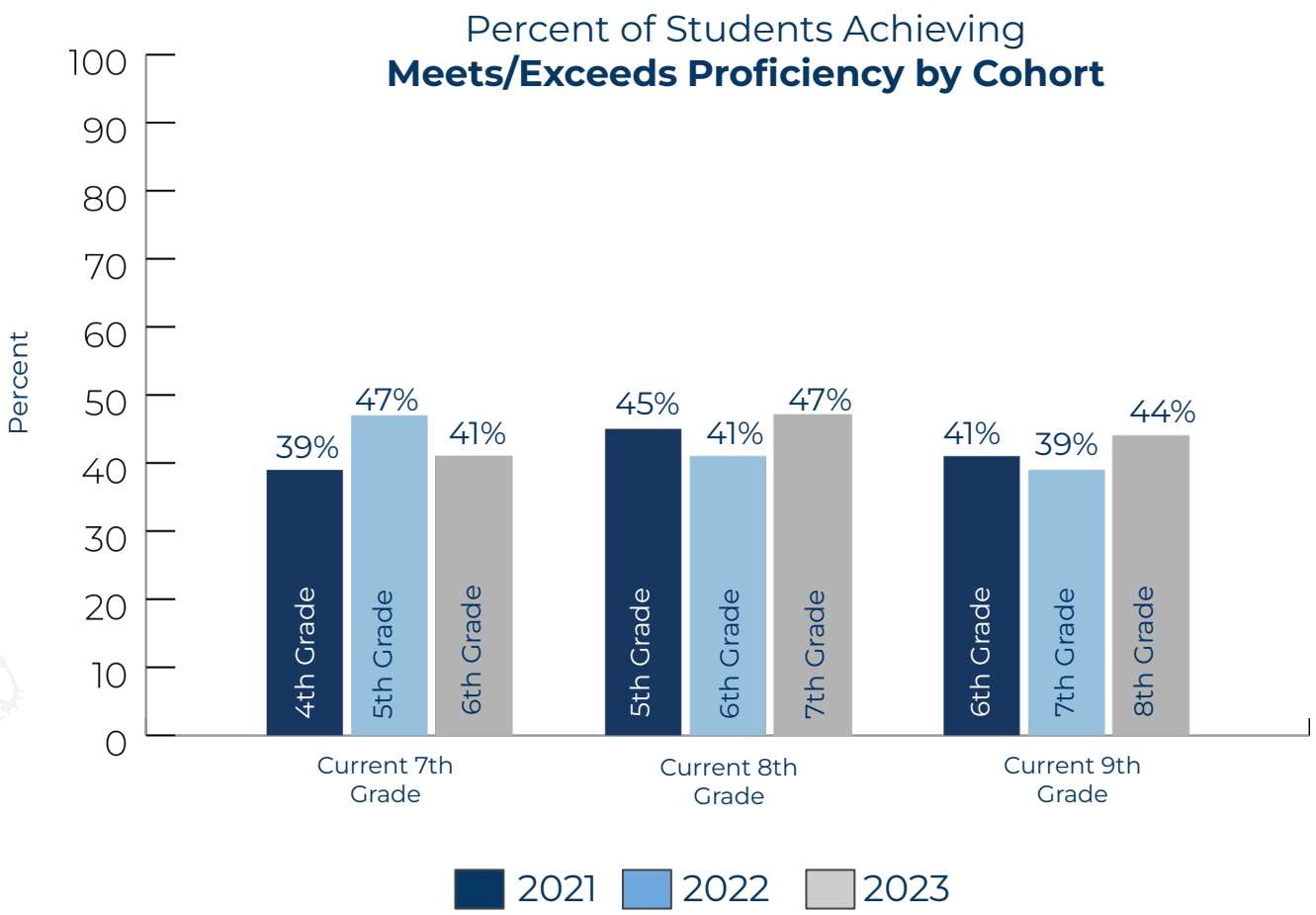


Lisle State

Illinois Assessment of Readiness (IAR)

English-Language Arts

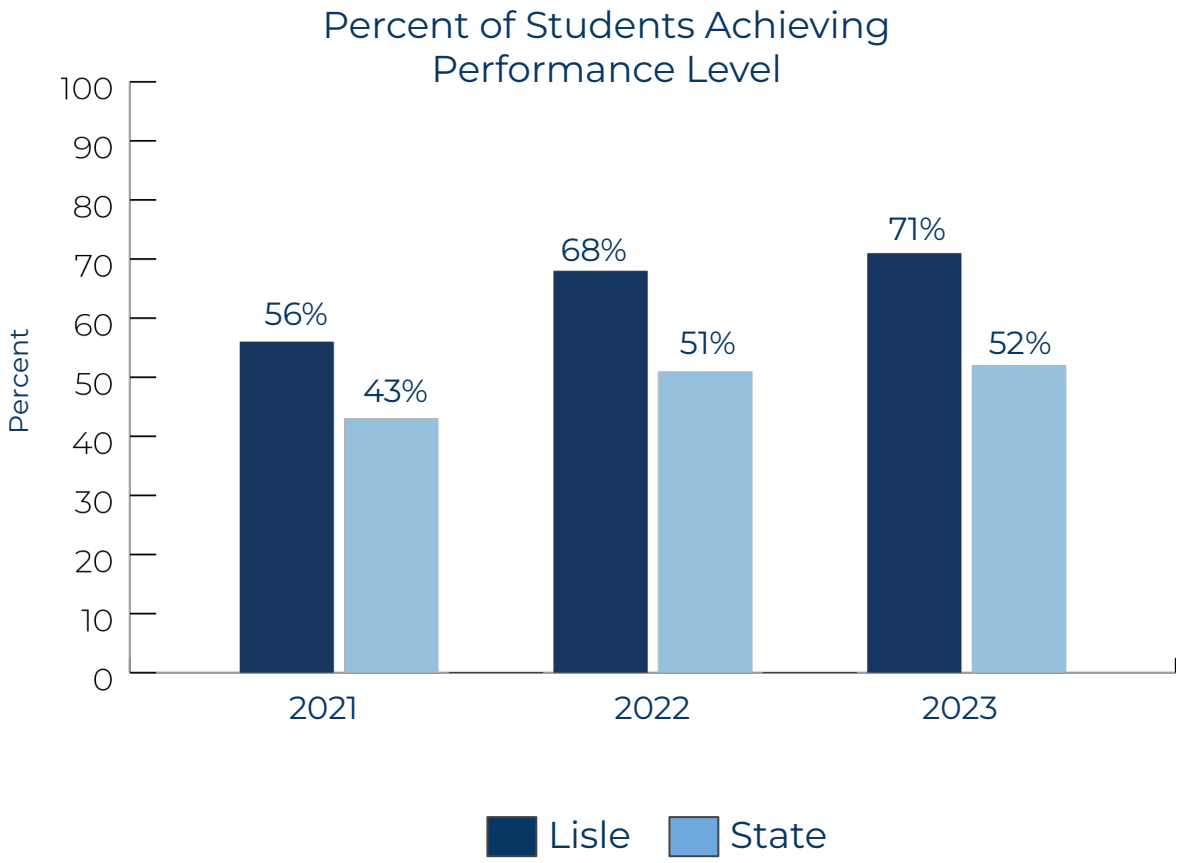
By Grade



Illinois Science Assessment

Science

Grades 6-8



Math and Reading Diagnostic Assessment Results

iReady

Grades 6-8



How the platform is utilized:

- **Assigned weekly practice** on individualized learning pathways
- **Assigned targeted lessons** to address learning deficits
- **Placement criteria** for both accelerated and intervention placement

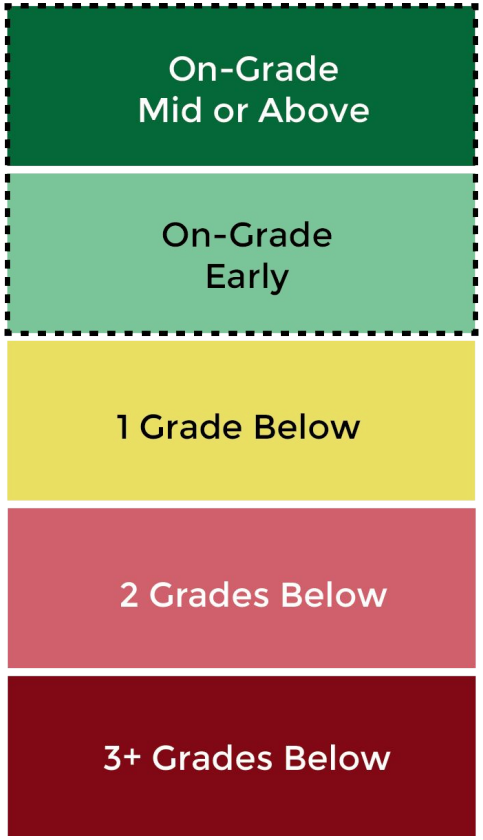
Math and Reading Diagnostic Assessment Results

iReady

Grades 6-8

What the data is telling us:

- "**Early On-Grade Level**" placement in the Fall is a **reasonable predictor** of a student's potential to demonstrate **proficiency** on Spring state testing.
- "**One Grade Level Behind**" placement in the Fall indicates a **student is in need of additional Tier 1 interventions to close the learning gaps** and potentially demonstrate proficiency in the Spring.
- **Efforts to increase lesson completion** on the individualized learning pathways resulted in **significantly increased growth overall**.



See slides 28 & 29 for more information

LISLE DISTRICT 202

LISLE JUNIOR HIGH SCHOOL

Illinois State Preliminary Designation

"Commendable"

ISBE Detailed Description

Curriculum & Instruction

Standards-Aligned Curriculum

English-Language Arts

- myPerspectives curriculum - year one
- Continuation of the myView elementary ELA program

Math

- Eureka Math Program

Science

- Open Sci Ed units of study

Social Studies

- Discovery Education, myWorld Interactive American History, iCivics, Newsela, along with other online resources

Student-Focused Instruction



Academic Acceleration Opportunities

- Honors Literature courses at each grade level
- Single and double acceleration math courses

Academic Interventions

- Tier 2 & 3 math interventions
- Tier 2 & 3 reading interventions
- Tier 2 & 3 writing interventions

See slides 32-36 for more information

Social-Emotional Learning

Executive Functioning Skills Development

- **Skill-specific lessons** in grade-level homeroom classes
- **Grade-level expectations and practices** to support skill development

Needs-based Instruction

- **Targeted lessons** addressing areas of concern identified at Lisle Junior High School
    - Second Step
    - Additional lesson resources
- **Small group interventions** based on the SEL screener results along with other data sources

Action Plan

Top Five Areas of Focus

2023-2024

AREAS OF FOCUS	ACTION STEPS
Curriculum: ● New ELA program *myPerspectives* ● *OpenSciEd* units taught in each grade level	● **Provide implementation workshops** for ELA team facilitated by *myPerspectives* literacy specialists ● **Implement additional science units of study** and **increase curricular pace** by streamlining the units available at each grade level ● **Utilize curriculum work hours** to plan and collaborate for successful implementation of the program
Instruction: ● Incorporate differentiated digital instructional tools and activities ● Analyze i-Ready results to identify grade-level trends and individual student needs	● **Determine specific tools to utilize to support student growth** through collaboration between teachers and the Instructional Technology Coach ● **Identify students beginning the year with a "One Grade Level Below"** based on iReady data and **incorporate targeted instruction** to address deficits.

Top Five Areas of Focus

2023-2024 (continued)

AREAS OF FOCUS	ACTION STEPS
Assessment: ● Assessments focused on the students' ability to demonstrate mastery of the learning standards ● Opportunities for struggling students to relearn and reassess	● **Utilize rigorous, standards-aligned summative tasks and assessments** in core-subject areas ● **Implement the updated reassessment policy** targeting Ds and Fs and allowing for reassessment up to 70%
Communication: ● Weekly communication with families ● Timely and relevant communication between teachers and families	● **Leverage *ParentSquare*** to distribute Principal's newsletter and monthly communication with families through grade-level newsletters ● **Notify students and parents** about upcoming assessments, opportunities for reassessment, and student progress from the classroom teacher

Top Five Areas of Focus

2023-2024 (continued)

AREAS OF FOCUS	ACTION STEPS
Social Emotional Learning: ● PRIDE (Participation, Responsibility, Integrity, Determination, and Empathy) ● Executive functioning skills ● Family resources and supports	● **Implement *PBIS Rewards* and PRIDE points** to increase recognition and encouragement of positive student behaviors ● **Provide professional learning** addressing promoting successful student engagement ● **Build students' executive functioning skills** by implementing developmentally appropriate **common expectations and practices** at each grade level ● **Offer on-site parent sessions** through *Your Story Counseling* to support families in navigating the challenges of junior high

Lisle Junior High School



P articipation

R esponsibility

I ntegrity

D etermination

E mpathy

5Essentials

5Essentials Survey - Student

Category	Areas of Focus	Student Feedback
Ambitious Instruction	English Instruction	44 Neutral → 49 Neutral
Ambitious Instruction	Math Instruction	67 Strong → 75 Strong
Supportive Environment	Peer Support for Academic Work	61 Strong → 67 Strong
Supportive Environment	Academic Personalism	60 Strong → 69 Strong

2022 → 2023

5Essentials Survey - Teacher

Category	Areas of Focus	Teacher Feedback
Collaborative Teachers	School Commitment	53 Neutral → 67 Strong
Collaborative Teachers	Quality Professional Development	54 Neutral → 67 Strong
Involved Families	Parent Involvement in School	52 Neutral → 57 Neutral
Effective Leaders	Teacher-Principal Trust	58 Neutral → 65 Strong

2022 → 2023

5Essentials Survey - Parent

Category	Areas of Focus	Parent Feedback
School Outreach	Make you aware of important information and news	90% Often/Every time there is an event
Parent-Teacher Interaction	Let me know what my child is working on in class	28% Once a week or more 39% 2-3 times a month
Parents' Assessment of Teacher Trust	Comfortable sharing my concerns with teachers	84% Agree/Strongly agree

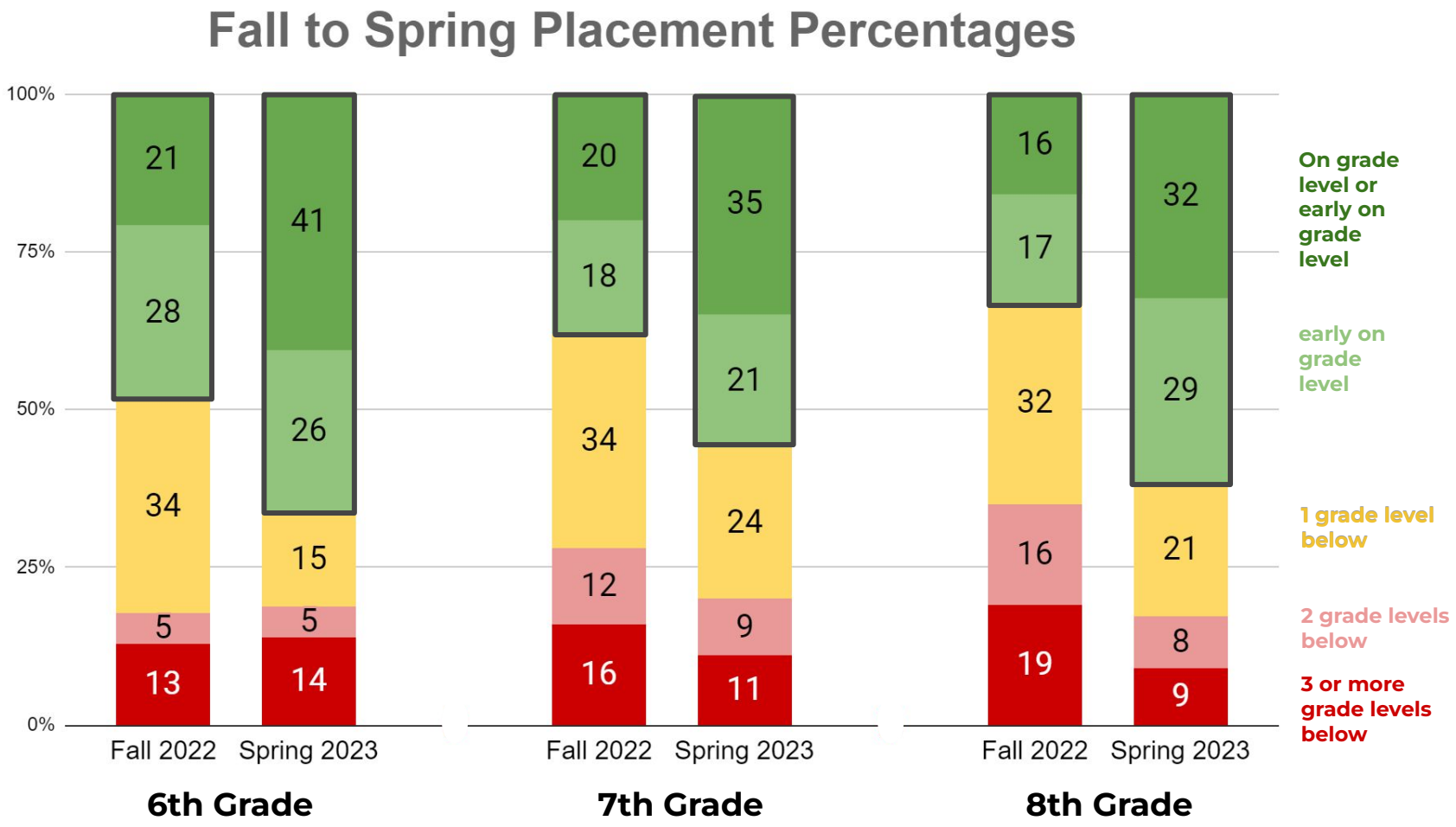

Thank you!

Additional Information

Fall to Spring i-Ready Placement Percentages

MATH

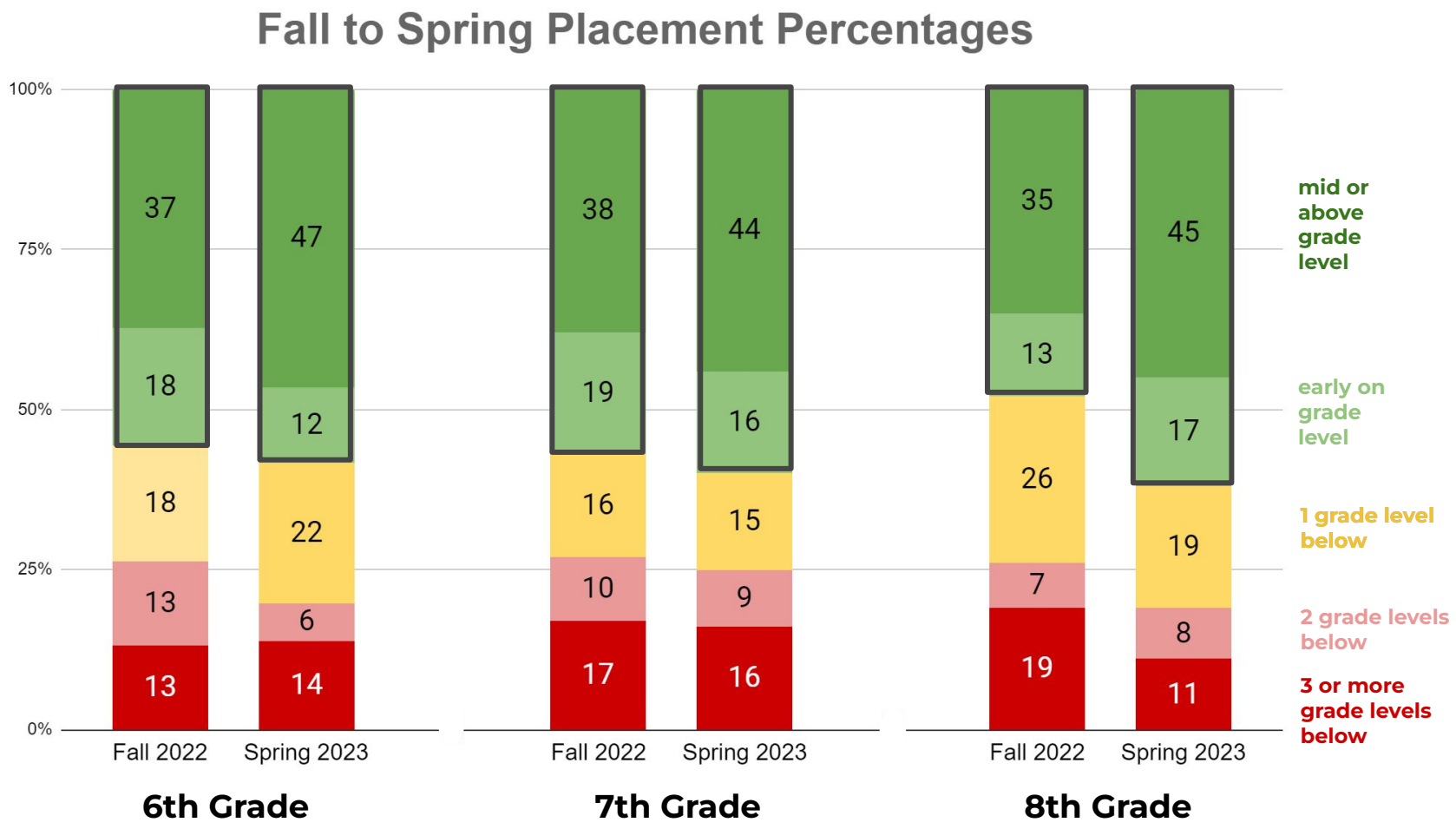
By Grade



Fall to Spring i-Ready Placement Percentages

READING

By Grade



Illinois State Designation

Academic Indicators - 75%

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%

School Quality & Student Success Indicators - 25%

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%

ISBE Detailed Description

Student Services

Lisle Junior High Student Services Program Supports:

- 43 students with IEPs
- 12 students receiving direct EL services
- 5 students receiving consult EL services
- 20 students with 504 Plans
- 70 students receive consistent psych or social work support*
- 32 students receive math intervention*
- 36 students receive reading intervention*
- 12 students receive writing intervention*

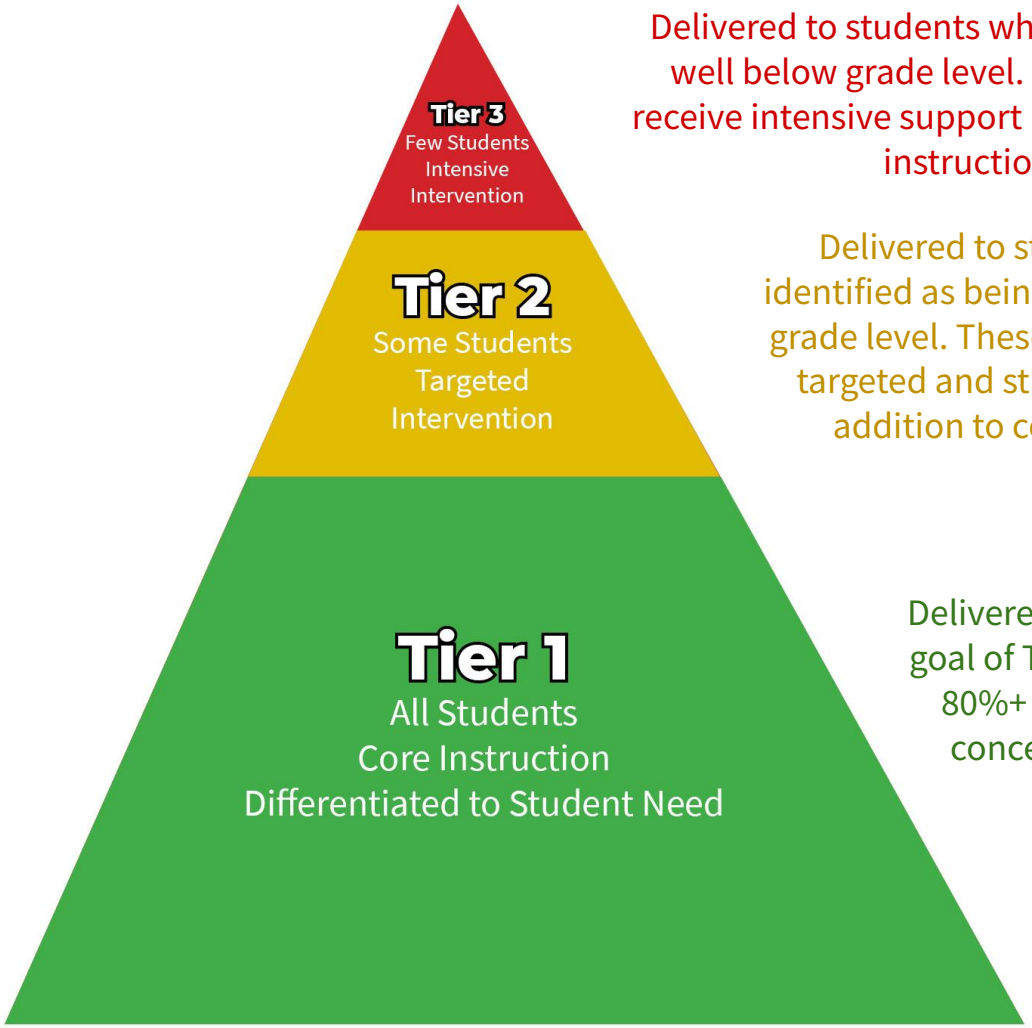
* Some students receive multiple interventions.

Academic Acceleration

- Placement criteria includes:
  - Past/current classroom performance
  - Past/current teacher feedback
  - i-Ready diagnostic results
  - “Readiness” assessments, etc.
- Every effort is made to do what is in the best interest of each individual student, looking at the “whole child”

  - **Math Accelerated Options**
    - *Single grade-level acceleration*, Algebra I in 8th Grade
      - Percent of 8th Graders “Passing” Algebra 1 = Percent of 8th Graders enrolled in the course on the Illinois School Report Card
    - *Double grade-level acceleration*, Algebra I in 7th Grade
  - **ELA Accelerated Options**
    - Honors Literature

Multi-Tiered System of Supports (MTSS)



Delivered to students who are performing well below grade level. These students receive intensive support in addition to core instruction.

Delivered to students who are identified as being performing below grade level. These students received targeted and strategic support in addition to core Instruction.

Delivered to all students. The goal of Tier I is to ensure that 80%+ of students master concepts through these supports.

Academic Interventions

Reading

Exploring Reading	Instructional Reading
Tier 2	Tier 3

• Students historically **between the 10th percentile and 35th percentile** on iReady diagnostic
• Focuses on **expanding reading skills** to assist with **content comprehension**
• **Progress monitored monthly** using i-Ready growth monitoring, comprehension and oral reading fluency probes
• **71%** of students **achieved typical growth**
  ○ Of those students, **26%** also **achieved** their **stretch growth**
	• Students historically **below the 10th percentile** on iReady diagnostic
	• Focuses on **basic reading skills** to develop ability to **access text content**
	• **Progress monitored biweekly** using Reading Inventory and/ or oral reading fluency probes
	• **56%** of students **achieved typical growth**
	  ○ Of those students, **40%** also **achieved** their **stretch growth**

Academic Interventions

Writing

Exploring Writing	Instructional Writing
Tier 2	Tier 3
• Students who exhibit **below grade level writing skills** as shown on local assessments • Focuses on **general writing structure, process, and strategies** • Concentrates on **Claim-Evidence-Reasoning writing format** prompts (used across subject areas) • **Progress monitoring** through writing rubrics on grade level writing prompts in general education settings.	• Students who exhibit **significant writing skill deficits** as shown on local assessments • Focuses on **basic writing skills** to develop sentence and paragraph writing capacity • In-depth **scaffolded support** to develop an understanding **of** the **writing process** • **Progress monitoring** through writing rubrics and assessments on targeted skills

Academic Interventions

Math

Exploring Math	Instructional Math
Tier 2	Tier 3

• Students historically **between the 10th and 35th percentile** on iReady diagnostic
• Follows **scope and sequence of general education math classes**
• Utilizes **iReady individualized learning path** with teacher intervention to address diverse learning gaps
• **Progress monitored monthly** using i-Ready growth monitoring
• **54%** of students **achieved typical growth**
  ○ Of those students, **64% achieved** their **stretch growth**
	• Students historically **below the 10th percentile** on iReady diagnostic
	• Focuses on **prerequisite math skills** such as basic number sense, fractions, and word problems using basic operations
	• Utilizes **alternate core programs** and **iReady individualized learning path** with teacher intervention to address prerequisite skills
	• **Progress monitored bi-weekly** based on specific skills (i.e. fact fluency, fraction work, etc.)
	• **62%** of students **achieved typical growth**
	  ○ Of those students, 38 **% achieved** their **stretch growth**

Lisle Junior High School

School Improvement Plan
School Year 2023-2024

Teaching and Learning (TL)
Establish systems at the District and Building levels to support and deliver high-quality teaching and learning.

TL 1: Core Function
Utilize **standards aligned curriculum** that defines a set of skills and behaviors of appropriate content and rigor to prepare students for both college and careers in the 21st Century.

School Year 2022/2023	
Plan	**Action**
Finish reviewing and piloting highly-rated middle school English Language Arts (ELA) programs with the goal of adopting a program to fully implement beginning with the 2023-2024 school year (professional development will be provided during the summer).	ELA Team completed the piloting of multiple ELA curriculum and chose to adopt MyPerspectives for the 2023-2024 school year. Professional development began in the spring of 2023 and will continue in the fall of 2023. Teachers utilized Summer Curriculum hours to prepare for the implementation of this new program.
Continue to enhance the Science curriculum through implementation of OpenSciEd middle school units of study.	Each grade level completed four of the possible six units of study with this curriculum. Teachers utilized Summer Curriculum hours to prepare for implementation of additional units.
Review the latest edition of Eureka Math program with the intent of implementing in the 2023-2024 school year.	Math team determined after review to continue using the original Eureka program for another year due to limited accompanying resources available at this point for the updated version.
Evaluate Summer School offerings for summer of 2023	The offerings did not change for the summer of 2023, but both the ELA and Math curriculums have been updated to better meet the needs of our students enrolled in the summer school program.

TL 2: Core Function
Employ **instructional practices** that are evidence-based and differentiated resulting in improved outcomes for all students.

School Year 2022/2023	
Plan	**Action**
Incorporate digital instructional tools and activities to enhance student learning experiences (with the guidance and support of Dr. Slowiak).	Dr. Slowiak tailored the digital instructional tools to specifically meet the needs of teachers and students. - Supporting ELA teachers with new textbook pilot - i-Ready, Set, Go! Challenge - Ongoing support and training related to the G-Suite - Interactive assessments using Kami - Assisted in the integration of Logitech Crayons for Art - StoryBoardThat for PE Health Triangle - NoodleTools to organize 8th-grade notes - 8th-grade WeVideo pilot using green screens - Designed a school-wide digital decisions SEL program
Utilize i-Ready results to identify student gaps and allow the individualized learning pathways to target deficits in student learning (currently implemented in our intervention courses and beginning to implement in general courses).	Provided time for students to work on individualized learning pathways during Homeroom. Math teachers and Inclusion Facilitators assigned specific lessons to students based on their identified learning gaps. Also utilized for additional mastery practice of current grade-level skills. Utilized resources to promote a school-wide goal of completing lessons in a 6 week period in early spring. Over 5,100 lessons were completed.

TL 3: Core Function
Develop and use standards-aligned **formative, interim and summative assessments** that provide the necessary data to make informed decisions to improve student learning and staff practices.

School Year 2022/2023	
Plan	**Action**
Continue to focus our system of assessment on the essential learning standards of the appropriate course and grade level.	Ongoing modifications of course assessments in order to ensure alignment of the assessment tasks to the essential learning standards.
Continue to provide students with multiple opportunities to demonstrate their learning through relearning and reassessment practices. Work with teachers to streamline the reassessment process and improve communication between school and home to increase utilization of reassessment.	Increased communication with students and parents to encourage greater utilization of reassessment opportunities. Teachers sent emails to inform parents about upcoming summative assessments as well as to remind them of the opportunity to reassess if necessary. Utilized access to core subject area teachers during study hall periods as another opportunity for relearning and reassessment.
Provide professional development to equip teachers with strategies to utilize formative assessment results in order to inform their planning and instruction.	Dr. Slowiak and a SASED School Improvement and Instructional Support Coach co-facilitated a workshop on small group learning experiences, incorporating a variety of formative assessment strategies.

TL 4: Core Function
Encourage student growth in **social and emotional development, cultural awareness, and global perspective.**

School Year 2022/2023	
Plan	**Action**
Utilize PRIDE Points to promote participation, responsibility, integrity, determination, and empathy.	Increased student experiences offered that could be purchased in the ROAR Store. Students were required to demonstrate positive behavior to shop each week.
Increase restorative practices within the discipline system.	Restorative conferences were used in a proactive way to problem-solve student conflicts. Restorative conferences were also used reactively with students during in-school suspension with emphasis on reflection and making amends for their actions. Student Services personnel co-facilitated restorative conferences.
Build relationships with local mental health agencies in order to provide families with appropriate resources and supports.	We partnered with Your Story Counseling to host a Parent Mixer event. Rosecrance supports were also utilized for students struggling with substance abuse. We began a partnership with Compass Health Center to support students struggling with school anxiety.

Support Systems (SS)

Provide effective systems of support for students and staff that promote quality learning experiences.

SS 1: Core Function
Recruit, employ, retain and assign **highly qualified teachers, administrators and support staff** who are able to improve and support quality instruction.

School Year 2022/2023	
Plan	**Action**
Create a diverse interview committee that understands and supports our school's philosophy and culture.	With the assistance of staff interview committees, we successfully hired a strong candidate to fill our nurse position.
Support new staff members within our district mentoring program as well as through ongoing efforts to acclimate them into our building culture.	Each of our new teachers met regularly with their mentor teachers. Our efforts to acclimate our new staff were successful as evidenced by the 5 Essentials Survey results.
Renewed focus on building positive relationships and accountability in order to strengthen school climate and culture (i.e. celebrations outside of school, time to connect on Institute Days, community building, etc.).	Purposeful efforts were made to provide staff members with opportunities to connect with their colleagues and to provide input as we continue to establish a positive school culture (sharing about summer and winter breaks, surprise staff breakfast during Teacher Appreciation Week, retirement celebrations, etc.).

SS 2: Core Function
Provide high quality, job-embedded, on-going mentoring and **professional development** for district and school staff aligned to teacher and student needs.

School Year 2022/2023	
Plan	**Action**
Continue to support teachers and provide updates with the implementation of current instructional programs and tools. Utilize Dr. Slowiak's role as Instructional Coach to support teachers' implementation of new instructional programs and tools through all-staff trainings and individual collaboration versus after-school PD offerings.	Dr. Slowiak piloted BITE Box, "a professional learning subscription box that will be a fun, quick way to learn and add new strategies to your teaching repertoire." ELA teachers were also supported in navigating the digital tools associated with the piloted programs. Dr. Slowiak and a SASED School Improvement and Instructional Support Coach co-facilitated a workshop on small group learning experiences. Dr. Slowiak also facilitated a follow-up small group learning workshop, including utilization of i-Ready grouping reports.
Give every staff member a voice in planning professional development through the work of the School Improvement Team.	The team met over the summer as well as throughout the year in order to assess staff needs and determine how allotted professional learning time can best be utilized to address these needs.

SS 3: Core Function
Utilize a teacher and administrator **evaluation system to improve educator effectiveness** that incorporates both professional practice and student growth.

School Year 2022/2023	
Plan	**Action**
Utilize the district evaluation system with a focus on reflection, feedback and goal-setting which promotes the professional growth of teachers.	Completed staff summative evaluations and formal and informal observations.
Maintain a common school-wide goal tied to student growth on i-Ready Reading and i-Ready Math, giving all teachers a shared responsibility in cross-curricular support of all students' development with respect to reading and mathematics. ○ For both ELA and Math, we use iReady diagnostic results Fall to Spring as a PERA (Student Growth) measure: ■ 60% of students meet or exceed typical growth = Excellent rating ■ 45% of students meet or exceed typical growth = Proficient rating	Celebrated significant growth demonstrated on spring i-Ready diagnostics with students and staff.

SS 4: Core Function
Implement and use **systems** for collecting, storing, accessing, analyzing and disseminating school and student level data.

School Year 2022/2023	
Plan	**Action**
Utilize a data protocol in order to determine the appropriate placement of students in both academic intervention courses and academic acceleration courses.	Ongoing review and modification of qualification criteria to most effectively identify students for academic services. Data points include iReady diagnostic results, classroom assessment data, teacher recommendation, and IAR results.
Monitor school-wide student growth throughout the school year utilizing i-Ready diagnostic assessment results, academic performance in classes, and teacher observations and feedback.	Used i-Ready diagnostic growth reports to celebrate and set goals.

SS 5: Core Function
Review and expand **programs and services** that support students' academic, cultural, physical, behavioral and social and emotional needs.

School Year 2022/2023	
Plan	**Action**
Support 6th grade students with the transition to middle school through our student mentoring program.	Student mentors facilitated activities with the 6th grade class during Homeroom.
Review the relevance of the Second Step SEL Curriculum and incorporate additional lessons based on current student needs.	Based on student survey results, each grade level chose specific unit topics to deliver. Additional lessons were developed and delivered to address current student needs on the topics of Upstander/Bystander and Social Media.

MATH								
Test Year	Grade Level	Did Not Meet	Partially Met	Approached	Met	Exceeded		Met and Exceeded
2022-2023	Sixth	11%	17%	30%	34%	8%		42%
	Seventh	6%	24%	20%	36%	14%		50%
	Eighth	12%	16%	29%	32%	11%		43%
2021-2022	Sixth	9%	26%	21%	37%	7%		44%
	Seventh	7%	14%	33%	40%	5%		45%
	Eighth	19%	25%	26%	25%	4%		29%

English Language Arts								
Test Year	Grade Level	Did Not Meet	Partially Met	Approached	Met	Exceeded		Met and Exceeded
2022-2023	Sixth	8%	17%	34%	34%	7%		41%
	Seventh	10%	13%	29%	38%	9%		47%
	Eighth	8%	17%	31%	39%	5%		44%
2021-2022	Sixth	7%	18%	34%	37%	4%		41%
	Seventh	9%	19%	33%	33%	6%		39%
	Eighth	20%	23%	25%	25%	7%		32%

School Year 2023/2024

Plan

TL 1:Utilize standards aligned curriculum that defines a set of skills and behaviors of appropriate content and rigor to prepare students for both college and careers in the 21st Century.

- Implement new ELA program myPerspectives with fidelity, ensuring all grade level standards are addressed.
- Increase the number of science units taught in each grade level utilizing the OpenSciEd middle school units of study.
- Continue the work of aligning coursework within each course and between courses based on state learning standards.

TL 2: Employ instructional practices that are evidence based and differentiated resulting in improved outcomes for all students.

- Incorporate digital instructional tools and activities to enhance student learning experiences (with the guidance and support of Dr. Slowiak) with an emphasis on addressing diverse student needs within the classroom setting.
- Utilize i-Ready results to identify grade-level trends as well as individual student gaps and allow the individualized learning pathways and teacher intervention to target deficits in student learning.

TL 3 : **Develop and use standards-aligned formative, interim and summative assessments that provide the necessary data to make informed decisions to improve student learning and staff practices**.

- Continue to focus our system of assessment on student demonstration of meeting the learning standards of the appropriate course and grade level.
- Increase utilization of relearning and reassessment for our struggling students along with improving communication between school and home to increase utilization of reassessment.
- Provide professional development to equip teachers with strategies to better meet the diverse learning needs of all students utilizing student assessment data.

TL 4: Encourage student growth in social and emotional development, cultural awareness, and global perspective.

- Continue to utilize PRIDE Points to promote participation, responsibility, integrity, determination, and empathy.
- Focus on building executive functioning skills and appropriate utilization of Social Media within our SEL program.
- Continue to develop partnerships with local mental health agencies in order to provide families with appropriate resources and supports.

SS 1: Recruit, employ, retain and assign highly qualified teachers, administrators and support staff who are able to improve and support quality instruction

- Create diverse interview committees that understand and support our school's philosophy and culture.
- Support new staff members within our district mentoring program as well as through ongoing efforts to acclimate them into our building culture.
- Continued focus on building positive relationships and accountability in order to strengthen school climate and culture (i.e. celebrations outside of school, time to connect on Institute Days, community building, etc.)

SS 2: Provide high quality, job-embedded, on-going mentoring and professional development for district and school staff aligned to teacher and student needs

- Continue to support teachers and provide updates with the implementation of current instructional programs and tools. Utilize Dr. Slowiak's role as Instructional Coach to support teachers' implementation of new instructional programs and tools through all-staff trainings and individual collaboration.
- Provide professional development for implementation of new ELA program myPerspectives.
- Give every staff member a voice in planning professional development through the work of the School Improvement Team. Members of SIT meet with each member of the staff to get feedback regarding PD opportunities as needed.

SS 3 Utilize a teacher and administrator evaluation system to improve educator effectiveness that incorporates both professional practice and student growth.

- Utilize the district evaluation system with a focus on reflection, feedback and goal-setting which promotes the professional growth of teachers.
- Maintain a common school-wide goal tied to student growth on i-Ready Reading and i-Ready Math, giving all teachers a shared responsibility in cross-curricular support of all students' development with respect to reading and mathematics.
    - For both ELA and Math, we use iReady diagnostic results Fall to Spring as a PERA (Student Growth) measure:
        - 60% of students meet or exceed typical growth = Excellent rating
        - 45%of students meet or exceed typical growth = Proficient rating

Top 5 Junior High Areas of Focus 2023-2024

1. Curriculum:
    - Implement new ELA program myPerspectives with fidelity, ensuring all grade level standards are addressed.
    - Increase the number of science units taught in each grade level utilizing the OpenSciEd middle school units of study.

2. Instruction:
    - Incorporate digital instructional tools and activities to enhance student learning experiences (with the guidance and support of Dr. Slowiak) with an emphasis on addressing diverse student needs within the classroom setting.
    - Utilize i-Ready results to identify grade-level trends as well as individual student gaps and allow the individualized learning pathways and teacher intervention to target deficits in student learning.

3. Assessment:
    - Continue to focus our system of assessment on student demonstration of meeting the learning standards of the appropriate course and grade level.
    - Increase utilization of relearning and reassessment for our struggling students along with improving communication between school and home to increase utilization of reassessment.

4. Social Emotional Learning:
    - Continue to utilize PRIDE Points to promote participation, responsibility, integrity, determination, and empathy.
    - Focus on building executive functioning skills and appropriate utilization of Social Media within our SEL program.
    - Continue to develop partnerships with local mental health agencies in order to provide families with appropriate resources and supports.

5. Communication/Other:
    - Continue weekly communication with families through Principal's newsletter and monthly communication with families through grade-level newsletters.
    - Improve targeted communication between teachers and families including upcoming summative assessments, individual student progress, reassessment opportunities, etc.

FOR DISCUSSION

Lisle Community Unit School Dist. 202
Board of Education Meeting
October 23, 2023

SUBJECT: Revised Licensed Job Descriptions

BACKGROUND DATA: The revised drafts intend to update the licensed job descriptions to reflect a 181-day contract for LEA members to clarify the expectation that reporting to the District buildings (non-remote) is an essential job function for personnel. The job descriptions as presented will not change the intent, responsibilities or expectations of any position.

Please note: a few of the positions are not currently utilized (i.e Technology Education Coach, Interventionist) however, keeping all potential job descriptions on the same renewal cycle is helpful.

Level	Job Description
Elem.	Early Childhood Teacher - Special Education
Elem.	Classroom Teacher
Elem.	Instructional Specialist
Elem.	Technology Education Teacher/Specialist
Elem.	Technology Education Coach
Elem.	Gifted/Accelerated Learning Teacher
PK-5	Title I Reading Teacher
K-12	English Language Learner/English as a Second Language Teacher
PK-12	Special Education Teacher and Inclusion Facilitator
PK-12	Interventionist/Problem Solving Coach
HS	School Counselor
HS	Business Education Teacher
HS	Consumer Education Teacher
HS	English/Reading Teacher
HS	Family and Consumer Science Teacher
HS	Foreign Language - French Teacher
HS	Foreign Language - Spanish Teacher
HS	Health Teacher
HS	Mathematics Teacher
HS	Science Teacher
HS	Social Science Teacher
HS	Department Head
HS	Driver Education Teacher
5-12	Instrumental Music/Band Teacher
JH	Family Consumer Science Teacher

JH	English Teacher
JH	Foreign Language/French Teacher
JH	Foreign Language/Spanish Teacher
JH	Gifted Teacher
JH	Mathematics Teacher
JH	Reading Teacher (English)
JH	Science Teacher
JH	Social Science Teacher
JH	Intervention Specialist
6-12	Secondary Technology Education Teacher
PK-12	Art Teacher
PK-12	Music/Choir Teacher
PK-12	Physical Education Teacher
PK-12	School Psychologist
PK-12	School Nurse
PK-12	Social Worker
PK-12	Speech Therapist
PK-12	Instructional Technology Integration Coordinator
PK-12	Library Media Specialist
PK-12	Building Principal

FINANCIAL IMPACT: NA

RECOMMENDATION: NA

SUGGESTED MOTION: NA

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: Building Principal

REPORTS TO: Superintendent

JOB GOAL: Achieving academic excellence and growth in academic and interpersonal skills requires that the school Principal work collaboratively to direct and nurture all members of the school staff hired by the Board of Education and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

JOB QUALIFICATIONS:

- Type 75 Certificate with an Administrative Endorsement
- Master's Degree Required
- Minimum of three years building level administrative experience
- Minimum of five years teaching experience
- Knowledge of the current literature, trends, and developments in the field of educational administration, curriculum and assessment, and professional development
- Ability to establish and maintain effective working relationships
- Experience using formative assessment and other student data to improve instruction and the provision of academic and social supports
- Excellent interpersonal skills

SUPERVISES: All school personnel assigned to respective building

PHYSICAL ABILITY REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERMS OF EMPLOYMENT: Basic Annual Level 1 Administrative 260-day Agreement

ESSENTIAL PERFORMANCE RESPONSIBILITIES (Other duties may be assigned by Superintendent or Designee):

Developed from the Illinois Standards and Indicators for School Leaders

I. Living a Mission and Vision Focused on Results

The school leader works with the staff and community to build a shared mission, and vision of high expectations that ensure all students are on the path to college and career readiness and hold staff accountable for results.

The school leader:

- coordinates efforts to establish and implement a shared mission and vision for the school that leads to academic growth for all learners;
- ensures that the school's identity, vision, and mission drive all school decisions;
- conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and achieving improved results.

II. Leading and Managing Systems Change

The school leader creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning for the purpose of achieving school and district improvement goals.

The school leader:

- develops, implements, and monitors the outcomes of the school improvement plan which measure school wide academic achievement and school climate indicators;
- establishes and maintains a safe, clean, orderly and effective learning environment;
- collaborates with district and school staff to appropriately allocate personnel, time, material, and adult learning resources to achieve school improvement plan goals;

- utilizes current technologies to support leadership and management functions.

III. Improving Teaching and Learning

The school leader works with the school staff and community to develop a research-based framework for effective teaching and learning that is continuously refined to improve instruction for all students.

The school leader:

- develops, in collaboration with staff, a consistent framework for effective teaching and learning that includes a rigorous and relevant standards-based curriculum;
- research-based instructional practices, and high expectations for student performance;
- establishes a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address target areas for improvement, measure outcomes and celebrate successes;
- ensures that differentiated instructional practices which address identified student needs are implemented with fidelity;
- selects and retains teachers with the expertise to deliver instruction that maximizes student learning and respects the individual needs of all students;
- evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations and provides timely, specific feedback on instruction as part of the district teacher appraisal system;
- ensures the development of high performing instructional teacher teams by providing training and support grounded in best practices which are designed to advance student learning and the individual performance of each student;
- develops systems and structures for professional development and teacher collaboration that provide and protect time allotted for development;
- advances instructional technology within the learning environment;
- ensures that professional growth plans are linked to data derived from school improvement plan results and teacher evaluations.

IV. Building and Maintaining Collaborative Relationships

The school leader creates a collaborative school community where the school staff, students, families, and community interact regularly and share ownership for the success of the school.

The school leader:

- creates, develops and sustains relationships that result in active student engagement in the learning process;

- utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and school procedures;
- proactively engages families and communities in supporting student learning and the school's shared mission, vision and learning goals;
- demonstrates the ability to understand, apply and monitor the change process.

V. Leading with Integrity and Professionalism

The school leader works with the staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for professional behavior of others.

The school leader:

- treats all people fairly, equitably, and with dignity and respect;
- demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession;
- protects the rights and confidentiality of all students and staff;
- creates and supports a climate that values, accepts and understands cultural diversity and multiple perspectives.

VI. Creating and Sustaining a Culture of High Expectations

The school leader works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning.

The school leader:

- establishes and monitors a culture of high aspirations and achievement for every student;
- requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission;
- leads a school culture and environment that successfully develops the full range of students' learning capacities–academic, creative, social-emotional, behavioral and physical.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district

policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

Approved: August 16, 2012

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **School Social Worker**

REPORTS TO: Director of Student Services

JOB GOAL: To assist students in resolving those personal, emotional, and social problems which interfere with their adjustment to school as well as impede their capacity to enjoy the fullest benefits of the education offered to them. As an integral part of the Pupil Personnel Services Team, the social worker is responsible for the provision of both direct and indirect services primarily to student and also to families, teachers, and administrators via referrals, social developmental studies, staffings, consultation, counseling and follow-up procedures.

While the Social Worker's primary responsibility is to those students receiving Special Education services, the social worker is the link between the school, the home, and the community for all students.

POSITION PURPOSE: Under the general supervision of the Director of Pupil Services, to provide students, parents, administrators, and other teaching staff with individually-tailored advice and consultation to overcome personal, emotional, familial, or social issues to maximize the students' learning experience.

EDUCATION:

- Minimally, a Master's Degree in Social Work
- Completion of a (nine-month) supervised internship in School Social Work.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Performs casework services (as determined by a Multi-Disciplinary Conference) with individual students to correct that personal, social, or emotional maladjustment's related to their educational and social progress.
b. Consults and collaborates with other school personnel in gathering and giving information on a case, and in establishing and planning for respective roles in the modification of the student's behavior.
c. Performs casework services with parents as an integral part of the task of helping students. These are done in order to increase the parents' understanding, to help them participate constructively in resolving their child's problems, and to appropriately use available resources.
d. Serves as a resource for the referral of students to, and as a liaison with, outside agencies such as the Department of Children and Family Services, Public Welfare, Juvenile Courts and the like, as considered appropriate.

e. Makes home visits and serves as a liaison between the home and the school when considerable follow-up is deemed necessary and/or for the purpose of gathering information helpful in evaluating students' needs.
f. Assists students and teaching staff in implementing students' behavior management plans.
g. Assists students in order to facilitate their adjustment to school.
h. Maintains sufficient and timely records of cases for use by school staff members and outside agencies as considered appropriate.
i. Assists in the district-wide preschool screening.
j. Conducts assessments, testing and diagnostic examinations of students for the purpose of identifying learning or social interaction issues, and recommending courses of action or corrective procedures to overcome issues and maximize learning.
k. Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and needs and to familiarize stakeholders with social work services.
l. Assists with the school district's dropout prevention efforts.
m. Serves as ready resource to students and parents to provide counseling that will lead each student to increased personal growth, self-understanding, and behavioral management; serves as liaison between home and school.
n. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research, and by maintaining professional relationships.
o. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
p. Encourages parental involvement in students' education and ensures effective communication with students and parents.
q. Assists in the orientation of new teachers, and provides in-service training in guidance.
r. Performs other related tasks as assigned by the Principal, Director of Student Services and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Instructional Technology Integration Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Serve as a resource for teachers to enhance their curriculum through the use of technology and for their professional development.
b. Collaborate with teachers to support their use of technology in delivery of curricula through a variety of instructional methods. In partnership, the Instructional Technology Integration Coordinator and the teacher will work toward integrating the use of hardware, software and internet resources in support of student learning and assessment, and assisting teachers in meeting state and national standards for subject-area and technology-learning objectives.
c. Guide staff to information literacy competency using available resources and tools
d. Coach staff through their use of information resources and tools; and collaborate with staff in designing classroom projects that integrate academic subject areas and technology skills.
e. Maintain current knowledge with the curriculum standards and the application of the technology standards to all content areas. Stay abreast of educational research and emerging trends regarding effective use of technology and implement new technologies for the potential to improve student learning.
f. Create learning resources for teachers, staff and students. These may include web sites, tutorials, interactive programs and databases that support teachers in integrating technology. Ideally, teachers will be guided and encouraged to develop their own resources, while the Instructional Technology Integration Coordinator will support these efforts by providing additional support as needed.

g. Administrate online resources, software, library, and curriculum related programs
h. Develop, implement, and maintain a system for the dissemination of information regarding the use of technology in curriculum and instruction.
i. Promote and model digital citizenship and responsibility and create and monitor internet safety curriculum and policies.
j. Structure the technology education of teachers. Conducts workshops, models lessons, and provides co-teaching opportunities in using technology to assist the teaching and learning process. Though the Instructional Technology Integration Coordinator may not directly conduct all training, lab work or classes regarding computer use, he or she will coordinate instruction to meet technology proficiency goals.
k. Collaborate as needed with appropriate administrators to plan and implement appropriate technology in-service and institute workshops for staff.
l. Serve as the technology leader in the district to ensure continuous evolution and implementation of the district technology plan.
m. Consult on the technology budget for computer resources, including hardware, software, internet and learning resources, and training needs.
n. Works with appropriate staff in the testing and evaluation of new hardware and software tools as applied to the curriculum, before they are purchased.
o. Research, recommend, and purchase hardware, software and related resources. Supervise the acquisition of hardware and software.
p. Supervise the creation and maintenance of district software inventory.
q. Identify trends in software, curriculum, teaching strategies and other educational areas.
r. Support and maintain communication tools for students, teachers, staff, and district including district website, intranet, and digital-age tools.
s. Work with department heads, team leaders, and principals to ensure consistent integration and sharing of technology best practices across grade levels and subject areas and identify software and resources necessary to support and enhance curricular goals.
t. Collaborate with Network Services Manager and Building Technology Assistants to implement computer lab and laptop cart scheduling and trouble-shooting and repair procedures
u. Collaborate with the Technology Services Manager to ensure that all faculty members have appropriate access to hardware, software, and other resources.
v. Remain current in state and county technology mandates and policies by attending training, conferences, and meetings and participating in the peer review process for technology planning
w. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent

Activities should include the following:

a. Planning Instruction: plan and deliver lessons, units, projects and other instructional opportunities the incorporate internet use within the context of an information problem-solving process.
b. Coaching: guide students and staff in their use of the internet and/or appropriate resources for information problem-solving while maximizing safety, responsibility and effectiveness.
c. Communicating: communicate effectively with students and staff to provide guidance in identifying different types of instructional opportunities involving communication between students, students and content experts or between staff and content experts.
d. Designing: identify different types of internet resources designed for students and staff. Develop and provide content for students that enhance learning and promotes information problem-solving.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the

functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Title I Reading Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Speech Therapist**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Performs a therapeutic program with individual students to correct communication disorders related to their educational and social progress.
b. Consults and collaborates with other school personnel in gathering and giving information on a case, and in establishing and planning for respective roles in the modification of the student's communication needs.
c. Performs casework services with parents as an integral part of the task of helping students. These are done in order to increase the parents' understanding and support and to appropriately use available resources.
d. Serves as a resource for the referral of students to, and as a liaison with, outside agencies as considered appropriate.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, conducts direct individual and small group instruction as needed.
f. Makes home visits and serves as a liaison between the home and the school when considerable follow-up is deemed necessary and/or for the purpose of gathering information helpful in evaluating students' needs.
g. Assists students and teaching staff in implementing students' communication plan.
h. Assists students in order to facilitate their adjustment to school.
i. Maintains sufficient and timely records of cases for use by school staff members and outside agencies as considered appropriate.

j. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
k. Assists in the district-wide preschool screening.
l. Conducts assessments, testing and diagnostic examinations of students for the purpose of identifying communication issues and recommending courses of action or corrective procedures to overcome issues and maximize learning.
m. Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and needs and to familiarize stakeholders with services.
a. Participates in a variety of formal and informal meetings, multi-disciplinary staffings and pre-referral meetings for the purpose of conveying and/or gathering information required to perform job responsibilities.
b. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
n. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research, and by maintaining professional relationships.
o. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
p. Encourages parental involvement in students' education and ensures effective communication with students and parents.
q. Assists in the orientation of new teachers, and provides in-service training in guidance.
r. Performs other related tasks as assigned by the Principal, Director of Pupil Personnel Services and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Special Education Teacher / Inclusion Facilitator**

REPORTS TO: Building Evaluator(s)

JOB GOAL: To work and consult with teachers, administrators, parents, students, Student Service members, and others in the school community to develop and sustain a learning environment for students with disabilities that will promote student's success.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.

- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Provides consultation to teachers, parents and school staff regarding individual and/or classroom instructional techniques which facilitate student's learning and/or well-being.
b. Facilitates the planning of a program that meets the individual's needs and abilities.
c. Consults and collaborates with the school personnel to establish their role in modifying a student's instructional program.
d. Prepares, implements, and monitors Individualized Education Programs for students in the program.
e. Develops and administers school curriculum consistent with school district goals and objectives.
f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
g. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
h. Administers standardized tests in accordance with District testing programs.
i. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, conducts direct individual and small group instruction as needed.
j. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws and provides relevant information to parents, administration, and teachers regarding their students' educational needs.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of formal and informal meetings, multi-disciplinary staffings and pre-referral meetings for the purpose of conveying and/or gathering information required to perform job responsibilities.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Secondary Technology Education Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: Under the general supervision of the School Principal, to develop students' skills and competence in business and industry, technical skills, the use of technology, and the ability to problem solve in a wide variety of settings.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.

- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers technology education curriculum consistent with school district goals and objectives; develops technology units to be delivered in the classroom or technology lab.
b. Teaches skill and knowledge in mechanics, drafting, electricity, electronics, metalwork, graphic arts, woodworking, or related fields.
c. Designs learning activities to demonstrate the application of technical skills to everyday existence; guides students in the selection of projects or experiments.
d. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
e. Instructs students in the proper and safe use, care and storage of tools, machines and equipment.
f. Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
g. Coordinates with other professional Director of Technology, staff members, and others for the purpose of maximizing the uses and effectiveness of technology in student learning activities.
h. Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records; ensures machines and equipment are in proper working order.
i. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
j. Administers standardized tests in accordance with District testing programs.

k. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
l. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
m. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
n. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
o. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
t. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
u. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
v. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
w. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
x. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district

policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **School Psychologist**

REPORTS TO: Director of Student Services

JOB GOAL: To provide services to school personnel to enhance their ability to attain educational goals in the school environment and to enable students to derive the fullest possible educational experience. The School Psychologist shall improve the school educational experience of those students with major emotional and learning disabilities through program or psychological diagnosis and therapy.

POSITION PURPOSE: Under the general supervision of the Director of Student Services, to assist students, teachers and parents in enabling students to derive the fullest potential educational experience from school by promoting positive self-esteem and resilience, and providing suggested methods and plans for overcoming psychological or mental health problems.

EDUCATION:

- Minimally, a Master's degree in Educational or School Psychology
- Completion of a (ten-month) supervised internship, which encompassed diagnosis, consultation and intervention techniques with individuals and groups

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.

- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening;

guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **School Nurse**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with ~~children~~ students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to ~~children~~ students and others in the school community.
- Ability to sit with ~~children~~ students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **School Guidance Counselor**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Guidance Counselors shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: Under the general supervision of the building principal, to provide students, parents, administrators, and other teaching staff with information on career and or educational opportunities; administer and interpret career assessment tools; and assist students in developing educational and occupational goals and plans.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.

- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Assists students in evaluating students' aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in developing education and occupation plans consistent with such evaluation.
b. Assists students in making course and subject selections, as well as with evaluating career interests and choices.
c. Assists in the scheduling of classes.
d. Obtains and disseminates information regarding occupational opportunities to students and to classes studying occupations.
e. Assists students with admissions, scholarship and identifying employment opportunities.
f. Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and needs, including students with special needs, and to familiarize stakeholders with guidance services.
g. Researches educational and career opportunities, and coordinates with teachers, college and university personnel, resource specialists, and business and community organizations for the purpose of providing information, and making recommendations.
h. Assists with the registration and orientation students who are new to the school regarding procedures and educational opportunities.
i. Assists with the school district's dropout prevention efforts.
j. Serves as ready resource to students to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity.

k. Plans and coordinates field trips to institutions of higher learning, businesses and other organizations related to guidance responsibilities.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research, and by maintaining professional relationships with members of institutions of higher learning and the business community.
m. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
n. Encourages parental involvement in students' education and ensures effective communication with students and parents.
o. Assists in the orientation of new teachers, and provides in-service training in guidance.
p. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required

to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Physical Education Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Teaches knowledge of, and develops skills and abilities in, physical fitness, rhythm and dance, coordination and agility, exercise and sports,
c. Develops students' concepts in leadership, teamwork, responsibility and social skills; providing a safe and optimal learning environment; and appropriate feedback to regarding student progress, expectations, and goals.
d. Conducts ongoing assessment of student growth and progress in physical educational activities, and modifies instructional methods to fit individual student's needs, including students with special needs.
e. Selects and requisitions appropriate instructional aids and other supplies and equipment and maintains inventory records.
f. Inspects equipment and field areas used to ensure they are in good and safe working order.
g. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
h. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
i. Administers standardized tests in accordance with District testing programs.

j. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
k. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
l. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
m. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
n. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
o. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
p. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
q. Travels to school district buildings and professional meetings as required.
r. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
s. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
t. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
u. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
v. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
w. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district

policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Music / Choir Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops balanced music program and lessons to organize class time so that students have adequate time for preparation, rehearsal, and instruction.
b. Conducts ongoing assessment of student musical learning and progress, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
c. Utilizes repertoire of all types of music literature, as appropriate.
d. Plans, coordinates rehearsals for, and directs students in musical programs and performances outside the classroom.
e. Develops and administers school curriculum consistent with school district goals and objectives.
f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
g. Administers standardized tests in accordance with District testing programs.
h. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
i. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

j. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
k. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
l. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
m. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
n. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
o. Travels to school district buildings and professional meetings as required.
p. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
q. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
r. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
s. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
t. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
u. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Library Media Specialist**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Operates and supervises the media enter and promotes an environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
b. Evaluates, selects and requisitions appropriate books, aids and other supplies and equipment and maintains inventory records.
c. Assists students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in developing education and occupation plans consistent with such evaluation.
d. Coordinates with administrators and other teaching staff members to assist in the selection of books and other instructional materials; keeps students and teaching staff informed regarding new acquisitions for use in the media center.
e. Serves as ready resource to students to provide research assistance.
f. Maintains a comprehensive and efficient system for cataloguing all media center materials; assists students and teachers with the use of the system.
g. Coordinates system of lending library material to students and teachers.
h. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
i. Encourages parental involvement in students' education and ensures effective communication with students and parents.

j. Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the media center.
k. Participates in lessons with classroom teachers.
l. Develops and arranges media center displays.
m. Assists with the preparation and administration of the media center budget.
n. Trains and supervises media center support employees.
o. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
p. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
q. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
r. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
s. Travels to school district buildings and professional meetings as required.
t. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
x. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High Foreign Language / Spanish Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Social Science Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Science Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Reading Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Mathematics Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
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g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

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This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High Intervention Specialist**

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REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with ~~children~~ students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to ~~children~~ students and others in the school community.
- Ability to sit with ~~children~~ students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Assists teachers, parents and students in resolving non-academic student issues in the school, such as behavioral problems.
b. Maintains records of any student disciplinary actions taken in accordance with applicable laws and regulations and district policies.
c. Confers with parents, teachers, support services personnel and students on matters of discipline and problem-solving.
d. Arranges meetings as directed with students, parents, teachers and administrators regarding disciplinary problems at school.
e. Assists in developing policies and practices to assure building security and safety.
f. Assists in the preparation of student expulsion hearings.
g. Instructs and advises students regarding their responsibility to adhere to school rules and policies, to foster a safe school environment and to respect other individuals and property.
h. Assists administrators, teachers and school attendance staff in addressing student attendance problems.
i. Assists in the administration of the In-School Suspension Program.
j. Counsels individual students as needed and makes appropriate referrals for testing, guidance or other services.
k. Assists in developing and administering the school's intervention programs consistent with school district goals and objectives, as well as applicable law.
l. Assists in the supervision of the problem-solving process, chairing problem-solving meetings or collaborating with administrators and teaching staff as needed.
m. Assists in making student schedule changes when appropriate.

n. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
o. Assists in the recruitment, selection, training and professional development of all staff.
p. Conducts professional development as needed to fulfill responsibilities.
q. Assists with the supervision of extracurricular activities.
r. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
s. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting

schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 24, 2017

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Gifted Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Foreign Language / French Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Family Consumer Science Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

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This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School English Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Interventionist / Problem Solving Coach**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Provides consultation to teachers, parents and school staff regarding individual and/or classroom instructional techniques which facilitate student's learning and/or well-being.
b. Facilitates the planning of a program that meets the individual's needs and abilities.
c. Consults and collaborates with the school personnel to establish their role in modifying a student's instructional program.
d. Develops and administers school curriculum consistent with school district goals and objectives.
e. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
f. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
g. Administers standardized tests in accordance with District testing programs.
h. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, conducts direct individual and small group instruction as needed.
i. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
j. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.

k. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
l. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws and provides relevant information to parents, administration, and teachers regarding their students' educational needs.
m. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
n. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
o. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
p. Coordinates with other professional staff members to evaluate and assess curriculum, and participates in faculty meetings and committees.
q. Travels to school district buildings and professional meetings as required.
r. Participates in a variety of formal and informal meetings for the purpose of conveying and/or gathering information required to perform job responsibilities.
s. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
t. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
u. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
v. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
w. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
x. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district

policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Instrumental Music / Band Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops balanced instrumental music program and lessons to organize class time so that students have adequate time for preparation, rehearsal, and instruction.
b. Conducts ongoing assessment of student instrumental musical learning and progress, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
c. Utilizes repertoire of all types of music literature, as appropriate.
d. Plans, coordinates rehearsals for, and directs students in instrumental music programs and performances outside the classroom.
e. Develops and administers school curriculum consistent with school district goals and objectives.
f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
g. Administers standardized tests in accordance with District testing programs.
h. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
i. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

j. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
k. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
l. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
m. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
n. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
o. Travels to school district buildings and professional meetings as required.
p. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
q. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
r. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
s. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
t. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
u. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act Status: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Foreign Language / Spanish Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Social Science Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Science Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Mathematics Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Health Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Foreign Language / French Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Family and Consumer Science Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School English / Reading Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Department Head**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

1. Provides direction and coordination to ensure comprehensive and sequential curriculum and instruction and development plans in the content area.
2. Coordinates, supervises, and supports the teaching of the content area in the District.
3. Prepares, monitors and implements individual department plans and activities, including leading department staff and PLC meetings.
4. Assists in the development of the curriculum in the content area to ensure academic excellence, creative problem solving and social emotional learning.
5. Assists in the observation of classroom teaching ~~(beginning 2017-2018)~~.
6. Organizes and coordinates the content area curriculum development activities, including preparation of curriculum guides, resource units and courses of study. Assures the integration of these areas with the other curricula in the District.
7. With the help of administration, coordinates Performance Evaluation Reform Act (PERA) student growth measures for the department.
8. Ensures Department follows school policies on assessment and grading.
9. Provides for continuing improvement of instruction through professional development, cooperation with building administrators, teacher observations and classroom visits.
10. Supports the introduction and utilization of innovative teaching materials and techniques in line with best educational practices.
11. Assists in the recruitment and selection of staff.
12. Develops the department master schedule with the Principal.
13. Plans, compiles and manages the content area district budgets.

14. Makes recommendations regarding the placement and educational plans of students.
15. Keeps current of developments in the content area and provides staff members with assistance and instructional material as appropriate.
16. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
17. Develops and conducts orientation in content area for new teaching staff.
18. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions;

decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 20, 2015

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Consumer Education Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Business Education Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: Under the general supervision of the School Principal, to develop students' business academics (e.g. reading, math, writing, etc.) and business skills (e.g. word processing, typing, bookkeeping, record keeping, office procedures, business communications, etc.), as well as an understanding of our American business system and its place in the nation's and world's economy; to provide knowledge needed for intelligent consumption of business services; to develop practical business skills for personal use or for use in business occupations; and to encourage students to develop work and personal habits essential for success in business.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Teaches knowledge and skills in the following subjects to secondary students: typing, note-taking, bookkeeping, record-keeping, office procedures, business communications, data processing or basic business principles.
e. Provides instruction on the use and development of skills in the use of office equipment, technology (including the use of computer network systems and applications, and business techniques such as those used in merchandising.
f. Prepares appropriate instructional aids and display materials to enhance learning.
g. Instructs students in use, care, and safe operation of business equipment.
h. Administers standardized tests in accordance with District testing programs.
i. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
j. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and

draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **English Language Learner / English as a Second Language Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Provides consultation to teachers, parents and school staff regarding individual and/or classroom instructional techniques which facilitate student's learning and/or well-being.
b. Facilitates the planning of a program that meets the individual's needs and abilities.
c. Consults and collaborates with the school personnel to establish their role in modifying a student's instructional program.
d. Prepares, implements, and monitors ELL/ESL instruction for students in the program.
e. Develops and administers school curriculum consistent with school district goals and objectives.
f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
g. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
h. Administers standardized tests in accordance with District testing programs.
i. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
j. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and

draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Elementary Technology Teacher / Specialist**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with ~~children~~ students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to ~~children~~ students and others in the school community.
- Ability to sit with ~~children~~ students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers technology education curriculum consistent with school district goals and objectives; develops technology units to be delivered in the classroom or technology lab.
b. Designs learning activities to demonstrate the application of technical skills to everyday existence; guides students in the selection of projects or experiments.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Instructs students in the proper and safe use, care and storage of tools, machines and equipment.
e. Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
f. Coordinates with other professionals, Director of Technology, staff members, and others for the purpose of maximizing the uses and effectiveness of technology in student learning activities.
g. Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records; ensures machines and equipment are in proper working order.

h. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
i. Administers standardized tests in accordance with District testing programs.
j. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
p. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
q. Travels to school district buildings and professional meetings as required.
r. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
s. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
t. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
u. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
v. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
w. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of

documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Elementary Classroom Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers technology education curriculum consistent with school district goals and objectives; develops technology units to be delivered in the classroom or technology lab.
b. Designs learning activities to demonstrate the application of technical skills to everyday existence; guides students in the selection of projects or experiments.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Instructs students in the proper and safe use, care and storage of tools, machines and equipment.
e. Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
f. Coordinates with other professionals, Director of Technology, staff members, and others for the purpose of maximizing the uses and effectiveness of technology in student learning activities.
g. Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records; ensures machines and equipment are in proper working order.
h. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
i. Administers standardized tests in accordance with District testing programs.

j. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
p. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
q. Travels to school district buildings and professional meetings as required.
r. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
s. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
t. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
u. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
v. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
w. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages

of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Elementary Instructional Specialist**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Work with teachers to support best practices in using data to improve student instruction
b. Use data to make recommendations about potential next steps to address areas of improvement across PreK-5 instruction
c. Provide peer coaching and feedback to enhance and support the development of PreK-5 teaching staff
d. Serve as an expert in national trends and best practices in curriculum development and instructional strategies for all students
e. Serve as a resource of professional development, materials and support to individual teachers and teacher teams PreK-5 in meeting the schools improvement plan goals
f. Serve as a coach to teachers by providing advice on improving and enhancing individual lessons and units based on ongoing analysis of data sources. This includes, but is not limited to:
    - Collaboratively building and reviewing lesson plans, unit plans and assessments
    - Understanding scope and sequence models
    - Observing classroom instruction and offering comprehensive analysis and feedback
    - Provide instructional strategy best practice training, as needed
    - Support the development of curriculum
    - Cultivating a standards-based, data and results-oriented culture
g. Work with the grade level teams on design and implementation of grade-level assessments

h. Develops and administers school curriculum consistent with school district goals and objectives.
i. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
j. Administers standardized tests in accordance with District testing programs.
k. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
l. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
m. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
n. Organizes and maintains a system for accurate and complete record-keeping as required by district procedures and applicable laws.
o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
w. Prepares a variety of written materials for the purpose of documenting student progress and meeting mandated requirements.
x. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Elementary Gifted / Accelerate Learning Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Team-teach with teachers on special projects and/or lessons and provides resource material to classroom teachers
b. Provide parents of Accelerate Learning students with appropriate information regarding aspects of the gifted child
c. Assist in staff development for AT/gifted teachers
d. Consults with staff regarding programing for Grades K, 1 & 2 and supports in providing opportunities to explore topics in depth and develop higher level thinking skills
e. Assist with state Gifted Grant writing, implementation, expenditure of funds, and program evaluation
f. Develops and administers school curriculum consistent with school district goals and objectives.
g. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
h. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
i. Administers standardized tests in accordance with District testing programs.
j. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.

k. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
l. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
m. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
n. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
o. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
p. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
q. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
w. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
x. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the

functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

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Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Elementary Classroom Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with children from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to children and others in the school community.
- Ability to sit with children on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act Status: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Early Childhood Teacher / Special Education**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Provides consultation to teachers, parents and school staff regarding individual and/or classroom instructional techniques which facilitate student's learning and/or well-being.
b. Facilitates the planning of a program that meets the individual's needs and abilities.
c. Consults and collaborates with the school personnel to establish their role in modifying a student's instructional program.
d. Prepares, implements, and monitors Individualized Education Programs for students in the program.
e. Develops and administers school curriculum consistent with school district goals and objectives.
f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
g. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
h. Administers standardized tests in accordance with District testing programs.
i. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, conducts direct individual and small group instruction as needed.
j. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws and provides relevant information to parents, administration, and teachers regarding their students' educational needs.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of formal and informal meetings, multi-disciplinary staffings and pre-referral meetings for the purpose of conveying and/or gathering information required to perform job responsibilities.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Driver Education Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Safely facilitates driving schedules and routes in accordance with time schedules and needs of students.
b. Inspects assigned vehicle on a daily basis prior to transporting of passengers to ensure that vehicle is in good, clean and safe working order.
c. Cleans and refuels vehicle as needed.
d. Ensures that a communication device is in proper working order before each trip.
e. Reports all mechanical needs or deficiencies, traffic violations, or accidents, promptly.
f. Develops and administers school curriculum consistent with school district goals and objectives.
g. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
h. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
i. Administers standardized tests in accordance with District testing programs.
j. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
k. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

l. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
m. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
n. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
o. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
p. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
q. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
r. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
s. Travels to school district buildings and professional meetings as required.
t. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
u. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
v. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
w. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
x. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
y. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
z. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and

draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Art Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Teaches knowledge and skills in art, including crafts, drawing, painting, lettering, design, commercial art, art history, and three-dimensional art to secondary pupils, following the course of study adopted by the Board of Education, and other appropriate learning activities.
c. Provides instruction by which students develop aesthetic concepts and appreciation and the ability to make qualitative judgments about art, art appreciation and what constitutes art.
d. Conducts ongoing assessment of student skills and learning in artistic techniques and expression, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
e. Demonstrates techniques in activities such as drawing, painting, and modeling, using standard and teacher-prepared instructional aids.
f. Develops instructional plans and organizes class time to provide a balanced program of instruction, demonstration, and working time.
g. Instructs pupils in proper care and use of tools and equipment used in art classes.
h. Plans and presents art displays and exhibitions designed to exhibit pupils' work for the school and the community. May sponsor exhibits from outside.

i. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
j. Administers standardized tests in accordance with District testing programs.
k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: Building Principal

REPORTS TO: Superintendent

JOB GOAL: Achieving academic excellence and growth in academic and interpersonal skills requires that the school Principal work collaboratively to direct and nurture all members of the school staff hired by the Board of Education and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

JOB QUALIFICATIONS:

- Type 75 Certificate with an Administrative Endorsement
- Master's Degree Required
- Minimum of three years building level administrative experience
- Minimum of five years teaching experience
- Knowledge of the current literature, trends, and developments in the field of educational administration, curriculum and assessment, and professional development
- Ability to establish and maintain effective working relationships
- Experience using formative assessment and other student data to improve instruction and the provision of academic and social supports
- Excellent interpersonal skills

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation and the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7 and Article 24A-15 of the Illinois School Code.

SUPERVISES: All school personnel assigned to respective building

PHYSICAL ABILITY REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.

- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERMS OF EMPLOYMENT: Basic Annual Level 1 Administrative 260-day Agreement

ESSENTIAL PERFORMANCE RESPONSIBILITIES (Other duties may be assigned by Superintendent or Designee):

Developed from the Illinois Standards and Indicators for School Leaders

I. Living a Mission and Vision Focused on Results

The school leader works with the staff and community to build a shared mission, and vision of high expectations that ensure all students are on the path to college and career readiness and hold staff accountable for results.

The school leader:

- coordinates efforts to establish and implement a shared mission and vision for the school that leads to academic growth for all learners;
- ensures that the school's identity, vision, and mission drive all school decisions;
- conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and achieving improved results.

II. Leading and Managing Systems Change

The school leader creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning for the purpose of achieving school and district improvement goals.

The school leader:

- develops, implements, and monitors the outcomes of the school improvement plan which measure school wide academic achievement and school climate indicators;
- establishes and maintains a safe, clean, orderly and effective learning environment;

- collaborates with district and school staff to appropriately allocate personnel, time, material, and adult learning resources to achieve school improvement plan goals;
- utilizes current technologies to support leadership and management functions.

III. Improving Teaching and Learning

The school leader works with the school staff and community to develop a research-based framework for effective teaching and learning that is continuously refined to improve instruction for all students.

The school leader:

- develops, in collaboration with staff, a consistent framework for effective teaching and learning that includes a rigorous and relevant standards-based curriculum;
- research-based instructional practices, and high expectations for student performance;
- establishes a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address target areas for improvement, measure outcomes and celebrate successes;
- ensures that differentiated instructional practices which address identified student needs are implemented with fidelity;
- selects and retains teachers with the expertise to deliver instruction that maximizes student learning and respects the individual needs of all students;
- evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations and provides timely, specific feedback on instruction as part of the district teacher appraisal system;
- ensures the development of high performing instructional teacher teams by providing training and support grounded in best practices which are designed to advance student learning and the individual performance of each student;
- develops systems and structures for professional development and teacher collaboration that provide and protect time allotted for development;
- advances instructional technology within the learning environment;
- ensures that professional growth plans are linked to data derived from school improvement plan results and teacher evaluations.

IV. Building and Maintaining Collaborative Relationships

The school leader creates a collaborative school community where the school staff, students, families, and community interact regularly and share ownership for the success of the school.

The school leader:

- creates, develops and sustains relationships that result in active student engagement in the learning process;
- utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and school procedures;
- proactively engages families and communities in supporting student learning and the school's shared mission, vision and learning goals;
- demonstrates the ability to understand, apply and monitor the change process.

V. Leading with Integrity and Professionalism

The school leader works with the staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for professional behavior of others.

The school leader:

- treats all people fairly, equitably, and with dignity and respect;
- demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession;
- protects the rights and confidentiality of all students and staff;
- creates and supports a climate that values, accepts and understands cultural diversity and multiple perspectives.

VI. Creating and Sustaining a Culture of High Expectations

The school leader works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning.

The school leader:

- establishes and monitors a culture of high aspirations and achievement for every student;
- requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission;
- leads a school culture and environment that successfully develops the full range of students' learning capacities–academic, creative, social-emotional, behavioral and physical.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of

documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

Approved: August 16, 2012

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Art Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Teaches knowledge and skills in art, including crafts, drawing, painting, lettering, design, commercial art, art history, and three-dimensional art to secondary pupils, following the course of study adopted by the Board of Education, and other appropriate learning activities.
c. Provides instruction by which students develop aesthetic concepts and appreciation and the ability to make qualitative judgments about art, art appreciation and what constitutes art.
d. Conducts ongoing assessment of student skills and learning in artistic techniques and expression, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
e. Demonstrates techniques in activities such as drawing, painting, and modeling, using standard and teacher-prepared instructional aids.
f. Develops instructional plans and organizes class time to provide a balanced program of instruction, demonstration, and working time.
g. Instructs pupils in proper care and use of tools and equipment used in art classes.
h. Plans and presents art displays and exhibitions designed to exhibit pupils' work for the school and the community. May sponsor exhibits from outside.

i. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
j. Administers standardized tests in accordance with District testing programs.
k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
y. Ensure all students are on the path to college and career readiness.
z. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Driver Education Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Safely facilitates driving schedules and routes in accordance with time schedules and needs of students.
b. Inspects assigned vehicle on a daily basis prior to transporting of passengers to ensure that vehicle is in good, clean and safe working order.
c. Cleans and refuels vehicle as needed.
d. Ensures that a communication device is in proper working order before each trip.
e. Reports all mechanical needs or deficiencies, traffic violations, or accidents, promptly.
f. Develops and administers school curriculum consistent with school district goals and objectives.
g. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
h. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
i. Administers standardized tests in accordance with District testing programs.
j. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
k. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

l. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
m. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
n. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
o. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
p. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
q. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
r. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
s. Travels to school district buildings and professional meetings as required.
t. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
u. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
v. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
w. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
x. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
y. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
z. Ensure all students are on the path to college and career readiness.
aa. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of

documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Early Childhood Teacher / Special Education**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Provides consultation to teachers, parents and school staff regarding individual and/or classroom instructional techniques which facilitate student's learning and/or well-being.
b. Facilitates the planning of a program that meets the individual's needs and abilities.
c. Consults and collaborates with the school personnel to establish their role in modifying a student's instructional program.
d. Prepares, implements, and monitors Individualized Education Programs for students in the program.
e. Develops and administers school curriculum consistent with school district goals and objectives.
f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
g. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
h. Administers standardized tests in accordance with District testing programs.
i. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, conducts direct individual and small group instruction as needed.
j. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws and provides relevant information to parents, administration, and teachers regarding their students' educational needs.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of formal and informal meetings, multi-disciplinary staffings and pre-referral meetings for the purpose of conveying and/or gathering information required to perform job responsibilities.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
y. Ensure all students are on the path to college and career readiness.
z. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Elementary Classroom Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with children from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to children and others in the school community.
- Ability to sit with children on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act Status: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Elementary Gifted / Accelerate Learning Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Team-teach with teachers on special projects and/or lessons and provides resource material to classroom teachers.
b. Provide parents of Accelerate Learning students with appropriate information regarding aspects of the gifted child.
c. Assist in staff development for AT/gifted teachers.
d. Consults with staff regarding programing for Grades K, 1 & 2 and supports in providing opportunities to explore topics in depth and develop higher level thinking skills.
e. Assist with state Gifted Grant writing, implementation, expenditure of funds, and program evaluation.
f. Develops and administers school curriculum consistent with school district goals and objectives.
g. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
h. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
i. Administers standardized tests in accordance with District testing programs.
j. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.

k. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
l. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
m. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
n. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
o. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
p. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
q. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
w. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
x. Ensure all students are on the path to college and career readiness.
y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and

draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Elementary Instructional Specialist**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Work with teachers to support best practices in using data to improve student instruction.
b. Use data to make recommendations about potential next steps to address areas of improvement across PreK-5 instruction.
c. Provide peer coaching and feedback to enhance and support the development of PreK-5 teaching staff.
d. Serve as an expert in national trends and best practices in curriculum development and instructional strategies for all students.
e. Serve as a resource of professional development, materials and support to individual teachers and teacher teams PreK-5 in meeting the schools improvement plan goals.
f. Serve as a coach to teachers by providing advice on improving and enhancing individual lessons and units based on ongoing analysis of data sources. This includes, but is not limited to:
    - Collaboratively building and reviewing lesson plans, unit plans and assessments
    - Understanding scope and sequence models
    - Observing classroom instruction and offering comprehensive analysis and feedback
    - Provide instructional strategy best practice training, as needed
    - Support the development of curriculum
    - Cultivating a standards-based, data and results-oriented culture

g. Work with the grade level teams on design and implementation of grade-level assessments.
h. Develops and administers school curriculum consistent with school district goals and objectives.
i. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
j. Administers standardized tests in accordance with District testing programs.
k. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
l. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
m. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
n. Organizes and maintains a system for accurate and complete record-keeping as required by district procedures and applicable laws.
o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
w. Prepares a variety of written materials for the purpose of documenting student progress and meeting mandated requirements.
x. Ensure all students are on the path to college and career readiness.

y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Elementary Technology Teacher / Specialist**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with ~~children~~ students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to ~~children~~ students and others in the school community.
- Ability to sit with ~~children~~ students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers technology education curriculum consistent with school district goals and objectives; develops technology units to be delivered in the classroom or technology lab.
b. Designs learning activities to demonstrate the application of technical skills to everyday existence; guides students in the selection of projects or experiments.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Instructs students in the proper and safe use, care and storage of tools, machines and equipment.
e. Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
f. Coordinates with other professionals, Director of Technology, staff members, and others for the purpose of maximizing the uses and effectiveness of technology in student learning activities.
g. Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records; ensures machines and equipment are in proper working order.

h. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
i. Administers standardized tests in accordance with District testing programs.
j. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
p. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
q. Travels to school district buildings and professional meetings as required.
r. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
s. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
t. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
u. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
v. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
w. Ensure all students are on the path to college and career readiness.
x. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt
APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Elementary Technology Education Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers technology education curriculum consistent with school district goals and objectives; develops technology units to be delivered in the classroom or technology lab.
b. Designs learning activities to demonstrate the application of technical skills to everyday existence; guides students in the selection of projects or experiments.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Instructs students in the proper and safe use, care and storage of tools, machines and equipment.
e. Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
f. Coordinates with other professionals, Assistant Principal for Curriculum and Instruction, staff members, and others for the purpose of maximizing the uses and effectiveness of technology in student learning activities.
g. Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records; ensures machines and equipment are in proper working order.
h. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
i. Administers standardized tests in accordance with District testing programs.

j. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
p. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
q. Travels to school district buildings and professional meetings as required.
r. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
s. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
t. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
u. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
v. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
w. Ensure all students are on the path to college and career readiness.
x. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district

policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **English Language Learner / English as a Second Language Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Provides consultation to teachers, parents and school staff regarding individual and/or classroom instructional techniques which facilitate student's learning and/or well-being.
b. Facilitates the planning of a program that meets the individual's needs and abilities.
c. Consults and collaborates with the school personnel to establish their role in modifying a student's instructional program.
d. Prepares, implements, and monitors ELL/ESL instruction for students in the program.
e. Develops and administers school curriculum consistent with school district goals and objectives.
f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
g. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
h. Administers standardized tests in accordance with District testing programs.
i. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
j. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
y. Ensure all students are on the path to college and career readiness.
z. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of

documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Business Education Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Teaches knowledge and skills in the following subjects to secondary students: typing, note-taking, bookkeeping, record-keeping, office procedures, business communications, data processing or basic business principles.
e. Provides instruction on the use and development of skills in the use of office equipment, technology (including the use of computer network systems and applications, and business techniques such as those used in merchandising.
f. Prepares appropriate instructional aids and display materials to enhance learning.
g. Instructs students in use, care, and safe operation of business equipment.
h. Administers standardized tests in accordance with District testing programs.
i. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
j. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
y. Ensure all students are on the path to college and career readiness.
z. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of

documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Consumer Education Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Department Head**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Provides direction and coordination to ensure comprehensive and sequential curriculum and instruction and development plans in the content area.
b. Coordinates, supervises, and supports the teaching of the content area in the District.
c. Prepares, monitors and implements individual department plans and activities, including leading department staff and PLC meetings.
d. Assists in the development of the curriculum in the content area to ensure academic excellence, creative problem solving and social emotional learning.
e. Assists in the observation of classroom teaching ~~(beginning 2017-2018)~~.
f. Organizes and coordinates the content area curriculum development activities, including preparation of curriculum guides, resource units and courses of study. Assures the integration of these areas with the other curricula in the District.
g. With the help of administration, coordinates Performance Evaluation Reform Act (PERA) student growth measures for the department.
h. Ensures Department follows school policies on assessment and grading.
i. Provides for continuing improvement of instruction through professional development, cooperation with building administrators, teacher observations and classroom visits.
j. Supports the introduction and utilization of innovative teaching materials and techniques in line with best educational practices.
k. Assists in the recruitment and selection of staff.
l. Develops the department master schedule with the Principal.
m. Plans, compiles and manages the content area district budgets.

n. Makes recommendations regarding the placement and educational plans of students.
o. Keeps current of developments in the content area and provides staff members with assistance and instructional material as appropriate.
p. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
q. Develops and conducts orientation in content area for new teaching staff.
r. Ensure all students are on the path to college and career readiness.
s. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with

persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 20, 2015

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School English / Reading Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Family and Consumer Science Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Foreign Language / French Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Health Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Mathematics Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

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SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Science Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Social Science Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **High School Foreign Language / Spanish Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Instructional Technology Integration Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Serve as a resource for teachers to enhance their curriculum through the use of technology and for their professional development.
b. Collaborate with teachers to support their use of technology in delivery of curricula through a variety of instructional methods. In partnership, the Instructional Technology Integration Coordinator and the teacher will work toward integrating the use of hardware, software and internet resources in support of student learning and assessment, and assisting teachers in meeting state and national standards for subject-area and technology-learning objectives.
c. Guide staff to information literacy competency using available resources and tools.
d. Coach staff through their use of information resources and tools; and collaborate with staff in designing classroom projects that integrate academic subject areas and technology skills.
e. Maintain current knowledge with the curriculum standards and the application of the technology standards to all content areas. Stay abreast of educational research and emerging trends regarding effective use of technology and implement new technologies for the potential to improve student learning.
f. Create learning resources for teachers, staff and students. These may include web sites, tutorials, interactive programs and databases that support teachers in integrating technology. Ideally, teachers will be guided and encouraged to develop their own resources, while the Instructional Technology Integration Coordinator will support these efforts by providing additional support as needed.

g. Administrate online resources, software, library, and curriculum related programs.
h. Develop, implement, and maintain a system for the dissemination of information regarding the use of technology in curriculum and instruction.
i. Promote and model digital citizenship and responsibility and create and monitor internet safety curriculum and policies.
j. Structure the technology education of teachers. Conducts workshops, models lessons, and provides co-teaching opportunities in using technology to assist the teaching and learning process. Though the Instructional Technology Integration Coordinator may not directly conduct all training, lab work or classes regarding computer use, he or she will coordinate instruction to meet technology proficiency goals.
k. Collaborate as needed with appropriate administrators to plan and implement appropriate technology in-service and institute workshops for staff.
l. Serve as the technology leader in the district to ensure continuous evolution and implementation of the district technology plan.
m. Consult on the technology budget for computer resources, including hardware, software, internet and learning resources, and training needs.
n. Works with appropriate staff in the testing and evaluation of new hardware and software tools as applied to the curriculum, before they are purchased.
o. Research, recommend, and purchase hardware, software and related resources. Supervise the acquisition of hardware and software.
p. Supervise the creation and maintenance of district software inventory.
q. Identify trends in software, curriculum, teaching strategies and other educational areas.
r. Support and maintain communication tools for students, teachers, staff, and district including district website, intranet, and digital-age tools.
s. Work with department heads, team leaders, and principals to ensure consistent integration and sharing of technology best practices across grade levels and subject areas and identify software and resources necessary to support and enhance curricular goals.
t. Collaborate with Network Services Manager and Building Technology Assistants to implement computer lab and laptop cart scheduling and trouble-shooting and repair procedures.
u. Collaborate with the Technology Services Manager to ensure that all faculty members have appropriate access to hardware, software, and other resources.
v. Remain current in state and county technology mandates and policies by attending training, conferences, and meetings and participating in the peer review process for technology planning.
w. Ensure all students are on the path to college and career readiness.
x. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

Activities should include the following:

a. Planning Instruction: plan and deliver lessons, units, projects and other instructional opportunities the incorporate internet use within the context of an information problem-solving process.
b. Coaching: guide students and staff in their use of the internet and/or appropriate resources for information problem-solving while maximizing safety, responsibility and effectiveness.
c. Communicating: communicate effectively with students and staff to provide guidance in identifying different types of instructional opportunities involving communication between students, students and content experts or between staff and content experts.
d. Designing: identify different types of internet resources designed for students and staff. Develop and provide content for students that enhance learning and promotes information problem-solving.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the

functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Instrumental Music / Band Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops balanced instrumental music program and lessons to organize class time so that students have adequate time for preparation, rehearsal, and instruction.
b. Conducts ongoing assessment of student instrumental musical learning and progress, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
c. Utilizes repertoire of all types of music literature, as appropriate.
d. Plans, coordinates rehearsals for, and directs students in instrumental music programs and performances outside the classroom.
e. Develops and administers school curriculum consistent with school district goals and objectives.
f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
g. Administers standardized tests in accordance with District testing programs.
h. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
i. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

j. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
k. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
l. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
m. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
n. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
o. Travels to school district buildings and professional meetings as required.
p. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
q. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
r. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
s. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
t. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
u. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
v. Ensure all students are on the path to college and career readiness.
w. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act Status: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Interventionist / Problem Solving Coach**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Provides consultation to teachers, parents and school staff regarding individual and/or classroom instructional techniques which facilitate student's learning and/or well-being.
b. Facilitates the planning of a program that meets the individual's needs and abilities.
c. Consults and collaborates with the school personnel to establish their role in modifying a student's instructional program.
d. Develops and administers school curriculum consistent with school district goals and objectives.
e. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
f. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
g. Administers standardized tests in accordance with District testing programs.
h. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, conducts direct individual and small group instruction as needed.
i. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
j. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.

k. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
l. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws and provides relevant information to parents, administration, and teachers regarding their students' educational needs.
m. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
n. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
o. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
p. Coordinates with other professional staff members to evaluate and assess curriculum, and participates in faculty meetings and committees.
q. Travels to school district buildings and professional meetings as required.
r. Participates in a variety of formal and informal meetings for the purpose of conveying and/or gathering information required to perform job responsibilities.
s. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
t. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
u. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
v. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
w. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
x. Ensure all students are on the path to college and career readiness.
y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the

functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School English Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Family Consumer Science Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Foreign Language / French Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Gifted Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High Intervention Specialist**

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REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with ~~children~~ students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to ~~children~~ students and others in the school community.
- Ability to sit with ~~children~~ students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Assists teachers, parents and students in resolving non-academic student issues in the school, such as behavioral problems.
b. Maintains records of any student disciplinary actions taken in accordance with applicable laws and regulations and district policies.
c. Confers with parents, teachers, support services personnel and students on matters of discipline and problem-solving.
d. Arranges meetings as directed with students, parents, teachers and administrators regarding disciplinary problems at school.
e. Assists in developing policies and practices to assure building security and safety.
f. Assists in the preparation of student expulsion hearings.
g. Instructs and advises students regarding their responsibility to adhere to school rules and policies, to foster a safe school environment and to respect other individuals and property.
h. Assists administrators, teachers and school attendance staff in addressing student attendance problems.
i. Assists in the administration of the In-School Suspension Program.
j. Counsels individual students as needed and makes appropriate referrals for testing, guidance or other services.
k. Assists in developing and administering the school's intervention programs consistent with school district goals and objectives, as well as applicable law.

l. Assists in the supervision of the problem-solving process, chairing problem-solving meetings or collaborating with administrators and teaching staff as needed.
m. Assists in making student schedule changes when appropriate.
n. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
o. Assists in the recruitment, selection, training and professional development of all staff.
p. Conducts professional development as needed to fulfill responsibilities.
q. Assists with the supervision of extracurricular activities.
r. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
s. Ensure all students are on the path to college and career readiness.
t. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to

independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 24, 2017

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Mathematics Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Reading Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Science Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High School Social Science Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Junior High Foreign Language / Spanish Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Library Media Specialist**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Operates and supervises the media enter and promotes an environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
b. Evaluates, selects and requisitions appropriate books, aids and other supplies and equipment and maintains inventory records.
c. Assists students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in developing education and occupation plans consistent with such evaluation.
d. Coordinates with administrators and other teaching staff members to assist in the selection of books and other instructional materials; keeps students and teaching staff informed regarding new acquisitions for use in the media center.
e. Serves as ready resource to students to provide research assistance.
f. Maintains a comprehensive and efficient system for cataloguing all media center materials; assists students and teachers with the use of the system.
g. Coordinates system of lending library material to students and teachers.
h. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
i. Encourages parental involvement in students' education and ensures effective communication with students and parents.

j. Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the media center.
k. Participates in lessons with classroom teachers.
l. Develops and arranges media center displays.
m. Assists with the preparation and administration of the media center budget.
n. Trains and supervises media center support employees.
o. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
p. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
q. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
r. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
s. Travels to school district buildings and professional meetings as required.
t. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
x. Ensure all students are on the path to college and career readiness.
y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages

of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Music / Choir Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops balanced music program and lessons to organize class time so that students have adequate time for preparation, rehearsal, and instruction.
b. Conducts ongoing assessment of student musical learning and progress, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
c. Utilizes repertoire of all types of music literature, as appropriate.
d. Plans, coordinates rehearsals for, and directs students in musical programs and performances outside the classroom.
e. Develops and administers school curriculum consistent with school district goals and objectives.
f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
g. Administers standardized tests in accordance with District testing programs.
h. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
i. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

j. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
k. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
l. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
m. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
n. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
o. Travels to school district buildings and professional meetings as required.
p. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
q. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
r. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
s. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
t. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
u. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
v. Ensure all students are on the path to college and career readiness.
w. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Physical Education Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Teaches knowledge of, and develops skills and abilities in, physical fitness, rhythm and dance, coordination and agility, exercise and sports.
c. Develops students' concepts in leadership, teamwork, responsibility and social skills; providing a safe and optimal learning environment; and appropriate feedback to regarding student progress, expectations, and goals.
d. Conducts ongoing assessment of student growth and progress in physical educational activities, and modifies instructional methods to fit individual student's needs, including students with special needs.
e. Selects and requisitions appropriate instructional aids and other supplies and equipment and maintains inventory records.
f. Inspects equipment and field areas used to ensure they are in good and safe working order.
g. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
h. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
i. Administers standardized tests in accordance with District testing programs.

j. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
k. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
l. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
m. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
n. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
o. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
p. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
q. Travels to school district buildings and professional meetings as required.
r. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
s. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
t. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
u. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
v. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
w. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district

policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **School ~~Guidance~~Counselor**

REPORTS TO: Building Evaluator(s)

JOB GOAL: School ~~Guidance~~ Counselors shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc. ~~Under the general supervision of the building principal~~, to provide students, parents, administrators, and other teaching staff with information on career and or educational opportunities; administer and interpret career assessment tools; and assist students in developing educational and occupational goals and plans.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)

PHYSICAL REQUIREMENTS:

- Regularly required to stand.

- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Assists students in evaluating students' aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in developing education and occupation plans consistent with such evaluation.
b. Assists students in making course and subject selections, as well as with evaluating career interests and choices.
c. Assists in the scheduling of classes.
d. Obtains and disseminates information regarding occupational opportunities to students and to classes studying occupations.
e. Assists students with admissions, scholarship and identifying employment opportunities.
f. Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and needs, including students with special needs, and to familiarize stakeholders with counseling ~~guidance~~ services.

g. Researches educational and career opportunities, and coordinates with teachers, college and university personnel, resource specialists, and business and community organizations for the purpose of providing information, and making recommendations.
h. Assists with the registration and orientation students who are new to the school regarding procedures and educational opportunities.
i. Assists with the school district's dropout prevention efforts.
j. Serves as ready resource to students to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity.
k. Plans and coordinates field trips to institutions of higher learning, businesses and other organizations related to guidance responsibilities.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research, and by maintaining professional relationships with members of institutions of higher learning and the business community.
m. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
n. Encourages parental involvement in students' education and ensures effective communication with students and parents.
o. Assists in the orientation of new teachers, and provides in-service training in guidance.
p. Ensure all students are on the path to college and career readiness.
q. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying

assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **School Nurse**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc., to support the process of education through improving the physical and mental health of students and staff; and to provide the fullest possible educational opportunity for each district student by minimizing absence due to illness and creating a climate of health and well-being in the district schools.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Minimally, a bachelor's degree and a valid state of Illinois License, in good standing, to practice as a registered professional nurse;
- Successful completion of a state of Illinois School Nurse Certification program, including an internship

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with ~~children~~ students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to ~~children~~ students and others in the school community.
- Ability to sit with ~~children~~ students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

Fulfilling the duty to provide professional nursing services as defined in the Illinois Nursing Act and NASN Standards and, in order of priority[i], the following:

a. Assessing the health status of students and providing health counseling for students, parents, and school staff; this will include, but not be limited to, treatment within the scope of professional nursing practice, evaluation and management of communicable diseases and screening for deficits in vision, hearing, growth and development, immunization status and other physical defects as warranted.
b. Collecting and analyzing health-related data (e.g. immunization records, medical records, and incidence of specific diseases) and making recommendations based upon these data.
c. Recommending modification of the school programs for a student who requires a change because of a health deficit and developing health care plans when students

need special physical health care procedures to be provided at school.

d. Participating in the identification, evaluation and placement of students into special education and "504" programs, e.g. as a referring agent, a consultant to parents, teachers, etc., and/or as a member of a multidisciplinary team pursuant to the provisions of 23 Ill. Adm. Code 226 (Special Education); and/or as a member of the Pupil Personnel Services (PPS) team.
e. Administering and monitoring medications and treatments given in school (subject to district policy regarding the administration of medication at school).
f. Supervising and determining the duties and performance of the health aide who functions as unlicensed assistive personnel (UAP) under the direction of the school nurse.
g. Maintaining accurate school health records in accord with the Illinois School Student Records Act and enforcing health-related mandates as listed in the Illinois School Code; (enforcing compliance with mandated physical health records is a priority, but must be addressed after meeting the immediate physical/health needs of the students).
h. Providing crisis intervention for students and/or staff in the event of sudden illness or injury.
i. Acting as a liaison between the home, school, community health agencies and the private medical sector.
j. Participating in district-wide and building committees which address health issues and/or student concerns, i.e. safety committee (accident prevention).
k. Ensure all students are on the path to college and career readiness.
l. Performs other related tasks as assigned by the Principal and other central office administrators as designed by the Superintendent.

THE DUTY TO PROVIDE PROFESSIONAL NURSING SERVICES AS DEFINED IN "THE ILLINOIS NURSING ACT" SHALL NOT BE INCLUDED AMONG THE FUNCTIONS ASSIGNED TO ANY SCHOOL DISTRICT PERSONNEL NOT COVERED BY THE JOB DESCRIPTION REQUIRED FOR SCHOOL NURSES.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

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LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **School Psychologist**

REPORTS TO: Director of Student Services

JOB GOAL: To provide services to school personnel to enhance their ability to attain educational goals in the school environment and to enable students to derive the fullest possible educational experience. The School Psychologist shall improve the school educational experience of those students with major emotional and learning disabilities through program or psychological diagnosis and therapy.

POSITION PURPOSE: Under the general supervision of the Director of Student Services, to assist students, teachers and parents in enabling students to derive the fullest potential educational experience from school by promoting positive self-esteem and resilience, and providing suggested methods and plans for overcoming psychological or mental health problems, to provide services to school personnel to enhance their ability to attain educational goals in the school environment and to enable students to derive the fullest possible educational experience. The School Psychologist shall improve the school educational experience of those students with major emotional and learning disabilities through program or psychological diagnosis and therapy.

EDUCATION:

- Minimally, a Master's degree in Educational or School Psychology
- Completion of a (ten-month) supervised internship, which encompassed diagnosis, consultation and intervention techniques with individuals and groups

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Minimally, a Master's degree in Educational or School Psychology
- Completion of a (ten-month) supervised internship, which encompassed diagnosis, consultation and intervention techniques with individuals and groups

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Assists with the identification and placement of all types of exceptional students.
b. Evaluates the unique educational needs of students referred for case study implementing appropriate interview, observational, consultative, and testing procedures.

c. Conducts psychological assessments, testing and diagnostic examinations of students for the purpose of recommending courses of action or corrective procedures to maximize learning and overcoming psychological issues.
d. Provides consultative assistance in identifying exceptional children by serving as a member of building Pupil Personnel Services Teams.
e. Serves as ready resource to students to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity.
f. Design treatment goals and carries out short-term individual or group counseling sessions for identified students whose educational needs can best be served by such an approach.
g. Provides consultative assistance to teaching staff and administrative personnel in designing, implementing, and maintaining appropriate special educational instructional and resource programs.
h. Provides consultative and technical assistance to teachers in classroom management for students identified as exhibiting behavior problems.
i. Provides consultative assistance, in conjunction with the School Nurse, Social Worker, on mental health topics for instructors in the school health programs.
j. Provides emergency support services to staff and students in dealing with emotional crises at school.
k. Participates in district-wide preschool screening.
l. Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and needs, including students with special needs, and to familiarize stakeholders with psychological services.
m. Serves as a resource and consultant on mental health and child psychology, conducts in-service programs as requested.
n. Assists with the school district's dropout prevention efforts.
o. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research, and by maintaining professional relationships.
p. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
q. Encourages parental involvement in students' education and ensures effective communication with students and parents.
r. Assists the Director of Pupil Personnel Services in providing staff development and inservice training to special services personnel.
s. Assists the Director of Pupil Personnel Services in needs assessment of special programs, policies, and procedures.
t. Ensure all students are on the path to college and career readiness.
u. Performs other related tasks as assigned by the Principal, Director of Pupil Personnel Services and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt
APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **School Social Worker**

REPORTS TO: Director of Student Services

JOB GOAL: To facilitate student success and growth in academic and interpersonal skills and to assist students in resolving those personal, emotional, and social problems which interfere with their adjustment to school as well as impede their capacity to enjoy the fullest benefits of the education offered to them. As an integral part of the Pupil Personnel Services Team, the social worker is responsible for the provision of both direct and indirect services primarily to student and also to families, teachers, and administrators via referrals, social developmental studies, staffings, consultation, counseling and follow-up procedures.

While the Social Worker's primary responsibility is to those students receiving Special Education services, the social worker is the link between the school, the home and the community for all students.

POSITION PURPOSE: Under the general supervision of the Director of Pupil Services, to provide students, parents, administrators, and other teaching staff with individually-tailored advice and consultation to overcome personal, emotional, familial, or social issues to maximize the students' learning experience.

EDUCATION:

- Minimally, a Master's Degree in Social Work
- Completion of a (nine-month) supervised internship in School Social Work.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Performs casework services (as determined by a Multi-Disciplinary Conference) with individual students to correct that personal, social, or emotional maladjustment's related to their educational and social progress.
b. Consults and collaborates with other school personnel in gathering and giving information on a case, and in establishing and planning for respective roles in the modification of the student's behavior.
c. Performs casework services with parents as an integral part of the task of helping students. These are done in order to increase the parents' understanding, to help them participate constructively in resolving their child's problems, and to appropriately use available resources.

d. Serves as a resource for the referral of students to, and as a liaison with, outside agencies such as the Department of Children and Family Services, Public Welfare, Juvenile Courts and the like, as considered appropriate.
e. Makes home visits and serves as a liaison between the home and the school when considerable follow-up is deemed necessary and/or for the purpose of gathering information helpful in evaluating students' needs.
f. Assists students and teaching staff in implementing students' behavior management plans.
g. Assists students in order to facilitate their adjustment to school.
h. Maintains sufficient and timely records of cases for use by school staff members and outside agencies as considered appropriate.
i. Assists in the district-wide preschool screening.
j. Conducts assessments, testing and diagnostic examinations of students for the purpose of identifying learning or social interaction issues, and recommending courses of action or corrective procedures to overcome issues and maximize learning.
k. Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and needs and to familiarize stakeholders with social work services.
l. Assists with the school district's dropout prevention efforts.
m. Serves as ready resource to students and parents to provide counseling that will lead each student to increased personal growth, self-understanding, and behavioral management; serves as liaison between home and school.
n. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research, and by maintaining professional relationships.
o. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
p. Encourages parental involvement in students' education and ensures effective communication with students and parents.
q. Assists in the orientation of new teachers, and provides in-service training in guidance.
r. Ensure all students are on the path to college and career readiness.
s. Performs other related tasks as assigned by the Principal, Director of Student Services and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the

functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Secondary Technology Education Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc. ~~Under the general supervision of the School Principal, to develop students' skills and competence in business and industry, technical skills, the use of technology, and the ability to problem solve in a wide variety of settings.~~

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.

- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers technology education curriculum consistent with school district goals and objectives; develops technology units to be delivered in the classroom or technology lab.
b. Teaches skill and knowledge in mechanics, drafting, electricity, electronics, metalwork, graphic arts, woodworking, or related fields.
c. Designs learning activities to demonstrate the application of technical skills to everyday existence; guides students in the selection of projects or experiments.
d. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
e. Instructs students in the proper and safe use, care and storage of tools, machines and equipment.
f. Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.

g. Coordinates with other professional Director of Technology, staff members, and others for the purpose of maximizing the uses and effectiveness of technology in student learning activities.
h. Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records; ensures machines and equipment are in proper working order.
i. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
j. Administers standardized tests in accordance with District testing programs.
k. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
l. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
m. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
n. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
o. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
t. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
u. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
v. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
w. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.

x. Ensure all students are on the path to college and career readiness.
y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of

all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Special Education Teacher / Inclusion Facilitator**

REPORTS TO: Building Evaluator(s)

JOB GOAL: To work and consult with teachers, administrators, parents, students, Student Service members, and others in the school community to develop and sustain a learning environment for students with disabilities that will promote student's success.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.

- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Provides consultation to teachers, parents and school staff regarding individual and/or classroom instructional techniques which facilitate student's learning and/or well-being.
b. Facilitates the planning of a program that meets the individual's needs and abilities.
c. Consults and collaborates with the school personnel to establish their role in modifying a student's instructional program.
d. Prepares, implements, and monitors Individualized Education Programs for students in the program.
e. Develops and administers school curriculum consistent with school district goals and objectives.
f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
g. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
h. Administers standardized tests in accordance with District testing programs.
i. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, conducts direct individual and small group instruction as needed.
j. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws and provides relevant information to parents, administration, and teachers regarding their students' educational needs.
n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
r. Travels to school district buildings and professional meetings as required.
s. Participates in a variety of formal and informal meetings, multi-disciplinary staffings and pre-referral meetings for the purpose of conveying and/or gathering information required to perform job responsibilities.
t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
y. Ensure all students are on the path to college and career readiness.
z. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Speech Therapist**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: ~~180~~181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Performs a therapeutic program with individual students to correct communication disorders related to their educational and social progress.
b. Consults and collaborates with other school personnel in gathering and giving information on a case, and in establishing and planning for respective roles in the modification of the student's communication needs.
c. Performs casework services with parents as an integral part of the task of helping students. These are done in order to increase the parents' understanding and support and to appropriately use available resources.
d. Serves as a resource for the referral of students to, and as a liaison with, outside agencies as considered appropriate.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, conducts direct individual and small group instruction as needed.
f. Makes home visits and serves as a liaison between the home and the school when considerable follow-up is deemed necessary and/or for the purpose of gathering information helpful in evaluating students' needs.
g. Assists students and teaching staff in implementing students' communication plan.
h. Assists students in order to facilitate their adjustment to school.
i. Maintains sufficient and timely records of cases for use by school staff members and outside agencies as considered appropriate.

j. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
k. Assists in the district-wide preschool screening.
l. Conducts assessments, testing and diagnostic examinations of students for the purpose of identifying communication issues and recommending courses of action or corrective procedures to overcome issues and maximize learning.
m. Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and needs and to familiarize stakeholders with services.
a. Participates in a variety of formal and informal meetings, multi-disciplinary staffings and pre-referral meetings for the purpose of conveying and/or gathering information required to perform job responsibilities.
b. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
n. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research, and by maintaining professional relationships.
o. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
p. Encourages parental involvement in students' education and ensures effective communication with students and parents.
q. Assists in the orientation of new teachers, and provides in-service training in guidance.
r. Ensure all students are on the path to college and career readiness.
s. Performs other related tasks as assigned by the Principal, Director of Pupil Personnel Services and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying

assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

LISLE 202
COMMUNITY UNIT SCHOOL DISTRICT

JOB DESCRIPTION / RESPONSIBILITIES

TITLE: **Title I Reading Teacher**

REPORTS TO: Building Evaluator(s)

JOB GOAL: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

POSITION PURPOSE: To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

EDUCATION:

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

CERTIFICATION/LICENSE:

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

PHYSICAL REQUIREMENTS:

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

TERM OF EMPLOYMENT: 181 days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

a. Develops and administers school curriculum consistent with school district goals and objectives.
b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
d. Administers standardized tests in accordance with District testing programs.
e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
n. Travels to school district buildings and professional meetings as required.
o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
u. Ensure all students are on the path to college and career readiness.
v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

ABILITY to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.

Fair Labor Standards Act STATUS: Exempt

APPROVED: April 15, 2013

Resolutions Discussion for November 18, 2023 IASB Delegate Assembly

Below are the resolutions being voted upon at the November 19, 2022 IASB Delegate Assembly. Please keep in mind that we cannot suggest amendments to these resolutions; we can only decide as a board if we want to adopt them or not.

Full report can be found here:
https://www.iasb.com/iasb/media/advocacy-government-relations/2023/2023_resolutionscommitteereport.pdf

IASB-RC = IASB REsolutions Committee

Resolution	Resolutions Committee Recommendation	Board Feedback
1. Industrial Construction	**Do Not Adopt**	Board Decision: TBD Board Members To Adopt: **0** Board Members Do Not Adopt: **7** Board Members Requesting Discussion:**0**
2. School Resource Officer Funding	**Do Adopt**	Board Decision: TBD Board Members To Adopt: **7** Board Members Do Not Adopt: **0** Board Members Requesting Discussion:**0**
3. Bus Driver Regulations	**Do Adopt**	Board Decision: TBD Board Members To Adopt: **6** Board Members Do Not Adopt: **0** Board Members Requesting Discussion:**1**
4. Employment History Review	**Do Not Adopt**	Board Decision: TBD Board Members To Adopt: **0** Board Members Do Not Adopt: **6** Board Members Requesting Discussion: **1**
5. Alternative Safe School Funding	**Do Not Adopt**	Board Decision: TBD Board Members To Adopt: **0** Board Members Do Not Adopt: **6** Board Members Requesting Discussion: **1**

FOR DISCUSSION

Lisle Community Unit School District 202
Board of Education Meeting
October 23, 2023

SUBJECT: Public Comment Policy and Protocol

BACKGROUND DATA: A member of the public requested that the Board adopt a policy that any Public Comment automatically be included as an agenda item at the next Board meeting so it can be addressed in a public forum.

The Board agreed to discuss how to summarize the course of action to close the loop on Public Comment at the October 2023 Board meeting.

Reference:
Board Policy 2:230 Public Participation at Meetings of the Board of Education and Petitions to the Board

FOR DISCUSSION

Lisle Community Unit School District 202
Board of Education Meeting
October 23, 2023

SUBJECT: Freedom of Information Act Request

BACKGROUND DATA: The District received Freedom of Information Act request(s) from the following individual(s):

1. Jake Griffin, Daily Herald
2. Michael Rost, Allium Data
3. Rhonda Norris, Provenit

The District will respond to all the request(s) within the required timeline.

From: Griffin, Jake <jgriffin@dailyherald.com>
Sent: Wednesday, September 27, 2023 10:34 AM
To: FOIA@lphs.org; district202foia@lisle202.org; FOIA@sd44.org; agasbarro@d15.us; spatton@naperville203.org; khooper@queenbee16.org; mhenderson@sd12.org; azaher@saltcreek48.org; bgraber@d45.org; Julie Swartzloff <jswartzloff@d94.org>; jstelter@queenbee16.org
Subject: Daily Herald FOIA request 9/27/23

To Whom It May Concern:

Under the provisions of the Illinois Freedom of Information Act, Illinois Revised Statutes Ch. 116, Par. 201, I am requesting the following information and/or documentation sufficient to show:

- Copies of, or documents sufficient to show, all invoices, costs and reports related to the district's radon testing and retesting done at district buildings between 2018 through today.
- Copies of, or documents sufficient to show, all invoices, costs and reports regarding remediation of radon contamination in any of the district buildings between 2018 through today.

I prefer the information in electronic format and emailed to the address listed below. Please call if you are unable to grant this aspect of the request.

I am requesting that you waive any fees for providing this information, in accordance with the law, which allows for waiver of fees when release of the information is in the public interest. Please notify me by telephone if any fees will be charged.

I would appreciate it if you would handle this request as quickly as possible, and I look forward to hearing from you within five working days, as required by law. Thank you for your assistance. If you have any questions, please call me at 847-427-4602. My email is jgriffin@dailyherald.com.

9/25/2023

Dear Public Records Department:

Please consider this letter as a public records request for commercial purposes as defined under the laws applicable to your jurisdiction.

We are requesting:

1. A copy of the last property & casualty insurance renewal summary for all lines of insurance purchased by the school district (general liability, auto, workers comp, professional, directors and officers, etc.). This document summarizes the insurance terms, limits, deductibles, premium and exclusions.

2. A copy of the last employee benefits insurance renewal summary for health, dental and vision plans sponsored by the school district. This document shows plan options available to the district's employees and the pricing for employee, employee plus spouse, employee plus family.

Please respond with PDF versions of the requested documents or any questions you may have to the following email address; publicrecords@alliumdata.com

Thank you,
Michael Rost
Founder & CEO
Allium Data

From: Rhonda Norris <rnorris@provenit.com>
Sent: Tuesday, October 17, 2023 12:49 PM
To: district202foia@lisle202.org
Subject: FOIA Request | Lisle Community Unit School District 202

Hello FOIA Officer:

I am reaching out to submit a FOIA public records request in compliance with your district's policies. I am requesting electronic copies of your copier, MFP and printer leases and/or sales agreements, along with any maintenance agreements.

If there is any further documentation needed from your school district to complete our vendor request, please provide such information, and kindly send to my attention by October 31, 2023.

Thank you in advance for your assistance and the courtesy of your prompt reply.

Sincerely,

Rhonda Norris
Sales Support Administrator

SUPERINTENDENT'S REPORT

LISLE 202

COMMUNITY UNIT SCHOOL DISTRICT

October 2023

Lisle Elementary School

5th Grade Outdoor Education Field Trip

Fifth graders from Lisle Elementary School recently had their outdoor education experience at Camp Manitoqua in Frankfort, Illinois. Thanks to a generous donation from the Lisle Education Foundation, Camp Manitoqua was offered to all fifth graders at no cost.

Some of the activities that students participated in were tree climbing with harnesses and ropes, fishing, large group games, initiatives, paintball with slingshots, archery and an instructional nature hike. These exciting and educational activities built student's social and emotional skills as they worked, problem solved, and communicated together. They needed to apply these skills, as well as creativity and collaboration in order to succeed.

Author Visit

We were pleased to have welcomed Tui Sutherland, author of the popular "Wings of Fire" series. She spoke to our third, fourth, and fifth graders about her writing process, how anyone can be an author, and how illustrations come to fruition for her books.

Lisle Junior High School

PSAT

On October 19th, all 8th grade students took the PSAT 8/9 assessment. This is the first in a series of College Board tests that lead up to the SAT assessment during their junior year of high school. The PSAT is a good opportunity for our students to see where they are currently positioned as they work toward college and career readiness in the coming years. The assessment results will also provide the high school with valuable information as they begin to work on determining appropriate course placements for our 8th graders' first year of high school.

Science in Action

Our 6th and 8th grade science classes participated in hands-on experiments over the past two weeks. These learning experiences allow our students to apply the information they've learned in class to actual simulations to increase their understanding of the science concepts. Our 6th graders had the opportunity to dissect a cow's eye and our 8th graders completed model building. We would like to thank our parent volunteers for helping to support our students learning during these experiences!

Athletic Celebrations

LJHS just finished a very successful fall season in the athletic department. The Varsity Boy's Baseball Team won their first regional title in over 10 years. Cross Country had a great inaugural season finishing with a state qualifier (Jennifer D.) who competed in the state meet on October 14th.

In addition, the Illinois Elementary School Association notified us over the summer that we received the Sportsmanship Award for the 2022-2023 school year. This award is voted on by schools within our region with one school per region chosen. There are a total of 959 schools in the IESA and we were one of 20 to receive this recognition. I am extremely proud of our students, athletes and parents for representing us in such a positive way! Go Lions!!

Lisle High School

IC8 Leadership Conference

Every year, our athletic conference, the Illinois Central Eight, sponsors many non-athletic events, so that more students can become involved in co-curricular activities. Along with choir and band festivals, our conference also sponsors competitions for our Math Team, Scholastic Bowl teams and Art Workshops & Portfolio competitions.

On Wednesday, October 18th, the 2023 IC8 Leadership Conference brought together eight of the highest quality leaders from each of our eight schools for a day of activities, learning, and getting to know each other. Schools take turns hosting the event and, this year, Streator was the host school. Guest Speaker Ted Wiese led students through the day to teach and enhance their leadership skills. Congratulations to the following eight students who will represent Lisle at this year's IC8 Leadership Conference: Seniors Clay H. and A'deja M., Juniors John D. and Nicole P., Sophomores Asher C. and Anya K. and Freshmen Zack R. and Cadence D..

PSAT/NMSQT

Juniors and some sophomores across the country took a practice SAT exam that is used to determine a student's academic level rating with the National Merit Scholarship Corporation (PSAT/NMSQT). Lisle students participated in the exam on October 12th. The PSAT/NMSQT is the first step in the testing sequence that our juniors usually do regarding standardized testing and procedures. The Preliminary SAT/National Merit Scholarship Qualifying Test measures critical reading skills, math problem-solving skills and writing skills. Taking the PSAT/NMSQT allows students to receive feedback about strengths and weaknesses, enter the competition for National Merit Scholar scholarships, and help prepare for the SAT.

District

Junior & High School Parent-Teacher Conferences

The Junior High and High Schools held their annual Parent Teacher Conferences on October 12th and 13th. Both schools continued the online format to allow for more flexible access for parents and guardians.

HSO Council Meeting, September 27, 2023

SCHOOL BOARD LAISION:

- Dr. Filipiak was unable to be there as he was attending an annual Superintendents' Conference in Springfield.
- Pam Ahlmann introduced Kate Foster. Kate has served as a member of the School Board since May 2023.
- Pam, Kate and Eunice McConville will rotate as HSO-School Board Liaisons for this school year.
- We were honored at Monday's Board meeting to celebrate the accomplishments of four Lisle High School seniors recognized by the National Merit Scholarship Program.
- Our Board was one of 45 in the State to receive the Illinois Association of School Board 2023 School Board Governance Recognition designation.
- A public hearing was held on the proposed budget; the District will have another balanced budget for the school year.
- The District's Security Consultant discussed current best practices for school security with the Board; he has been involved in decisions for each school.
- The Summer 2023 Community newsletter summary of Vision 202 results and plans for the coming year were shared.
- The JH Renovation Financing Plan was reviewed at the July 2023 Finance Committee meeting along with projects planned for the summers of 2024-2026.
- The August 2023 PMA Capital Needs Analysis was referenced. Future decisions on funding options are dependent on market conditions and keeping the Debt Service Levy at $1.5 million to maintain a level tax burden to property owners.
- In response to Council member questions regarding the future of 5th grade at LES; the Additional Information page of the JH Renovation Financing Plan was referenced, describing plans if six sections continue to be added at LES.
- Elementary enrollment number trends are being monitored closely; Council members proposed possible reasons for the influx of students; information will be shared, options considered and input obtained before any future grade configuration decisions are made.

Intergovernmental Council Meeting, October 4, 2023, 8:30 a.m.

The Lisle Library District hosted the April 2023 Intergovernmental meeting.

In attendance -

Lisle Park District Director of Parks & Recreation, Dan Garvy
LWFD Fire Chief, Keith Krestan and LWFD Trustee, Joan Costin
Lisle Library District Director, Tatiana Weinstein and Will Savage, assistant
Lisle Township Supervisor, Diane Hewitt and Jerald Wolff, Operations Manager
Lisle CUSD 202 Board of Education President, Pam Ahlmann
Both Will and Jerald were introduced

Current events were highlighted by each participant, including:

LWFD

- October is Fire Prevention Month
- Open House at Station 89 on Saturday, October 7th from 10-1
- Contract expiring November 11, 2023
- First workshop for the 2024 budget in October
- Applying for agency re-accreditation for the second time
- Recruiting obstacles discussed; working list of eligible candidates
- Concrete work at Station 51 and sidewalk and windows at Station 55
- Turned over the fire engine fleet in the last four years; all red now. It is taking three years to get an ambulance or fire truck
- Three new Board of Fire Commissioners as of May
- Proud of positive initiative promoting Fire Buddies with local children with cancer

Lisle 202

- Four students received National Merit Scholarship Program recognition
- The Board of Education received IASB 2023 School Board Governance Recognition designation
- Public hearing on the budget was held; the District will have a balanced budget for the school year
- The District's Security Consultant discussed current best practices for school security
- Referenced Summer 2023 Community newsletter Vision 202 results and plans for the coming year
- Referenced the August 2023 PMA Capital Needs Analysis and future funding options, dependent on market conditions and keeping the Debt Service Levy at $1.5 million
- JH Renovation Financing Plan reviewed at the July Finance Committee meeting along with projects planned for the summers of 2024-2026
- Overview of plans at LES to accommodate six sections as students move up a grade

Lisle Park District

- Camp Summer Quest successful; 60-80 kids on a waiting list each week
- Discussed pool risk management
- The Park District is losing money yearly with the fitness center

- Pleased to start up the before and after program again at LES
- Replacing surface at Beau Bien Park
- Tate Woods Park to have new pickle ball courts; referenced pickle ball courts at Abbey Wood Park
- Scarecrow Scramble and Monster Madness this month
- Chamber Turkey Trot is November 12th

Lisle Township

- Discussed Jerald's background and his focus on transportation, senior services and recycling services
- Distributed informational pamphlets on Lisle Township Transportation Services; Career Development and Job Search Services; and a flyer on the 2023 Lisle Township Recycling Program
- Reviewing strategic plans with NIU
- Food Pantry hours changed to Monday, 12-4; Wednesday 3-7; and Friday 12-4; there has been eight times the use of Food Pantry services and a 56% increase in cost
- Friends for Lisle, Wal-Mart and Aldi supplied food
- Part of a conglomerate for food pantry trucks; difficult to get
- Ribbon cutting for recycling program
- County Mental Health services has different funding than each Township in DuPage; the County is specialized; Crisis Link Center

Lisle Library

- Invited LPD Police Chief to talk about potential actions if bomb threats in libraries
- Interest for a special meeting to discuss what to do in the case of a train derailment
- Fall Fest was successful with 850 people attending; petting zoo; family friendly programs
- Currently updating their website and policies since renovation
- Mentioned upcoming programs and the Eclipse Glasses available, on a first come, first served basis, for the October 14 solar eclipse

The LWFD will host the next Intergovernmental Meeting; date TBD

Submitted by: Pam Ahlmann

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Cooperative Corner

October 2023



A MESSAGE FROM THE CO-EXECUTIVE DIRECTORS



It has been an amazing start of fall: the colors, the temperature, and it's been a wonderful start to the 2023-2024 school year at SASED. We say wonderful because despite wide-spread staffing shortages SASED is making it work and students are thriving.

We've had the good fortune of observing a few programs and witnessing qualities of great teaching. Great teaching starts with great connections with students. The returning staff and the new members of the SASED family have quickly developed excellent rapport with students, shown sincere interest in them as individuals and are providing differentiational instruction while addressing IEP goals.

Also, don't forget... October is National Fire Prevention Month! The theme for National Fire Prevention Month 2023 is "Cooking Safety Starts with You." The theme highlights the importance of practicing safe cooking skills at home. We encourage you to gather your family and discuss fire safety awareness in the kitchen, especially as we get closer to all the holiday cooking!

We hope you enjoy reading the October edition of Cooperative Corner. We look forward to sharing with you news regarding initiatives and activities that are taking place all throughout SASED's Journey to 2027! Thanks for reading... and as always, don't forget to FISH!

Sincerely,
Dr. Jimmy Gunnell and Mr. Jim Nelson

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SASED's Leadership Team

Dr. Jimmy Gunnell, Co-Executive Director (jgunnell@sased.org)
Mr. Jim Nelson, Co-Executive Director (jnelson@sased.org)
Ms. Senga Lowe, Executive Assistant to the Executive Director (slowe@sased.org)
Mr. Matthew Layton, Director of Programs and Services (mlayton@sased.org)
Ms. Rachel Wisniewski, Director of Business/CSBO (rwisniewski@sased.org)
Ms. Julie Grohn, Director of Human Resources (jgrohn@sased.org)
Ms. Gina Guyer, Technology Coordinator (gguyer@sased.org)

IN MEMORIUM

We celebrate the life of Traci Barkley. She worked as a paraprofessional in the MN program for many years. Traci was such a beautiful person and had the magnetic ability to connect with anyone who crossed her path. Her presence was always filled with kindness, comfort, laughter, generosity and the well being for everyone. She was a true team player, work buddy and dear friend. She will forever be missed.



NEW SASED EXECUTIVE DIRECTOR SEARCH HAS BEGUN

The Governing Board and Executive Search Committee have started the search for SASED's new Executive Director. In order for SASED to continue to reach our strategic plan goals and succeed in our vision of being an innovative leader that inspires, creates and implements best practices in education for all, we need a strong leader that is committed to the same vision. A survey was released to all stakeholders asking them for help in determining the professional and personal characteristics most desired, as well as the important leadership skills and experience necessary for the candidates to possess. The survey was a huge success and the time and effort contributed by all of you was very appreciated. We are excited about the search and look forward to the future direction of SASED.



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FISH! Philosophy

"Culture is the process by which a person becomes all that they were created capable of doing." - Thomas Carlyle

- **Be There**
- **Play**
- **Make Their Day**
- **Choose Your Attitude**

WHAT'S HAPPENING AT SASED

Updates and Happenings Across SASED Programs

<u>DATA-DRIVEN DECISION MAKING</u>

- **Professional Learning Communities (PLCs) -** This year, we reframed the work of all Grade-Level Teams (GLTs) and Program Leadership Teams (PLTs). Teams will utilize the six components of *effective PLCs* to guide their work. The six components are ***1)*** a focus on students, ***2)*** collaboration, ***3)*** collective inquiry, ***4)*** action orientation, ***5)*** commitment to improvement, and ***6)*** results orientation. We will improve teaching practices and student outcomes through shared goals and a supportive culture focused on continuous learning.
- **Fall Learning Walkthroughs -** Last year, the implementation of the Learning Walkthrough began. The primary purpose of a learning walkthrough is to gather data and insights about what is happening with teaching and learning practices within the learning environments to improve instructional quality, student engagement, and overall learning outcomes. The learning walkthroughs aim to support continuous improvement in teaching and learning. The learning walkthroughs are part of our strategic plan's efforts to enhance the quality of SASED programming and to promote professional growth among educators, related service providers, and support staff. ***The fall learning walkthroughs will occur between October 10, 2023, and October 27, 2023.***

<u>SOCIAL-EMOTIONAL LEARNING CURRICULUM PILOT EXPANSION</u>

During Spring 2023, the SASED SEL Committee identified several high-quality Social Emotional Learning (SEL) curricula to use in small pilots across programs. Each program was evaluated for alignment with the CASEL framework developed by the Collaborative for Academic, Social, and Emotional Learning. The framework consists of five core competencies that aim to enhance students' emotional intelligence and interpersonal skills: **Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.**

The SEL Committee identified five SEL programs for the expanded pilot of the 2023-2024 school year. The committee will convene three times this year to monitor and evaluate the implementation and impact of the SEL curricula to determine which approach best meets the needs of our students.

Programs and Services Updates

Click here to learn more details about each of the Programs and Services that SASED offers. Select the Programs area or the Service area and choose which one you'd like to learn more about

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Pamela Sudds, Data Analyst; Matthew Layton, Dir of Programs and Services; Chris Miller, Administrative Assistant



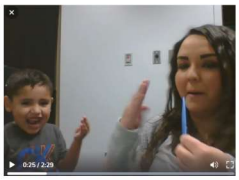
Programs and Services Administrators

PROGRAM HIGHLIGHTS

DEAF AND HARD OF HEARING

Early Childhood

Two of our three early childhood classrooms use total communication, meaning they use sign language and spoken English simultaneously. Students' communication success requires them to be continuously exposed to sign language. Ms. Spillan and Ms. Kirkman make and share weekly sign language vocabulary videos on Seesaw so parents can work on new signs too.







Elementary

Mr. Misener's class and Ms. Nowicki's class went to Sonny Acres to learn seasonal vocabulary, learn about animals and plants, and have some fun together. The field trip lessons continued back in the classroom where students worked on estimating, team work, and more vocabulary. All of our Deaf and Hard of Hearing students have deficits in language and/or vocabulary. These deficits are sometimes magnified due to lack of background knowledge and experiences. Field trips provide a way for students to make connections to the vocabulary they are learning about.







Jr. High



smore 12

make a list of Do and Don'ts for Interacting with Deaf people. Check out their list to see what you can do to improve your own interactions with our Deaf and Hard of Hearing students.



Sign Classes

SASED will be providing sign classes starting in November. We will have an in person class on Monday evenings at the SASED Administration Center in Lisle and a virtual class on Thursday evenings. A sign up will be sent to all SASED staff and DHH families. If you are outside one of those groups and would like to sign up, please contact Tara Corral at tcorral@sased.org.

SOUTHEAST AND DIRECTIONS

The Southeast and Directions program is ready for the fall season! The Southeast School garden is being harvested, PBIS is planning a trip to the pumpkin patch, and fall benchmarking assessments in the areas of ELA, Math, and SEL have been completed. The program leadership team and grade level teams will use this data to drive instructional and social emotional positive outcomes.

Let's not forget that October is Fire Prevention Month and Southeast and Directions programs passed the first of three fire drills this school year! In addition students and staff will participate in the annual Lockdown Drill, October 18th. Safety is a top priority at Southeast and Directions.

Grade Level Highlights:

Elementary: Our elementary staff and students had a great afternoon at the Nichols Library. Students had a first hand experience of what happens behind the scenes at a library and participated in a scavenger hunt around the library. The students were excited about reading after returning from this trip.

Middle School: Southeast and Directions Middle School student are excited to be learning about current world events. This study is encouraging our students to have an awareness of what is happing in the world and how they can make a difference. In science the students have learned about lab safety and look forward to using these skill on upcoming science labs.

High School: Our high school students are learning about different cultures. They went on a field trip to The National Museum of Mexican Art and then took a walking self-guided mural tour around the Pilsen neighborhood. The students were excited to experience what they are learning in class. In addition, the Southeast garden is about done for the season. The students in the Family Consumer Science class used the vegetable from the garden to learn kitchen and food prep skills. Staff and students enjoyed the meals they prepared with the harvested vegetables.

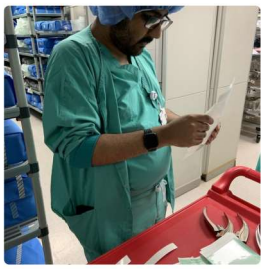


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CLASSROOMS-
STAFF- We want to give a shout out to our three adapted PE teacher, Kim Mueller, Jenn Hawes and Diane Lazzar. Chris Meaderais is on paternity leave with his new baby!
STUDENTS- Since 9/1, we have added 5 new students!
FUN STUFF- Our classrooms have some festive trips planned! Klimczak, Kirkpatrick and Goes are taking their students to Sunny Acres Pumpkin Patch. Ryndak & Wood will be going on an adventure to Cosley Zoo.

Best Wishes,
Amy McKee & Bridget Lessentien

MULTI-NEEDS (HIGH SCHOOL) / POST SECONDARY PROJECT SEARCH, AND TRANSITION



High School:
Kayla Mohammad is working with 3 classes on speech and is attending the weekly community trips to ensure skills are demonstrated across environments. These trips are incorporating lessons to gain skills in self advocacy, money management, recreation, and expecting community behaviors, etc. In Jane Matthew's room, a student who has been trialing a TD I-13 eye gaze device has gained expressive language skills. The staff continue to use ULS for ELA and Math, while incorporating functional skills as much as possible. Marc Granrath and Jane Matthews are new teachers to SASED and have been doing a great job supporting the student's needs.

Transition:
The teachers and related services spent the 2nd half of the student's early dismissal in September at Project SEARCH to learn about the program and take ideas back for implementation. Megan Baker has worked with North Central College to set up a work training opportunity involving packaging coffee beans. We currently have a therapy dog visiting once a month and our classes continue to attend fitness classes at Lombard Strength and Fitness (previously 2XL Strength and Fitness). Lastly, the team is creating plans to reopen our microbusiness. Exciting times, ahead!

Project SEARCH:
The program is in the 2nd half of the first internship. Jason Munchoff has been supporting the students in receiving hands on training for gaining soft and hard skills needed for successful employment. Students are completing a variety of internships, such as the receiving dock to unload delivery trucks, scan the PO code with an iPad, and delivering to the appropriate departments. Other internships include checking expiration dates, checking inventory, and adding equipment to Crash Carts. Students are also stocking medical supplies, disposing of soiled linen, and assembling clean linen in the surgical departments. We currently have a student who is placing sanitized surgical equipment in sterile bags, to then be sent to Northwestern Medicine's outpatient surgical sites. The end goal is always competitive employment in an inclusive setting.

STARS (AUTISM)

The STARS program is adding four more students to the program which means K-4th grade is nearing capacity. All students in the program have completed benchmark testing in the areas of ELA, Math, and SEL using Fastbridge. The Program Leadership Team which includes representatives from each grade level along with therapists (Social Work, Speech Pathology, Occupational Therapy) is reviewing current data and determining next steps for instruction and behavioral strategies for all students in the program.

The STARS program (**S***ASED's* **T***eaching for* **A***utism:* **R***eflecting* **S***uccess*) offers a highly structured learning environment using evidence-based practices that incorporate comprehensive best practice

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rooms provide programming and
ence-based interventions and access to grade-level curriculum expectations serve as the foundation for designing each student's individualized cognitive, social, emotional, and behavioral learning plan. Students in the STARS program are included in general education PE, Lunch, Library, and Recess opportunities with peers and STEM or Core classes as appropriate.



Using a graphic organizer at STARS Intermediate



Working on SEL Activity



Completing a worksheet and checking their schedule

Ms. Cherrie's Intermediate Group



Congratulations to students at Cass JH for earning an IXL(*) certificate of achievement. Students earn certificates to commemorate their achievements and triumphs on IXL. Reaching a major learning milestone deserves an equally spectacular celebration.

(*) IXL is one of SASED's online personalized learning tools for students. Students receive customized learning pathways to support their skill development and knowledge acquisition in reading, mathematics, science, and social studies.



Safety time! --All four of our SASED Classrooms at Holmes Primary School in D60 followed Principal Mary Kassir and Vice Principal Megan Hansen through safety drills. In the picture, our Primary MN classroom is leading the 2nd grade general education students from the Fire Drill to the Evacuation Drill. The entire building ended the drills safely at the nearby church where we sang the school song!

VISUALLY IMPAIRED

October 15th is White Cane Day!



White Cane Safety Day is a national observance in the United States, celebrated on October 15 of each year since 1964. The date is set aside to celebrate the achievements of people who are blind or visually impaired and the important symbol of blindness and tool of independence, the white cane.

Our Orientation and Mobility Specialists and Teachers of Students who are Visually Impaired plan fun activities and experiences for our host school sites to educate and familiarize all students and staff on the unique and important tools our students use each day! These activities include teaching students to braille their names, play goalball, walk with a cane under blindfold and so much more! White cane day is always a fun time of year for us!

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A White Cane Day project from Pat Vandercar's classroom in 202



Annie showing her independence with her white cane at ATHS



Mark Renc teaching an Orientation and Mobility lesson

RELATED SERVICES HIGHLIGHTS

OCCUPATIONAL AND PHYSICAL THERAPY



October is Physical Therapy Month!!!

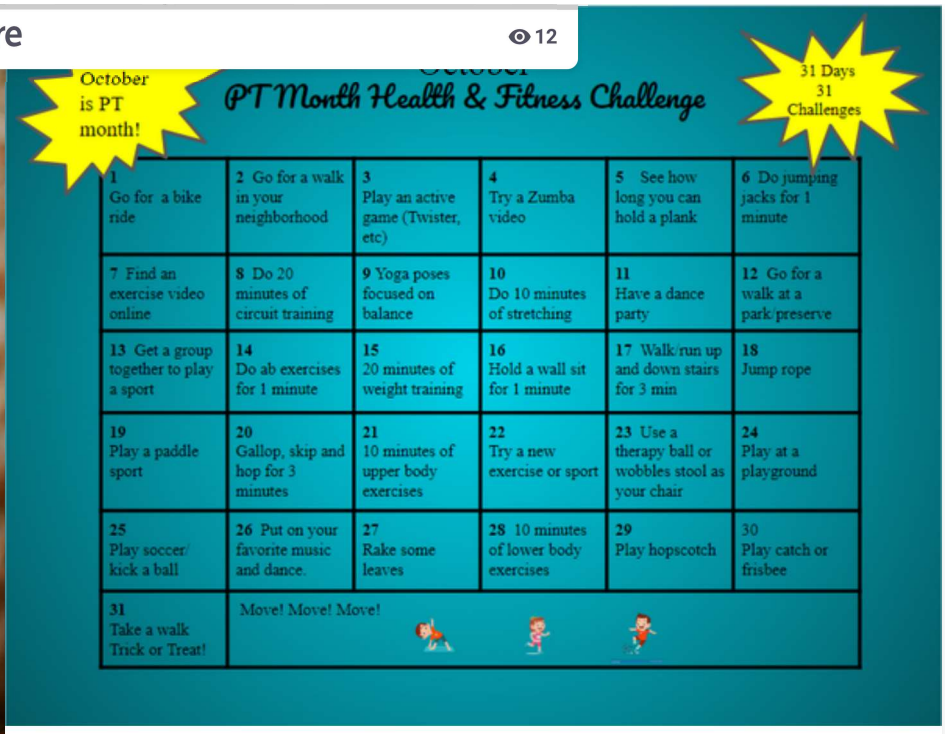
SASED Physical Therapists work collaboratively with teams to facilitate a student's ability to access their educational programming. This could be by targeting gross motor progression, supporting a student's positioning, supporting a student's ability to navigate their school environment, or supporting their ability to participate in physical education. Collectively our SASED physical therapists have 265 years of experience practicing physical therapy. We have 11 Physical Therapists that service our SASED districts and programs!

Let's Celebrate our AMAZING PT's and all the great work they do here at SASED!!



smore 12





Our PT's and OT's are celebrating PT month by participating in a 31 day health and fitness challenge....Get Moving!!! You can join too!

OT News!!
Our Occupational Therapists recently received training for Evidenced-Based Handwriting Strategies and Interventions. They went away with a ton of great ideas and resources to apply to their work with students and their writing needs.

AUDIOLOGY

Our audiology department provides the following services:

Diagnostic Testing

- Conventional Audiometry
- Conditioned Play Audiometry
- Visual Reinforcement Audiometry
- Behavioral Observation Audiometry
- Immittance Testing
- Otoacoustic Emission Testing

Educational Central Auditory Processing Testing

- Consulting with the IEP team
- Determining difficulties in the classroom in the areas of:
  - Auditory Figure Ground
  - Dichotic Digits
  - Auditory Closure
  - Temporal

Hearing Aid Checks

- Real Ear/Test Box Verification
- Listening Checks
- Electroacoustic Check
- Hearing Aid Programming

Earmolds

- Earmold impressions and ability to order new earmolds

Educational Cochlear Implant Testing

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- *Listening Checks*
- Detection testing in each ear and bilaterally

Assistive Listening Device (ALD) Fitting and Testing

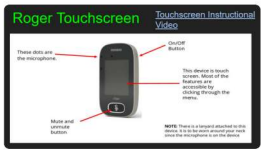
- POP protocol to determine signal transparency between the hearing device and ALD
- Fitting and managing ALD equipment
- Working with hearing itinerant staff, schools, etc

Report Services, Consultation Options and Parent Counseling

If you think a student you work with is in need of audiology services, please fill out this link: https://docs.google.com/forms/d/e/1FAIpQLSf6dRkEKO_JcwGKPW3YXt6enxols8XBJEaD7hZdK29XD24Kkw/viewform

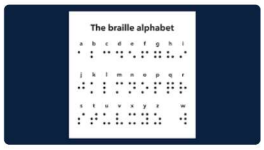
ITINERANT SERVICES

Hearing



Our hearing itinerant team services almost 200 students throughout SASED. The team provides direct and consult services. This includes providing recommendations for services, attending IEP meetings, working on IEP goals, conducting assessments, transporting and setting up assistive listening devices, providing training on assistive listening devices, collaborating with educational teams, communicating with families, and teaming with our audiology department. They are a very busy crew!

Vision



SASED provides both vision and orientation and mobility itinerant services to all member districts. We have 4 itinerant teachers of students who are visually impaired and 2 itinerant orientation and mobility specialists. They are busy this time of year with evaluations, writing reports, and attending IEP meetings! They work with students to assure they are able to access their educational materials and environment. This includes teaching braille, ordering braille and large print materials, working on the latest technology, and sharing resources! They are always on the move!!

SCHOOL IMPROVEMENT, INSTRUCTIONAL SUPPORT, PROFESSIONAL DEVELOPMENT, AND ASSISTIVE TECHNOLOGY (SI/IS/PD/AT)

Our School Improvement, Instructional Support, Professional Development, and Assistive Technology team (SIIS/PD/AT) works with and provides coaching to all of our SASED programs and member districts. We partner with the professionals who serve our students and provide any needed professional development or instructional coaching to ensure our students receive the quality education they deserve with the best research-based practices. Our team is composed of 11 expert coaches from varying backgrounds including school psychology, social work, learning behavior specialist, counseling, speech and language, general education, education leadership, and assistive technology.

September was a very busy month for our Instructional Support team! Our number of individual student referrals practically doubled from fifty to ninety-five. We also provided thirty-one professional development workshops, providing a variety of continuing education experiences including Professional Learning Communities, School Improvement, Non-violent Crisis Prevention Intervention (CPI), Differentiation, Writing Quality IEP Goals, Teacher Assistant Training, Strategies for Autism, and Improving Classroom Culture.

Over the next few months, we will be offering multi-district opportunities for our member districts' mental health professionals and administrators to be trained on Effective Functional Behavioral

smore 12



Two of the school psychologists on student referrals have been for *problematic student behaviors and requests for our team to facilitate program and district teams to* conduct FBAs and BIPs. Providing these learning opportunities will equip district and program teams with the skills necessary to evaluate the functions of challenging student behaviors and develop effective strategies for replacing them with desired behaviors, which will enhance student success.

We are looking forward to the anticipated student successes, professional growth, and organization effectiveness we will inspire this year, the professional learning opportunities we will create, and supporting the SASED organization and our member districts with implementation support as we work toward our organization, school, and program improvement goals.



Human Resources Corner

Click here to access SASED's Human Resources website





HR Team
From left to right: Julie Grohn, Kristie Katzel, Muffin Long, Dana Gerus, Veena Jose

Human Resources

Click on the Human Resources logo to the right to see who you should know!

HR Headlines

We are excited to announce our September MVE Award winners. As a reminder, the September theme was teamwork. Each of the winners will be able to choose a recognition award or SASED swag as well as some additional recognition at the Board meeting and throughout the Cooperative.

- Patti Oberbeck - Deaf and Hard of Hearing Interpreter
- Kristie Katzel - Administration Center Payroll
- Luis Martinez - Southeast Teacher Assistant
- Jennifer Duncan - Transition Teacher
- Marc Renc - Vision Orientation and Mobility Specialist
- Amy Brady - MN/Stars Teacher

Next up is October and having a **Positive Attitude.** The window to nominate someone for October is open. You can click on the MVE logo to access the Google Form.



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n assistant, administrator, OT/PT,
SASED employee.

Here are our monthly focus areas.

- **October:** ***Positive Attitude***
- **November:** ***Outstanding Practices***
- **December:** ***Loyalty and Commitment***
- **January:** ***Works Well Under Pressure***
- **February:** ***Superb Communicator***
- **March:** ***Good Work Ethic***
- **April:** ***Marvelous Motivator***
- **May:** ***Innovation and Creativity***



Most Valuable Employee recommendation

Beginning with the 2023-2024 school year, we will be implementing a MVE Award. We want to be able to show recognition for the hard work that takes place on a regular basis. You can recommend a teacher, teacher assistant, nurse, admin assistant, administrator, OT/PT, technology, bus driver, etc.

forms.gle

Event Information

Save the Date - Dive into DuPage Job Fair

When?

Thursday, Apr 11, 2024, 05:00 PM

Where?

6S331 Cornwall Road, Naperville, IL, USA

Open maps

Business Corner

Click here to access SASED's Business Office website

Business Office



The SASED Business Office provides the treasury, budgeting, purchasing, risk management, grant management, internal accounting, external reporting and board reporting functions, maintenance services essential to the operation of our organization, and transportation services. The Business Office also serves as the fiscal agent for external grant projects including Early CHOICES.



The FY24 budget was approved by both our Board of Directors and Governing Board in June of 2023 and adopted by our Governing Board on August 9, 2023. The budget is available for public viewing at any time by clicking the link in this picture or visiting our website at https://www.sased.org/departments/business-services

Transportation



Transportation is an extremely important puzzle piece in fulfilling the needs of our students in each program. Our Transportation Department provides travel for community-based curriculum and instruction, as well as field trips throughout the school year. Our drivers also provide courier services to each of our classrooms to ensure that materials/supplies are being provided on a timely basis, and are always willing to help where needed. As Ms. Cuomo says, "We aren't just bus drivers, we carry a lot of responsibility ... and hope we make every trip enjoyable. The students put a smile on our face everyday!"



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Technology Corner

Click here to access SASED's Technology website

Technology Tips for Parents, Students and Teachers!

In today's digital age, technology offers valuable tools for the special education community. Parents, students, and educators can now access a range of apps and platforms tailored to meet unique learning needs. By embracing these resources, we can create a more inclusive and effective educational environment for everyone involved. Here are some tools to help everyone navigate our digital world!

Parents

Routine builders, such as the "Choiceworks" app, play a pivotal role in creating structured and predictable daily schedules for individuals. These tools visually lay out tasks and activities, offering a clear sequence of events for the day. For children with autism, who often thrive on consistency and can become anxious with unexpected changes, these apps are invaluable. They not only foster a sense of independence as the child can follow along and know what to expect next, but they also make transitions between activities smoother, reducing potential stressors and meltdowns. By integrating routine builders into daily life, parents and caregivers can provide a supportive environment that caters to the unique needs of children with autism.

Students

Voice-to-Text technology has revolutionized the way students communicate and document their thoughts. For those who find writing challenging, whether due to physical limitations, learning differences, or other reasons, this feature is a game-changer. Available on most modern tablets and computers, voice-to-text allows users to simply speak into their device and have their words instantly transcribed. Popular tools like Apple's "Siri", Google's "Voice Typing", and Microsoft's "Dictate" make it easier than ever to jot down notes, compose emails, or even draft essays without ever lifting a pen or pressing a key. Embracing this technology can empower users, offering them an alternative and efficient method to express themselves.

Teachers and Staff

Augmented Reality (AR) is a groundbreaking technology that superimposes digital information onto the real world, creating an interactive and immersive experience. For special education students, AR offers a realm of possibilities to enhance learning. By transforming abstract concepts into tangible, visual experiences, AR can cater to various learning styles, making lessons more engaging and comprehensible. For instance, a student with auditory processing challenges might struggle with traditional verbal instructions but could thrive when presented with AR visual aids. Additionally, AR can simulate real-world scenarios in a controlled environment, allowing students with sensory sensitivities to practice and acclimate at their own pace.



SASED FAMILY CELEBRATIONS

Congratulations to Megan Aurrichio, a staff member since 2018 and teacher at Southeast, on the birth of her son 👶! We are excited to meet the new addition to room 3!

Baby Louie
6lbs 14oz 20 inches long



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SAVE THE DATE – HOLIDAY OPEN HOUSE – THURSDAY, DECEMBER 14TH



SASED Holiday Open House - December 14th from 5-8 PM

Thank you to everyone who completed the survey. 55% of you chose the date of Thursday, December 14th, therefore, that's the date we have selected! An email will be going out to staff shortly, so please check your email for details or click on the picture to be linked directly to the invitation. Please be sure to click the link at the bottom of the invitation to RSVP by December 1st.



Thanks for reading this month's Cooperative Corner! We hope you are enjoying the beautiful autumn weather and have found this information fun and informative. Enjoy the extra inspiration and resource, shared by Vicki Otto, Multi-Needs Program Nurse, to help us be mindful of what we're thinking each and every day. Stay safe and we'll see you next month!



Senga Lowe
Senga is using Smore to create beautiful newsletters

Created with smore
Communicate quickly and effectively with interactive newsletters.
Smore empowers educators to connect with their community, streamline school communications, and increase engagement.
Create a newsletter