

Ratified Changes and Additions to the 2010-2011 Elgin Agreement

This document outlines the details of the agreed upon changes for the 2010-11 Agreement.

The issues in this document are:

- [Clerical Aides](#); [6.1 Clerical Aides and Equipment]
- [Long Term Substitute Teacher Pay](#); [10.31 Assignments/Salary MOU]
- [Teacher Salaries](#); [27.1 Salary Schedule]
- [A.C.E. Credits](#); [27.52 Additional Academic Credits]
- [Mentor Compensation](#); [Addendum C - Teacher Mentoring Program]
- [Para-educators](#); [Class Size – side letter]
- [Curriculum Liaisons](#); [Memorandum of Understanding - Association Teacher-Leader Liaisons with the District]
- [P.I.T. Members](#); [Continuum of Services Special Education – Memorandum of Understanding]
- [3.1 Teachers Making a Significant Change](#)
- [Teachers in Jeopardy](#)
- [Statement of Commitment](#)

Tentative Agreement Documentation for the 2010-2011 Elgin Agreement

6.1 CLERICAL AIDES AND EQUIPMENT

The Board agrees to make available in each school adequate duplicating, electronic documentation or comparable copying facilities to aid teachers in the preparation of instructional materials.

During the term of the Agreement for the 2010-11 school year clerical time will be assigned as follows

- (a) Each high school at the rate of 6 hours per day
- (b) Each middle school at the rate of 3 hours per day
- (c) Elementary schools will be paired, based upon staff size, with each pair allocated a total of 15 hours per week

to give adequate clerical support to all teachers for the preparation of instructional materials and related non-teaching tasks. These clerical aides shall be available for not less than the total number of student attendance days for the equivalent of three hours per day. The exact dates shall be determined by the committee.

The teachers at each school shall select annually a committee who, with the principal or supervisor in each school, shall mutually describe in writing the duties to be performed by the aides who are to be assigned to their school or department, with the primary, but not exclusive, duties being the preparation of instructional materials.

[Additional commitment: The district will provide training for teachers on the use of equipment and will communicate with school site administrators the need to provide teacher access to equipment.]

10.31 Assignments/Salary (for Long Term Substitute Teachers)

2010-11 MOU for Long Term Substitute Teachers:

For the 2010-11 school year it was recommended and agreed that teachers who qualify for the long term sub rate shall be compensated at a per diem rate equivalent to 85% of the per diem rate of a teacher placed at BA step 1. Additionally long term substitute teachers will not become eligible for insurance benefits during the duration of this memorandum of understanding. All other benefits for long term substitutes provided for under the collective bargaining agreement shall accrue. Per the formula the daily rate for long term substitutes for 2010-11 shall be \$172, inclusive of TRS. [$\$39,348 * 0.85 \div 194 = \172]

Tentative Agreement Documentation for the 2010-2011 Elgin Agreement

Teacher Salaries

The salary schedule for the 2010-11 school year shall be the same schedule as the 2009-10 school year reflecting no increase in the base salary and maintaining the same salary schedule indices. Furthermore, members returning from the 2009-10 school year shall be placed at the same step that they occupied during the 2009-10 school year.

27.1 Salary Schedule

The basic salaries of teachers covered by this Agreement shall be as set forth in [Appendix E](#) for the 2010-2011 school term, which is attached to and incorporated in this Agreement.

27.52 Additional Academic Credits

Official transcripts reflecting additional academic credits for salary adjustments are due by October 15, and February 15, and shall be reflected on the last check in November and March respectively, retroactive to the beginning of the semester. Academic Credits are defined as graduate level courses from an accredited college or university, as recognized by the ISBE or one of the six Regional Accrediting Bodies; Middle States Association of Colleges and Schools, New England Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Colleges and Schools, Southern Association of Colleges and Schools; and Western Association of Colleges and Schools. Upon receipt of National Board Certification and the district's receipt of the official transcripts from the American Council on Education (ACE), the district shall award nine (9) graduate credit hours in accordance with this section of the Agreement. Prior approval is not needed for graduate level courses from an accredited institution. Undergraduate courses or courses from an unaccredited institution require prior approval from Human Resources.

The unit of credit used is semester hours. Quarter hours will be converted to semester hours by using the following formula: Quarter hours x 0.6667 = semester hours.

Compensation for Mentors and Mentees – 2010-2011:

Each mentor/mentee team will be provided with a total of six (6) days of released time over a two year period or a prorated portion over a shorter period of time as the program requires. In addition, each team will be provided with release time for one (1) workshop. Stipends to mentors for new mentor/mentee relationships shall be paid at \$1,000 per year. The stipend includes attendance by the mentor at quarterly meetings.

Tentative Agreement Documentation

for the

2010-2011 Elgin Agreement

Class Size

During the course of negotiations for the 2010-2011 Agreement, the Association and the Board discussed parameters for staffing at elementary, middle and high schools. As a result of these discussions the Board agrees that any teacher who has a teaching load that is excessive as set forth below may file a written request with their immediate supervisor for resolution as follows:

- (a) K-6 classrooms will be offered a full-time para-educator for class sizes that are comprised of:
 - 1) 35 or more students for general education
 - 2) 32 or more students for ELL or combination

The principal and the classroom teachers involved in the excessive class sizes may instead jointly determine to add a teacher at a ratio of 3 assistants to 1 teacher.

The teacher of the qualifying classroom has the right of 1st refusal of the para-educator. If the teacher declines the assignment of a para-educator the SIP team can choose to present a rationale to the Human Resource department for the alternative use of the para-educator. Human Resources will provide a written response to all such requests within 10 business days of the SIP team's request and the response shall be shared with the site and the ETA.

- (b) If the District, through its normal hiring procedures cannot obtain an educational assistant, an oversight committee shall be developed, being comprised of 3 persons appointed by the Association and 3 persons appointed by the District, to receive and evaluate issues of teacher assistant staffing and shall make recommendations to administration regarding possible solutions to eliminate excessive class sizes.

The determination of class size shall be made fifteen (15) school days after the beginning of each semester. When special education and/or bilingual students are mainstreamed into a regular education classroom for a majority of the day (over 50%), they shall be included in the class count of the classroom to which they are mainstreamed for the purpose of assigning a teacher assistant.

The provisions of this side letter shall be subject to the grievance and arbitration procedure set forth in the parties' 2010-2011 Agreement.

Tentative Agreement Documentation
for the
2010-2011 Elgin Agreement

Memorandum of Understanding

Association Teacher-Leader Liaisons with the District

During the pendency of this Agreement, there will be at least one FTE release for a Teacher-leader defined as a certified and highly qualified classroom teacher that is part-time in the classroom teacher and part-time release in order to perform other leadership duties related to this position. This teacher(s) will participate in and advise the Superintendent designated curriculum leaders regarding issues related to curriculum and instruction, and act as a liaison between the Association and said administrators. The liaison(s) duties may include such areas as the use and distribution of grant money, new academic initiatives, purchase of new district instructional materials, and new intervention and instructional positions.

The Association and the District will jointly create the job description and the posting. Interviewing will be conducted jointly and their resulting recommendation will be forwarded to the Board of Education. The duration of the position(s) shall be no more than three years. No Teacher-leader shall serve more than three years in the position(s).

Memorandum of Understanding

Continuum of Services Special Education

During the course of negotiations of the 2010-2011 Elgin Agreement, there were discussions regarding continuum of special education services, an examination of caseloads on special education teachers, and allotment of resources available to special education to address issues related to class management. As a result of these discussions it was agreed that the Special Education Committee would examine the issues of caseloads and continuum of special education services and provide any reports on such issues to the Superintendent for consideration.

It was also agreed that an allotment of a minimum of one Para-Educator Intervention Team (PIT) member will be employed for the 2010-11 school year.

Tentative Agreement Documentation

for the

2010-2011 Elgin Agreement

From the TAP Document:

3.1 Teachers Making a Significant Change in Assignment

This option is open to all tenured teachers in good standing who have experienced a significant change of assignment and feel the need for extra support because of that change. Teachers participating in this option choose an area of growth focused on the components in the framework but can access additional support through the Teacher Effectiveness Initiatives (TEI) Department and their building administrator. The amount of time a teacher can spend in this option is one year, and this option can be repeated. The following are examples of options that may be available based upon needs assessment and usage:

- Access to exemplary or National Board Certified Teachers to provide guidance in curriculum implementation, delivery of instruction, classroom management and professional responsibilities. (Sessions could be offered on Saturdays or after school hours.)
- An online environment to allow teachers to exchange ideas and receive support from exemplary or national board certified teachers moderating the discussions.
- Networks of exemplary teachers and classrooms for teachers to observe
- A cadre of retired teachers available to coach teachers in highly specialized areas or in unique situations
- New Teacher Orientation (NTO) for late-hires (hired after August NTO)

Teachers in Jeopardy

During the course of negotiations for the 2010-11 Agreement it was shared that the Human Resource Department convenes a meeting or series of meetings with the purpose of identifying those teachers that are in jeopardy of being released based upon deficient instructional practices.

With the purpose of identifying timely and relevant support for these teachers it is agreed that the names of the teachers and the evidence based data (aggregated through the TAP process) shall be shared with the ETA. Support for these teachers may include some of the same options afforded to teachers under the TAP language relevant to **Teachers Making a Significant Change in Assignment** or other yet to be identified relevant and timely resources.

Additionally, HR agreed to share data of teachers who are being dismissed with the TAP group and the TAP Oversight Committee. The data will include but is not limited to the numbers of teachers being dismissed, exit interview data, and statistical data to be used for professional growth planning and training purposes.

The timelines under this provision are not subject to the grievance process.

Tentative Agreement Documentation
for the
2010-2011 Elgin Agreement

Memorandum of Understanding

Time and Resources Commitment Statement

During the course of negotiations for the 2010-2011 Elgin Agreement common interests around teacher workload and respect for teachers' time were determined. They are: time, relevancy, resource allocations, communication, capacity, consistency, value, success and joint ownership.

The current economic crisis prevents restoring previously provided services; therefore, time limitations must be recognized and respected. Current contractual process should be used to communicate and clarify new work. It was agreed that District communication with staff could be improved by electronic distribution of complete and accurate minutes from Instructional Council, District Staff Development Committee, Curriculum Liaisons, SEC, and Building SIP and S/D Committee. In addition, information gathered through the Interest Based Bargaining process be shared with the appropriate committees to help all participants complete the work while remaining respectful of the limited resource of time.

