

AGREEMENT

BETWEEN THE

BOARD OF TRUSTEES

ILLINOIS MATHEMATICS AND SCIENCE ACADEMY

AND THE

IMSA COUNCIL

AMERICAN FEDERATION OF TEACHERS

LOCAL 604

AFT/IFT, AFL-CIO

FOR THE SCHOOL YEARS

2023-2027

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ARTICLE I

RECOGNITION

- 1.1 The Board of Trustees of the Illinois Mathematics and Science Academy (IMSA), Kane County, Illinois, hereinafter referred to as the “Board”, hereby recognizes the IMSA Council, AFT Local 604, IFT/AFT, hereinafter referred to as the “Council”, as the exclusive bargaining agent for all persons employed full-time and part-time by Illinois Mathematics and Science Academy in the following job titles or classifications: Teacher; Lab Manager; Senior Lab Manager; Instructional Program Assistant; College and Academic Counselor; Academic Support Specialist; Learning Strategies Coordinator; Librarian.; Producer/Media Director; Technical Services Associate; Equity Instructional Coach; Innovation and Inquiry Program Manager.

EXCLUDED: All other employees of the IMSA including confidential, managerial, and supervisory employees (as defined by the Illinois Educational Labor Relations Act), including, but which also includes but is not limited to, the President, principals, and other administrative personnel; and substitute teachers.

- 1.2 The term “employee” when used herein will refer to those employees represented by the Council in the bargaining unit as defined in 1.1.
- 1.3 No employee will be required to join any local, state or national Teachers’ Council in order to receive negotiated benefits or as a condition of employment.
- 1.4 No employee will be favored or discriminated against by the Council or the Board with regard to negotiated benefits, extra duties, staff assignments or membership on school committees on the basis of membership or non-membership in the Council.

ARTICLE II

COUNCIL-BOARD RELATIONS

2.1 School Facilities and Equipment

The Council will be able to hold meetings for members on Academy property upon approval of the Administration. The Council will be allowed reasonable use of office machinery and other school equipment. The Council will be allowed reasonable use of bulletin boards and employee mailboxes in each building. When equipment is available, members may use equipment to work on Council business during duty free time. However, the utilization of school equipment will not impede or impair the regular operations of the schools, and first priority for equipment used shall be the needs of the administration and the instructional program. The Council will be allowed time to meet up to one (1) hour during one of the first non-student attendance day(s) of the school year. The Council will be afforded the opportunity for Union meetings scheduled immediately after Faculty Meetings.

2.2 Board Information

The Council will also be supplied within twelve (12) calendar days of hire, the following information on all newly hired employees within the bargaining unit: Name, Position, Address, and, if on file, the Personal Email and Phone Number.

2.3 Board of Trustee Meetings

If the Council wishes to be placed on the Agenda for a Board meeting, this request will be made to the President of IMSA in writing and will state the specific reasons for such request. The request must be made six (6) calendar days prior to the Board meeting in question.

2.4 Dues Deduction

The Board will deduct from the regular paycheck for ten (10) months of each employee from whom it receives written authorization to do so, the required amount of Council dues. An electronic list of bargaining unit employees, including those from whom dues have been deducted and the amount deducted from each, will be forwarded to the Council treasurer no later than twelve (12) calendar days after such deductions were made. The dues will be sent via check to AFT Local 604 no later than twelve (12) calendar days after such deductions were made. Deductions will continue unless and until the authorization is withdrawn by the union by written notification to the President of the Academy.

2.5 Labor Management Meetings

A. Principal/ Union meeting

Representatives from administration and the council will meet relating to the implementation of this Contract as well as matters of mutual concern; the parties will not be required to meet more than one (1) time per calendar month, and as needed during June, July, and August. Either party may suggest agenda items up to twenty-four (24) hours prior to the meeting. Topics are not limited except for grievances already filed.

B. President of IMSA/ Union meeting

The President of IMSA and designees will meet with the President of the Union and representatives, relating to the implementation of this Contract as well as matters of mutual concern; the parties will not be required to meet more than one (1) time per calendar month, and as needed during June, July, and August. Either party may suggest agenda items up to twenty-four (24) hours prior to the meeting. Topics are not limited except for grievances already filed.

ARTICLE III

EMPLOYEE RIGHTS

3.1 Personnel File Review

- A. The official personnel file for each employee shall be kept in the Human Resources Office. Temporary reference files for each employee may be kept in the offices of the supervisors.

3.2 Discipline & Discharge Dismissal

- A. The Board agrees with the theory of corrective discipline. Discipline of an employee covered by this Agreement will include the following:
1. A conference with the employee by the appropriate administrator on the decision;
 2. In the event of a suspension or dismissal, a written statement of the reason(s) for the action shall be given to the employee and a review of the employee's personnel file with the employee and a representative if the employee so chooses;
 3. The Academy reserves the right to combine or skip steps depending on the facts of each situation and the nature of the behavior or performance issue. The level of disciplinary intervention may also vary. Factors that will be considered include, but are not limited to, whether the offense is repeated despite coaching, counseling or training, the employee's work performance, and the impact the conduct and performance issues have on the organization

Discipline may take the following steps:

1. **Verbal Warning; Counseling:** This is the opportunity to raise awareness that there is a problem that needs to be corrected. The employee's supervisor will discuss the area of concern with the employee and outline a program of improvement or corrective action. The supervisor is expected to clearly describe expectations and steps the employee must take to improve performance or resolve the problem. Within five (5) business days of this conversation, the supervisor shall document the verbal counseling in a memo. The employee will be asked to sign this memo to confirm understanding of the concerns and the necessary corrections. The supervisor shall retain the original and a copy shall be given to the employee.

2. Written Warning; Reprimand: The Academy hopes that issues raised in step one will be promptly corrected. However, in the event that does not occur, this step is more formal documentation of problem behavior and/or performance issues. The employee's supervisor will identify prior, related, verbal warnings/counselings, if any, and address the areas of concern in writing, identifying the employee's failure to comply with any prior required corrective action. This formal, written warning shall include a) the corrective action and sustained performance and/or behavior improvements that must be made; and b) notice that the employee may be subject to additional discipline up to and including termination if immediate and sustained corrective action is not taken. The employee will be asked to sign this written warning to confirm understanding of the concerns. The supervisor shall provide a copy of the written warning to the employee, retain a copy and forward the original to Human Resources for retention in the employee's personnel file.

3. Unpaid Suspension: There may be performance, conduct or safety incidents so persistent and problematic, or so egregious, that the most effective action may be the temporary removal of the employee from the workplace. Supervisors may recommend an unpaid suspension as a disciplinary tool but such suspensions require the written approval of the President or President's designee. The employee may be suspended without pay in full-day increments consistent with federal, state and local wage-and-hour employment laws. Non-exempt employees may not substitute or use an accrued paid vacation or sick day in lieu of the unpaid suspension. Due to Fair Labor Standards Act (FLSA) compliance issues, unpaid suspension of exempt employees is reserved for the most egregious workplace safety or conduct issues. HR will provide guidance so that the discipline is administered without jeopardizing the FLSA exemption status.

4. Final Written Warning: If an employee fails to respond to prior efforts to correct performance and/or behavior, the Academy may place the employee on a "Final Written Warning" for a period from one to three months (the "Final Warning Period"). This is, in effect, the final, written warning prior to termination. The supervisor shall document the behavior and/or performance problems and required corrective actions and performance expectations in the "Final Written Warning", which shall be signed by the employee and the President or President's designee. Employees who fail to substantially comply with the terms of the Final Written Warning normally will be terminated at the end of the Final Warning Period. However, if the Academy determines that the employee is not substantially adhering to the terms and conditions of the Final Written Warning, the employee may be terminated immediately.

5. Involuntary Termination: In the event that the Academy determines that an acceptable resolution to the employee's performance problems cannot be achieved, or if events warrant it (e.g. misconduct or continued poor performance), the Academy may terminate the individual's employment. Furthermore, employees may be terminated without prior notice or disciplinary action. Management's recommendation to terminate an employee must be approved by the President of the Academy or designee.

Paid Suspension: When immediate action is necessary to protect the safety of the employee or others, and/or in the event that an investigation of an employee's actions or behavior is required, and the employee's continued presence in their position would not be in the Academy's best interests to protect the integrity of the investigation, the Academy may suspend the individual's employment until completion of the investigation, at which time additional disciplinary action may be taken. During such suspension, the employee will continue to be paid, but is not allowed to be present at the Academy or any Academy-sponsored or related events, nor perform any Academy work. Security shall collect the employee's keys, fob and identification badge if possible. If not possible, Security shall, minimally, revoke the employee's electronic fob access. Paid suspensions require the written approval of the President or President's designee.

- B. When an employee is notified of their discipline or of their dismissal, they may make a written request to meet with the Chief People, Equity, and Culture Officer or designee to review the decision. Such requests must be filed within ten (10) calendar days of receiving such notice. The meeting will be held as promptly as possible, but in no case will it be delayed more than fifteen (15) calendar days after receiving the written request. The employee will have the right to a Union Representative at such meeting and will have the right to present arguments and witnesses on their behalf. Recommendations to the President by the Chief People, Equity, and Culture Officer or designee, if any, shall be communicated to the Council President and the employee in writing.

ARTICLE IV

GRIEVANCE PROCEDURE

4.1 Definition

- A. A grievance is an alleged violation of any provision of this Agreement.
- B. All time limits consist of calendar days, except when a grievance is submitted less than ten (10) calendar days before the close of the current school term. At that time, limits will consist of all weekdays so that the matters may be resolved before the close of the school term or as soon thereafter as possible. Days for the purpose of the grievance procedure will mean teacher attendance days.

4.2 Every employee will have the right to present grievances in accordance with these procedures. Nothing contained in this article or elsewhere in the Agreement will be construed to prevent any individual employee from discussing a problem with the Administration and having it adjusted without intervention or representation by the Council. If the Council representative was not present at the adjustment of the complaint, the Administration shall inform the Council President of the adjustment.

4.3 Failure of any employee or the Council to act on a grievance within the prescribed time limits will act as a bar to further appeal and an administrator's failure to give a decision within the prescribed time limits will permit the grievant to proceed to the next step. The time limits, however, may be extended by written mutual consent.

4.4 Hearings and meetings held under this procedure will be conducted by mutual agreement at a time and place which will afford a fair and reasonable opportunity for all persons, including witnesses entitled to be present, to attend. When such hearings and meetings are during school hours, employees whose presence is required will be excused for that purpose, without loss of pay.

4.5 The Council agrees to take no reprisals against any persons because of their participation or refusal to participate in the grievance process. A grievance may be withdrawn at any level without reprisal against the grievant.

4.6 Procedure Steps

Step 1. The parties acknowledge that it is desirable for the employee and his/her/their immediate supervisor to resolve problems through free and informal communications.

Step 2. If such informal processes fail to satisfy the employee, a grievance may be filed. A grievance must be filed within ten (10) days of the occurrence of the event and/or when the Council and/or the aggrieved employee becomes aware or should have become aware of the event, which initiated the grievance but in no event more than thirty (30) days from the occurrence of the event. Failure to do so constitutes a waiver of the right to file a grievance for that particular occurrence. The employee will present the grievance in writing to the Principal, who will arrange for a meeting to take place within ten (10) days after receipt of the grievance. The Principal will provide a written answer of the grievance to the aggrieved employee and the Council within ten (10) days after the meeting.

Step 3. If the grievance is not resolved in Step #2, the aggrieved employee may appeal the grievance to the President of IMSA or designee within five (5) days after receipt of the Step #2 answer or five (5) calendar days after the Step #2 answer was due. The President of IMSA or will arrange for a meeting to take place within ten (10) school calendar days after receipt of the appeal. After the meeting, the President or designee will have ten (10) days to provide a written decision with reasons to the grievant and the Council.

Step 4. If the grievance is not resolved at Step 3, the grievance may be submitted by the Council to binding arbitration within fifteen (15) days after receipt of the President's decision at Step 3. The parties will attempt to agree upon an arbitrator within ten (10) days after receipt of the notice of referral to arbitration. In the event the parties are unable to agree upon an arbitrator within the ten (10) day period, the parties will request an arbitrator from the American Arbitration Association. The selection of the arbitrator will follow the voluntary labor arbitrator selection procedures set forth by the American Arbitration Association. The arbitrator will consider and decide only the specific issues raised in the written grievance and the replies thereto and will have no authority to make any decision or recommendation on any other issue not so raised. The arbitrator's decision will be based solely upon interpretation of the meaning or application of the specific terms of this Agreement in light of the facts presented. The fees of the arbitrator will be split between the Council and the Board. All other costs will be borne by the party incurring the cost unless otherwise mutually agreed.

4.7 Representation

The Council has the right to assist a grievant at any level of the grievance procedure if it obtains the consent of the grievant.

ARTICLE V

TEACHER EVALUATION AND SUPPORT

5.1 Purpose

- A. Promote student learning through the highest quality of teaching, which includes a commitment to continual professional growth and development.
- B. Build and foster collaborative relationships between Teachers and Evaluator, focusing on professional dialogue and reflection connected to improved professional practices.
- C. Support New Teachers' growth through a formative process with clearly defined expectations for the new Teacher and Evaluator.
- D. Support Continuing Contract Teacher growth through a formative process that promotes examination of practice and reflection.

5.2 Framework

- A. The Danielson Frameworks for Teachers are organized around levels of performance that represent Teachers' growth throughout their career. The Danielson Frameworks focus on accountability for all aspects of the profession and accounts for specialized content.

5.3 Process

- A. For the 2023-24 school year, a standing joint Evaluation Committee will monitor the implementation of this teacher evaluation process and work on developing a student growth component. 2023-24 will serve as a trial for the new evaluation process, to ensure that it is effective, meaningful, and manageable.
- B. At the start of the school term (i.e., by the first class attendance day), the Principal's Office shall provide written notice (either electronic or paper) to each teacher that a performance evaluation will be conducted in that school term or, if the teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:
 - a. A copy of the current rubric for the Danielson Framework to be used to rate the teacher against identified standards and goals and other tools to be used to determine a performance evaluation rating.
 - b. A summary of the manner in which measures of professional practice relate to the performance evaluation ratings of "Exceeds Expectations", "Meets Expectations", and "Does Not Meet Expectations"
 - c. For continuing contract teachers, they shall be notified as to which evaluation cycle they have been assigned (clinical, reflective, peer coaching/action research).
- C. Formal Observation: Unless otherwise agreed upon, the pre-observation conferences and observations will take place at the dates and times established cooperatively by the teacher and evaluator. In the case that a mutually agreed upon observation date is not reached within five (5) school days from the initial request by the evaluator, the evaluator will assign a pre-observation conference and observation date.
- D. The evaluator will record performance information gathered during the formal observation. Each formal observation shall be a minimum of 1 mod or a complete lesson. They shall not occur during the first two weeks of school in order to allow the teacher to establish routines and procedures at the onset of school, or during the first and last weeks of each semester. In the spirit of growth and improvement, efforts will be made to space the observations, allowing

the teacher to utilize suggestions and recommendations. Subsequent formal observations will not take place within 30 days of the previous formal observation.

- E. A post observation conference will be held within five (5) school days of each formal observation. This conference provides an opportunity for the evaluator and teacher to review progress toward set goal achievements. The date of the post conference shall be established during the pre-conference meeting.
- F. In the case of an emergency and if a pre-observation, observation, or post observation conference or observation cannot be held on the scheduled date, the evaluator and teacher will mutually agree upon a new date within two weeks.
- G. Informal Observation: An informal observation does not need to be announced in advance and is a minimum of 15 minutes in length. A planning conference is not required for an informal observation. The first and last weeks of each semester should be avoided in scheduling. The evaluator shall provide the teacher with verbal or written feedback within five (5) work days after the observation.
- H. All summative evaluation documents are placed in the teacher's personnel file. An additional copy will be given to the teacher within ten (10) school days of the summative post-observation conference. Teachers and administrators must sign these documents. The signature does not indicate agreement with the documents, it only signifies that the teacher has seen it and received a copy of the evaluation and classroom observation notes. Teachers have the right to attach any statement that they wish to enter into their file.
- I. All teachers may request an additional formal observation to be done by an alternative evaluator. The alternate evaluator would be another qualified administrator from the principal's office. The alternate and primary evaluators shall provide input for the overall rating.
- J. First- through third-year, **initial-contract** teachers will be observed and evaluated by the Principal's Office three times during the school year, including two formal observations (formal observations include both a pre-and-post observation conference) and one informal observation. The evaluator and teacher must sign the post-observation form acknowledging that an observation and post-conference occurred.
- K. Once a teacher has achieved **continuing contract status**, the teacher will be placed on a three-year evaluation cycle. Beginning with the 2023-24 year, continuing contract teachers will be assigned by the Principal's Office to one of the three years (cycles) below. In the interests of manageability, and to provide the Evaluation Committee with adequate data to effectively monitor ongoing implementation of this system, continuing contract faculty will be distributed as evenly as possible across the three cycles to create a staggered sequence.
 - 1. For the **clinical cycle**, one formal and one informal observation shall be required. The evaluator and teacher must sign the post-observation form acknowledging that an observation and post conference occurred. A summative evaluation rating will be assigned based on these observations.
 - 2. For the **reflective cycle**, the initial draft of an individual plan for professional development will be due the third week in September, using the reflective year template, and the final draft will follow after four weeks. The plan should be submitted to the evaluator and approved in the fall of the reflection year.
 - 3. For the **peer coaching/action research cycle**, the peer coaching plan or the action research plan draft will be submitted to the supervisor the first week of September, and the final copy will be submitted two weeks later.
 - a. Peer Coaching Collaborative Model: The Peer Coaching Collaborative Option involves teachers working in teams of two or three to discuss and observe each

other's instruction. Each teacher must submit a separate end-of-year self-assessment that provides substantial evidence of the teacher's effectiveness within at least three domains of the Danielson framework.

- b. **Action Research:** This option allows teachers to investigate a research topic as a collaborative team. In general, the team should be no larger than four teachers. The research topic should focus on student achievement and the development of the professional teacher. Each teacher must submit a separate end-of-year report of individual and collaborative work on the action research plan, along with findings and evidence, including references to relevant components of the Danielson framework.

L. **Initial Contract Timeline:** The initial observation must be completed no later than November 1. The evaluation process for initial contract teachers must be completed no later than March 30th. During the summative evaluation conference, the teacher will receive an overall rating which reflects the previous formal and informal observations and the teacher's self-evaluation in the first and second year, and in the third year, the portfolio.

M. **Continued Contract Teacher Timeline:** The evaluation process for continuing contract teachers must be completed no later than April 15th of the evaluation year. During the summative evaluation conference, a final rating shall be assigned based on the evaluation cycle components.

5.4 Professional Practice Summative Rating

Exceeds Expectations	<p>Professional practice is excellent as supported by the Danielson Framework.</p> <ul style="list-style-type: none"> No more than one domain rated as Proficient, with the remaining domains rated as Excellent or all 4 domains rated as Excellent. <p>Practice is at the highest level of expertise and commitment to student learning. There is also a high level of student assumption of responsibility within these settings, helping to establish a community of learners.</p>
Meets Expectations	<p>Professional practice at the Proficient Level shows evidence of thorough knowledge of all aspects of the profession.</p> <ul style="list-style-type: none"> No more than one domain rated Needs Improvement, with the remaining domains rated Proficient or Excellent <p>Teachers at this level thoroughly know their content; they know their students, how their students learn best, and how to engage them. Expectations for student learning are high. They reflect on their instruction and their practice is successful, professional, and effective.</p>
Does Not Meet Expectations	<p>Professional practice at the Needs Improvement/Unsatisfactory Level shows evidence of inadequately or inconsistently applying or not understanding the concepts underlying the components of the Framework for Teaching or</p>

	<p>Frameworks for Specialists.</p> <ul style="list-style-type: none"> • Two or more domains rated as Needs Improvement or any one domain rated as Unsatisfactory. <p>Performance may represent practice that is harmful.</p>
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5.5 **Roles of the Evaluator and Teacher in Evaluation Plan**

A. Responsibilities of Evaluators

1. Demonstrate competency and training in the Charlotte Danielson’s Framework for Teaching (FFT)
2. Meet with Teacher to explain the Evaluation Plan within the first fifteen school days
3. Notify Teacher of observation cycle and evaluator assignment
4. Conduct observations and related meetings within provided timelines
5. Maintain a collaborative relationship with teachers focused on their professional practice, focused on professional growth and student learning.
6. Determine Summative rating based on evidence collected during evaluation cycle and conduct summative conference

B. Responsibilities of Teachers

1. Understand and implement all necessary components of the Danielson Framework
2. Meet with the Evaluator throughout the evaluation cycle and maintain a collaborative relationship focused on professional growth and student learning.
3. Take personal responsibility for professional growth aligned with the Danielson Framework.

5.6 **Teachers Receiving “Does Not Meet Expectations” Ratings**

- A. An initial contract teacher who receives a “Does Not Meet Expectations” as a final summative rating will be recommended for dismissal.
- B. A continuing contract teacher who receives a “Does Not Meet Expectations” rating must complete a Professional Development Plan (PDP).
- C. A Professional Development Plan (PDP) must be created by the evaluator in consultation with the teacher within 30 calendar days.
- D. The PDP must be targeted to the areas that need improvement and include any supports the Principal’s Office or designee will provide to address the areas that need improvement.
- E. The PDP must take into account the teacher’s on-going professional responsibilities, including his/her regular teaching assignments.
- F. Teachers with a “Does Not Meet Expectations” rating who are subsequently assigned a rating of “Meets Expectations” or “Exceeds Expectations” are reinstated to the regular evaluation cycle for continuing contract teachers.
- G. Unlike a formal remediation plan the PDP is more informal and is designed to support teacher growth in the specific areas identified as needing improvement. A strong PDP can help establish the structure, supports, and skill-building opportunities needed to promote professional growth on the part of teachers—with the aim of effectively moving teachers out of a “Does Not Meet” status.
- H. Recommended Components of a Professional Development Plan

- a. Description of the supports that will be provided by the Principal's Office or designee to assist the teacher, addressing each area that needs improvement (e.g., resources, coaching, professional development opportunities, mentor teachers)
 - b. Deadline for completion of entire professional development plan (1 semester)
 - c. Description for how the plan's completion and the teacher's improvement in the identified areas will be assessed (For example, summative evaluation)
 - d. Date the plan document was completed
 - e. Description of each identified area that needs improvement
 - f. Explanation of the behavior and/or outcomes that must be observed for the identified area to be considered improved
- I. The Teacher must meet the PDP expectations successfully in order to move back to a "Meets Expectations" rating. However, if the teacher receives a "Does Not Meet Expectations" rating at the conclusion of the professional development plan, they will move to a remediation plan.

5.7 Remediation

- A. A continuing contract teacher who receives a rating of "Does Not Meet Expectations" following a PDP must complete a remediation plan. The plan shall be developed in conjunction with the remediating teacher, a consulting teacher and the Principal. **If a teacher is rated "Does Not Meet Expectations" at the end of the remediation period, the teacher will be recommended for dismissal.**
- B. Within 30 calendar days of the summative meeting in which a continuing contract teacher receives an "Does Not Meet Expectations" rating on the PDP, the Principal's Office must develop and begin for that teacher a "Remediation Plan" designed to correct deficiencies cited, provided the deficiencies are deemed remediable. The remediation plan shall provide for 60 calendar days of remediation. The plan must identify the deficiencies that must be corrected.
- C. Included in the plan are the teacher, the Principal, and a consulting teacher mutually selected by the Principal, and the teacher who was rated "Does Not Meet Expectations". The consulting teacher must have at least 5 years' teaching experience, reasonable familiarity with the course content of the teacher being evaluated, and have received an "Exceeds Expectations" rating on their 2 two most recent evaluations. If there are no teachers who meet these criteria, the Principal's Office may select a consulting teacher with a minimum of 5 years' experience and a rating of "Meets Expectations" during their most recent evaluation.
- D. The consulting teacher shall participate in developing the remediation plan and provide advice to the teacher on how to improve teaching skills and to successfully complete the remediation plan. However, the final decision as to the evaluation shall be made solely by the Principal.
- E. The remediation plan must include a minimum of one informal and one formal evaluation by the principal. The first observation shall be no later than 30 days into the remediation period. Each observation must assess the teacher's performance during the time period since the prior evaluation. A written summary of the observation must be issued and discussed with the teacher within 5 school days after the date of the observation. Evaluations at the end of the remediation process are separate and distinct from the required scheduled teacher evaluations.
- F. Teachers who achieve a "Meets Expectations" rating are reinstated to the clinical cycle of the evaluation schedule. Teachers who remain rated "Does Not Meet Expectations" at the

end of the remediation cycle will be dismissed. If a continuing contract teacher successfully completes a remediation plan and receives a subsequent rating of unsatisfactory “Does Not Meet Expectations” in the following evaluation cycle, they are not eligible for another remediation plan and will be recommended for dismissal.

5.8 Career Development Reinforcing Excellence (CADRE)

- A. Teachers on the initial contract participate in CADRE, IMSA’s peer mentoring program, where experienced teachers work with teachers on the initial contract to guide and support their professional development.
- B. Each teacher on the initial contract will be assigned a Collegial Support Team (CST) composed of their department’s Team Coordinator (TC), a teacher within their discipline, and a teacher outside of their discipline. Ideally, the CST would stay together throughout the three years of the initial contract, but teachers on the CST may need to change for various reasons. The CST will meet multiple times throughout the year.
- C. Teachers on the CST will observe the initial contract teacher’s class and provide written feedback to the teacher.
- D. The initial contract teacher will also observe the classes of teachers on their CST as well as other teachers and reflect on the teaching practices they can use in their own classroom.
- E. At the CST meetings, the observations should be discussed with the teacher on the initial contact, with the experienced teachers providing feedback and encouragement as well as offering suggestions for improvement.
- F. The CST will review the student surveys with the initial teacher, helping the initial contract teacher to use student feedback to reflect on their practice.
- G. The TC is responsible for scheduling the CST meetings; each CST member is responsible for scheduling their observations. Meetings and observations should be scheduled on mutually agreeable dates.
- H. The CADRE process provides feedback to the initial contract teacher as well as the Principal’s Office. The initial contract teacher will decide which CST materials to share with their Evaluator.
- I. An overall schedule with deadlines will be provided to the initial contract teacher at the beginning of the school year.
- J. In the spring of the first two years of the CADRE process, the teacher will prepare a self-evaluation with a narrative (not ratings) addressing each of the four domains of the Danielson Framework to share with their CST and their Evaluator. The teacher may use evidence from student surveys and CST observations in their self-evaluation. The Evaluator will review the self-evaluation along with the summative evaluation when meeting with the teacher for the Summative Evaluation Conference.
- K. At the end of the three year cycle, the initial contract teacher will prepare a portfolio of their work demonstrating their proficiency in the four domains of the Danielson Framework to share with their CST and the Principal’s Office. The Evaluator will consider the portfolio along with previous observations and summative evaluations in making the decision to move the teacher to the continuing contract.

ARTICLE VI

NON-TEACHING STAFF EVALUATION

6.1

Management will evaluate the performance of all non-teaching bargaining unit members (Librarian, College and Academic Counselors, Instructional Program Assistants, Lab Manager, Senior Lab Manager, Learning Strategies Coordinator, Academic Support Specialist, Producer/Media Director, Technical Services Associate, Equity Instructional Coach, Innovation and Inquiry Program Manager) through a formal process that is equitable. The right to develop and implement a formal evaluation process resides with management. The formal evaluation process will take place on an annual basis.

6.2

The primary purpose of the evaluation process is to support the achievement of every student and continually improve the performance of non-teaching bargaining unit members.

The annual evaluation will:

- A. Provide regular, systemic opportunities for reflection and performance feedback to non-teaching bargaining unit members.
- B. Inform decisions regarding retention and promotion opportunities.

6.3

Key criteria for evaluating non-teaching bargaining unit members will be based on ability to accomplish job responsibilities, IMSA's Core Competencies (see Appendix), and fulfillment of annual goals.

6.4

The final evaluation ratings are "Exceeds Expectations," "Meets Expectations," and "Does Not Meet Expectations" per the descriptions below.

Exceeds Expectations Descriptor

Performance consistently exceeds expectations in all essential areas of responsibility and the quality of work overall was excellent. The annual goals were met or acceptable justification exists for annual goals not met.

Meets Expectations Descriptor

Performance consistently met expectations in all essential areas of responsibility, at times possibly exceeding expectations, and the quality of work overall was very good. The annual goals were met or acceptable justification exists for annual goals not met.

Does Not Meet Expectations Descriptor

Performance did not consistently meet expectations – performance failed to consistently meet expectations in one or more essential areas of responsibility, and/or one or more of the annual goals were not met and no acceptable justification exists for annual goals not met.

6.5

A cyclical timeline for the annual evaluation process can be found below.

During the spring, HR will initiate the annual performance management process and communicate related timelines. A self-evaluation, direct supervisor evaluation, and performance evaluation meeting will occur. The employee will complete a self-evaluation within the timeframe provided by the Human Resources department. The self-evaluation will be based on the key criteria listed in Section 6.3.

The direct supervisor will complete an evaluation for the employee after receiving the employee's self-evaluation within the timeframe provided by the Human Resources Department. The direct supervisor's evaluation will also be based on the key criteria listed in Section 1.3.

Following completion of the direct supervisor's evaluation, the employee and direct supervisor will meet to review the evaluations, discuss the employee's performance over the past year, and draft goals for the following academic year which will be reviewed and revised in the following fall if necessary.

6.6

For non-teaching bargaining unit members hired during the middle of the academic year, the following exceptions will be made to the annual evaluation timeline and process.

Non-teaching bargaining unit members, whose first day of work at IMSA is after August 15th but before December 31st, will meet at least once with their direct supervisor to review performance expectations for the academic year and finalize the employee's goals for the academic year within 45 days of the employee's first work day.

Non-teaching bargaining unit members whose first day of work at IMSA falls on or after April 1st, will not participate in the annual evaluation process until the following academic year. Instead, before June 30th of that same fiscal year, a brief summary of their progress will be documented.

6.7

Non-teaching bargaining unit members have the right to appeal evaluations by email to the original evaluator, and if not resolved, then may escalate the appeal to the evaluator's direct supervisor.

Appeals must be made in writing to the original evaluator within ten (10) days of the final performance review meeting. The original evaluator must respond in writing to the written appeal within ten (10) days of receipt.

Escalated appeals must occur in writing within ten (10) days of the original evaluator's written response to the original appeal. Escalated appeals will be responded to in writing within 10 days of receipt.

Final evaluation ratings may not be appealed through Article XX Grievance Procedure of this Agreement.

ARTICLE VII

WORKING CONDITIONS

1. Academic Freedom

The Board recognizes the opportunity for teachers to choose instructional materials and engage in appropriate intellectual discussion in the learning experience. However, that freedom carries with it responsibility that is determined by the basic ideals, goals, and components of the IMSA community as they are expressed in the mission, beliefs, goals and Equity and Excellence Policy of the Academy. Within those boundaries, teachers will create and maintain an atmosphere of open-mindedness and tolerance to discuss and express views concerning any issue, but will make certain that full and fair consideration is given to the subject, and that facts are carefully examined. The ultimate goal is to foster critical thinking and social justice.

2. Employee Work Year and Academic Calendar

A. The ten-month employee work year is currently 185 work days. The academic calendar for the following academic year will be made available to employees by May 1st of the current academic year. Should the number of work days increase, there will be an increase in pay proportionate to the employee's salary. At least 2 work days at the beginning of the academic calendar before student attendance days commence will be reserved for teacher planning directed by the Principals' Office. Management reserves the right to utilize student attendance days for other purposes (by way of example, and not limitation, Academy-Wide health and safety training.)

B. One (1) day will be reserved in October for writing letters of recommendation for students. Teachers may work off campus on this day.

C. Attendance days missed for short term unscheduled closures of the Academy, for reasons such as, inclement weather or mass illness will not be made up.

D. Attendance days missed for extended unscheduled closures will be converted to distance learning days at Management's discretion.

E. An advisory committee consisting of representatives of the Administration and the Council and, at Administration's election, representatives of students, parents and other staff, will meet to provide input into the Administration's recommendation to the Board on the Academic Calendar.

3. Teacher Workload

The primary responsibilities of the teachers are the first legislative charge, which are those related to the academic program and individual needs of students, as well as to contribute to the second legislative charge by: providing professional development for external educators..

A. Student Support

All IMSA teachers are expected to engage in the holistic support and growth of IMSA's students, both inside and outside the context of individual courses. This includes, but is not limited to, the following:

1. Monitor student academic progress in a timely manner, by keeping track of student learning for purposes of making instructional decisions and providing feedback to students on their progress as dictated by the needs and progress of the students.
2. Respond to student and parent/guardian communication in a timely and professional manner. Timely for the purposes of this agreement will mean that teachers typically respond to communications within two workdays. If more research is necessary, a teacher will respond to the communication with an indication of when a response will be forthcoming.
3. Collaborate with the Principal's Office and support staff to identify needs of both individual students and the whole student body.
4. Collaborate with the Principal's Office and support staff to formulate and enact targeted interventions to provide equitable, individualized support to students.
5. Engage in Professional Learning Communities (PLCs) to determine barriers to and solutions for equitable support within disciplines.
6. Recognize and address student behavior and well-being in collaboration with the appropriate support staff.

B. Communication

1. Teachers will respond to communication, inquiries, and requests from the Principal's Office and academic support staff within two workdays and in a professional manner.
2. The Principal's Office will respond to communication, inquiries, and requests of the teachers within two workdays and in a professional manner.

C. Workload Balancing

One full time equivalent (1.0 FTE) teacher will be assigned Support and Engagement time and four (4) class sections each semester. All faculty will have similar student contact time. Student contact time could include class instructional time, additional office hours, workshop time, etc. A working group made up of members of the Council and Management will work to determine how teachers from different disciplines will meet their student contact time and how teachers will be held accountable for this time.

1. Each full-time equivalent teacher will participate actively in the student-focused Support & Engagement period. Faculty participation may include but is not limited to, conducting targeted study sessions, offering workshops, conducting additional office hours, and facilitating assessment make-ups. The Support & Engagement period will meet for forty (40) minutes on each regular A, B, C, and D day throughout the academic year. Faculty shall indicate on their calendars how this Support & Engagement period will be used.
2. The schedules and salaries of part-time teachers shall be proportional to the fraction of full time that they are employed.
3. An assignment of more than four (4) classes in any semester is an overload and will be compensated at 20% of the teacher's salary prorated for the time of coverage.
4. Teachers will have priority for overload teaching assignments for which they are qualified; provided that nothing prevents administration from determining that an overload assignment will be taught by a qualified temporary instructor instead. All qualified teachers will be notified of the possibility of an overload assignment and will be able to express their interest, with the Principal making the final decision. Unless otherwise agreed to by the teacher and the Principal, overload assignments will be limited to one (1) section per semester.
5. Any teacher who feels that their teaching load is above the set standards in this agreement may file a written request for an evaluation of the situation with the Principal. The written request will include the teacher's reasons for believing the load is excessive. If necessary, the Principal or designees may meet with the teacher to gather additional information. This meeting will take place within five days of receipt of the written request for evaluation of the teaching load. The Principal or designees will provide a written response within five days of the meeting, or if no meeting occurs, then within five days of the written request for an evaluation. The teacher may appeal the written finding to the President within five days after receipt of the written evaluation. The President or President's designee outside the Principal's Office will meet with the teacher, a member of the Council, and Principal within seven days, or as soon as practicable thereafter, so that the teacher can contribute evidence of the excessive load. The final decision of the appeal will be provided in writing to the teacher and the Principal, with a copy to the Council, within seven days of such meeting.
6. The standard operating hours of the Academy are from 8:00am to 4:30pm. Teachers are expected to generally be available for classes and meetings during these work hours.
7. A teacher's work week includes scheduled time: instructional time, office hours, study sessions, academic staffing meetings, faculty, department, common course, committee meetings and interviews for open positions. In addition, the workweek includes, but is not limited to: planning and preparation for classes, documenting, evaluating and grading student work, preparation of grade reports, professional development activities, communication with parents, meetings with colleagues, and writing recommendations.

Teachers may allocate their unscheduled time to accomplish these and other tasks necessary for them to perform their job properly. Teachers are expected to be on-campus at least thirty (30) hours during the regular workweek, including a minimum of five (5) hours taking place on I-Days between the hours of 8:00am and 4:30pm and other days/times between 8:00 and 4:30pm as requested by management or Academy needs.

8. Classes will generally be scheduled Monday through Friday between the hours of 8:00am and 4:30pm, however, management reserves the right to schedule courses at times that fall outside this parameter, to be taught by temporary instructors.
9. Teacher responsibilities on Inquiry Days (I-Days) may include teacher, department, and common course meetings, Independent Study and Student Inquiry and Research (SIR), meetings with students, meetings with staff, office hours, study sessions, advocate meetings, and preparation of material for classes including science labs.
10. Teachers will maintain two (2) in-person office hours per week, in addition to the Student Support and Engagement period, plus other times as requested or needed by students during the workday when the teacher is available in order to support their academic needs. Teachers will be reasonably available in person if requested by the student.
11. The Principal will schedule no more than one (1) all academics meeting per month of a duration not longer than one (1) hour. The principal's office may schedule an additional professional development/training meeting every other month of a duration not longer than one (1) hour. The Team Coordinator (TC) will schedule at minimum (1) interdisciplinary/collaborative/discipline team meeting per month of a duration not longer than one (1) hour unless agreed upon by the teachers in the discipline. Meetings will be scheduled with at least 48 hours notice, except in emergency situations, in order for staff to plan appropriately.
12. Teachers are expected to attend academic staffing meetings. If unable to attend due to either an excused absence approved in advance by the Principal's Office or a scheduled class conflict the teacher will provide a written update of the student's progress to the organizer of the meeting.
13. Teachers will have four (4) grading days per year as reflected on the academic calendar where teachers may work off campus to finish quarter or semester grades. The first and third quarter grading days will be scheduled on the I-day (or a different day if there is not an I-day) before grades are due (those teaching SIR classes may choose another time) and the second and fourth quarter grading day will be chosen by the teacher during finals week after the teacher has completed all student contact responsibilities. Grading days should not be scheduled at times that would require class coverage or the cancellation of class times. Final Grades will be due no sooner than 7 work days after the end of the marking period. Failing grades will be due within 5 work days after the end of the marking period.
14. Teachers are expected to work Parent Day on a weekend during the Fall and Spring

semester and attend Graduation. Each Parent Day will count as one-half (1/2) of a work day and Graduation will count as one (1) work day in the total 185 work days.

15. During Intersession, teachers will offer or sponsor at least one part-time Intersession course or engage in work approved by the Principal's Office focused on Academy priorities. During Intersession, teachers will need to be on campus for 30 hours each week, unless otherwise approved by the Principal's Office. A working group consisting of Council members and the Principal's office will convene to discuss the future of Intersession including faculty responsibilities. Planning time for Intersession and for second semester will be addressed.
16. Teachers in their first year will have five additional days for orientation which will be included in their annual salary and not in addition.
17. If the Administration requests a teacher's presence before or after the academic year as established by the academic calendar and the teacher agrees, the teacher shall be paid at the current hourly rate.

4. Teacher Assignment Procedure

A. The Principal's Office will inform the Council leadership and Team Coordinators (TCs) of the proposed course section numbers and staffing projections, i.e. number of FTEs per department, for the following year by the end of the third quarter and will work with disciplines to determine teacher schedules for the following year. Proposed schedules for the following year will be provided to teachers prior to the end of the school year. Scheduling changes may happen over the summer in which case the Principal's Office will consult with the teacher regarding necessary changes as soon as reasonably practicable.

B. Generally, teachers will not be assigned to teach both the first and last classes of the day and an effort will be made to assign the teacher a balanced day to day workload. Typically, teachers have two (2) lesson preparations per semester. Teachers will not be assigned more than three (3) lesson preparations per semester. The Principal may make exceptions after consulting with the teacher if the specific subject matter and staffing require it.

C. A teacher may request reconsideration of all or a part of the assignment by submitting a written request for reconsideration to the Principal within five (5) days after receipt of the written assignment notification. The request shall identify those parts of the assignment to be reconsidered and the reasons in support. The Principal, after taking into account the reasons advanced by the teacher, will notify the teacher in writing of the assignment within five (5) days of the request for reconsideration. The assignment will then be final and not subject to further review except by agreement between the Principal and the teacher. In the event of a change in assignment after the start of the academic year, the teacher will be given as much advance notice as is feasible, and the reconsideration and review procedure will be accordingly expedited.

5. Class Size

Class size at the Academy will be at a maximum twenty-nine (29) students. In a limited number of situations, an individual student's schedule may necessitate more than twenty-nine (29) students in a class. Science lab courses will have a cap of twenty-four (24) students. The Principal or designee (e.g. College and Academic Counselor) will communicate with the teacher and the Council before exceeding the class size limit. Every effort will be made to balance class sizes across sections of the same course.

In general the minimum class size will be set at fifteen (15) students for Math and Science courses, and at eighteen (18) students for all other subject areas. Classes that meet this initial minimum threshold during initial course enrollment will run, even if the threshold is not maintained after the ADD/DROP window. Specific courses may run sections with fewer students than the above stated minimums, e.g. high level math courses.

6. Class Modalities and Structures

The class schedule may incorporate new modalities and course structures on a voluntary basis. No teacher will be assigned to teach classes outside of the regular work hours of 8:00am – 4:30pm. Possible modalities include evening, hybrid, bimodal, fully asynchronous, or weekend courses. Course structure changes may also refer to adjusting the duration and frequency of course meetings for a regular, in-person course during the traditional academic day.

7. Room Assignments, Set Up, and Space Use

When feasible, teachers will be given 30 days' notice and assistance to move classroom materials due to remodeling or a change in room assignment. Over the summer, if the classroom materials are not moved within the 30 days, Management will make arrangements for them to be moved.

8. Additional Assignments

A. Employees who are assigned additional responsibilities (i.e. SIR class, discipline team leadership positions, etc.) shall have the additional responsibilities and the stipend and/or assignment time (given as a fraction of 1.0 FTE) for such responsibilities stated separately on a professional assignment form and given to the teacher before the end of the school year if possible. (See Appendix A for a list of additional assignments.)

B. The Council and Management agree that collaboration is important for the advancement of the Academy's mission. Management will share with the Council a draft of the final position descriptions that are part of the collective bargaining agreement.

C. All teacher leadership positions will include a selection/deselection process determined by Management with input from the Council.

9. Professional Development

A. The Board joins with the Council in a commitment to the importance of professional development. The Administration will offer ongoing professional development on a mandatory and voluntary basis as appropriate based on curricular, instructional, assessment and programmatic needs which stimulates, encourages and enables a teacher to improve their performance, reach their full potential, and increase their culturally responsive pedagogy.

B. Employees will receive additional compensation for scheduled professional development work outside of the academic calendar.

C. Additionally, teachers may request to attend outside professional development and may request funding to defray the costs of specific, professional development activities, including, but not limited to, attending and/or presenting at professional conferences. In considering requests for professional development funding, Administration will take into account the educational needs of the teacher, as well as the budget and overall goals and needs of the Academy.

10. Health and Safety

A. The Illinois Mathematics and Science Academy, utilizing resources available to it and the State of Illinois, and in keeping with both recognized safety and occupational health standards and standards designated for schools, shall make provisions for the safety and health of its employees during their hours of employment.

B. A standing Health and Safety Advisory Committee with equal numbers of administrators and Council members, as well as RC Council Members and at management's discretion, additional staff representing other areas of the Academy, will meet at least quarterly based on a 12-month calendar. Its responsibilities will be: 1.) To articulate and publicize procedures for reporting health

and safety concerns; 2.) To promptly address any Health and Safety concerns which are relevant for the Committee that arise, and recommend an adequate timeline for the inspection and, if necessary, the resolution of the reported concern; 3.) To organize health and safety training for employees; and 4.) Plan for the return to campus after distance learning during emergencies, addressing concerns related to health and safety. 5.) Plus, additional responsibilities as needed.

11. Nonteaching Bargaining Unit Positions

A. Lab Manager Workload

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

The primary responsibility of the lab manager is to support students in the science program.

Senior LAB MANAGER 1 1.0 Science (Includes Lab Safety Officer duties)

The primary responsibilities of the lab manager are to support students and:

1. Provide basic calibration and maintenance for classroom and laboratory equipment.
2. Coordinate with external vendors for more specialized equipment calibration and maintenance.
3. Chemical preparations, set-up and take down labs for core science classes, and assist with other science class labs as requested.
4. Management of chemical and equipment inventory, organization, and safe storage of all chemicals and lab equipment.
5. Procurement of office and instructional supplies, materials, and equipment.
6. Maintain an accurate and current inventory of equipment and supplies.
7. Supervise student testing and make up laboratories as requested by teachers and approved by their supervisor.
8. Scheduling of science classrooms and laboratory rooms for auxiliary programs in conjunction with the Academy facilities coordinator.
9. Assist with classroom responsibilities when necessary, including providing instructional coverage when teachers are absent. Lab managers shall not be asked nor compensated for class coverage beyond two mods per day.
 - a. Additional compensation at the tier 2 rate for coverage.
10. Participate in all community development days and team and faculty meetings and faculty development programs as necessary.

11. Work includes exposure to health or safety hazards, which includes strong acids and bases, flammables, organic chemicals, and biohazardous waste.
12. Other duties as assigned.

Lab Safety Officer Duties of Senior Lab Manager:

1. Enforcement of written safety protocols and guidelines for the handling, storage, and disposal of materials and equipment.
2. Maintain MSDS online safety sheets for the entire IMSA academy, add new MSDS sheets and update current chemicals in use.
3. Review all science-based curriculum for outreach programs for safety protocols (e.g., CTL, PROMISE, and IN2 programs)
4. Management and removal of chemical waste for the Academy, including proper storage of any chemicals on campus. This also includes removing and storing all waste from the lab areas.
5. Providing Lab Safety training for students and staff at IMSA who will be supervising or working in a lab.
6. Research and implementation of any new safety protocols.
7. Documentation of any lab safety violations or incidents.
8. Assist with chemical spills and clean up when needed.
9. Maintain current subscriptions to OSHA lab safety information.
10. Maintain safe, clean, and organized lab spaces and prep rooms along with the teachers who use these spaces in compliance with all safety regulations and best practices in chemical management.
11. Conduct monthly safety audits of spaces.
12. Other duties as assigned.

LAB MANAGER 2 - 0.5 Science/0.5 SIR

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

The primary responsibilities of the lab manager are to support students and:

1. Provide basic calibration and maintenance for classroom and laboratory equipment.
2. Coordinate with external vendors for more specialized equipment calibration and maintenance.

3. Chemical preparations, set-up and take down labs for core science classes, and assist with other science class labs as requested.
4. Assist the Sr. Lab Manager in the management of chemical and equipment inventory, organization, and safe storage of all chemicals and lab equipment.
5. Procurement of office and instructional supplies, materials, and equipment.
6. Maintain an accurate and current inventory of equipment and supplies.
7. Supervise student testing and make up laboratories as requested by teachers.
8. Scheduling of science classrooms and laboratory rooms for auxiliary programs.
9. Assist with classroom responsibilities when necessary, including providing instructional coverage when teachers are absent. Lab Managers shall not be asked nor compensated for class coverage beyond two mods per day.
 - a. Additional compensation at the tier 2 rate for coverage.
10. Participate in all community development days and team and faculty meetings and faculty development programs as necessary.
11. Work includes exposure to health or safety hazards, which includes strong acids and bases, flammables, organic chemicals, and biohazardous waste.
12. Other duties as assigned.

The work schedule follows the academic calendar.

Annual compensation for Lab Managers includes up to an additional ten (10) days during the summer as determined by the Principal's Office, to manage materials, equipment and budget.

B. Instructional Program Assistant (IPA) Workload

The work schedule follows the academic calendar.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The primary responsibilities of the Wellness, Mathematics and Fine Arts IPA are to support students and assist with programs. Specific duties are:

Wellness/Fine Arts

1. Provide instructional coverage when teachers are absent, IPAs shall not be asked nor compensated for class coverage beyond one mod per day.

- a. Additional compensation at the tier 2 rate for coverage.
2. Check students and staff into fitness center and documents usage.
3. Monitor fitness center, ensure participants are adhering to safe practices and policies.
4. Maintain clean fitness center. Ensure all equipment is returned to its appropriate location. Rerack weight plates and put dumbbells in order.
5. Maintain clean and safe fitness equipment. Clean equipment properly and thoroughly.
6. Promptly notify appropriate personnel of any unusual situation, such as missing or broken equipment. Repair or coordinate external vendor equipment repair.
7. Assists Wellness/Fine Arts teachers in student make up work and monitoring work service.
8. Monitor towel supply, dirty towel bin, and cleans towels
9. Projects a positive and motivating attitude towards participants.
10. Sophomore Fitness Induction Coordinator.
11. Assist with data entry and aggregation of Wellness/Fine Arts-related information.
12. Coordinator of School Fitness Initiatives.
13. Participate in all team meetings and community development days and faculty meetings and faculty development programs as necessary.
14. Maintain an accurate and current inventory of equipment and supplies.
15. Perform and coordinate related clerical tasks, i.e. music filing, program formatting, library duties, and creating/processing department purchase orders.
16. Facilitate the process of sending instruments out for repair.
17. Coordinate with private lesson teachers.
18. Other duties as assigned.

Mathematics

1. Teach MI I/II Resource classes in the fall and spring.
2. Set up Webworks for the semester.
3. Supervise math department tutors in the math office.
4. Provide instructional coverage when teachers are absent. IPAs shall not be asked nor

compensated for class coverage beyond one mod per day.

a. Additional compensation at the tier 2 rate for coverage.

5. Meet with students to provide academic support.
6. Oversee a team of work service students and maintain logs of student work service hours completed.
7. Advise students by providing them constructive comments on projects.
8. Attend weekly team meetings and participate in all team activities.
9. Supervise student makeup testing.
10. Perform and coordinate related clerical tasks, i.e. maintain a set of problem set paper copies and keys, check out books and calculators to students.
11. Participate in all community development days and faculty meetings and faculty development programs as necessary.
12. Other duties as assigned.

C. College and Academic Counselors (CAC) Workload

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

1. Serve as the primary college planning counselor to assigned students and act as Case Manager for students on academic probation or with academic concerns
 - a. Complete scheduling for rising juniors and seniors.
 - b. Develop academic plans for students with academic difficulties and conduct student academic conferences when needed.
 - c. Monitor student progress toward graduation.
 - d. Communicate with students' caretakers regarding academic performance and social/emotional well-being.
2. Lead assigned students and caretakers through the college selection and application process, which includes but is not limited to:
 - a. Developing and preparing appropriate college guidance materials.
 - b. Acting as a liaison between families and colleges.
 - c. Writing comprehensive letters of recommendation for college admissions.
 - d. Answering questions related to the colleges and the application process.
3. Assist with the planning, implementation, and/or hosting of College Visits, College Day, and other college related meetings and events for students and caretakers.
4. Assist with the planning, implementation, and proctoring of standardized and academy wide testing (i.e. PSAT, AP).
5. Visit colleges and universities and attending professional conferences.

6. Serve as a member of the academic, personal, and social intervention support team (Strategies Team).
7. Provide sophomores with an introduction to College and Academic Counseling during Navigation.
8. Develop and facilitate presentations for students and parents throughout the school year.
9. Provide effective administrative support by monitoring, maintaining, performing special projects and carrying out on-going functions as assigned by and discussed with the Team Coordinator and Principal's Office.
10. Each class at the academy is divided into equal parts and assigned to a CAC.
11. The typical student load for a CAC is approximately 160 students. If there is a significant increase in students assigned to a CAC (e.g. one CAC position is vacant), an overload will be paid a rate 20% of current salary.
12. Each CAC will be allotted five workdays to be used as writing days for the purpose of writing comprehensive letters of recommendation for college admissions for all assigned students. CACs are not required to be on campus during these writing days. Writing days need to be preapproved by the Principal's Office.
13. Other duties as assigned.

The work schedule follows the academic calendar.

D. Librarian Workload

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

The primary responsibilities of the Librarian are to support students and staff. Specific duties are:

Collection Development

1. Regularly review key selection resources to identify potential additions to the collection, both print and electronic, pertinent to the IMSA curriculum, teaching and research practices, residential programs, and general reading interests.
2. Develop and maintain proactive, working relationships with teachers, staff, and students to stay current with curriculum and teaching directions, subject area needs and interests.
3. Systematically assess the collection for balance, utility, timeliness, and format.
4. Identify and coordinate the withdrawal of outdated print and electronic titles.
5. Prioritize and coordinate the input of orders in an online system.
6. Promote collections and inform users of new acquisitions.
7. Cultivate and implement policies and procedures that reflect the IRC's values and goals.

Reference Services

1. Provide proactive, customer-oriented information, reference, and research assistance.
2. Develop, design, and deliver research skills classes in partnership with faculty and IRC Supervisor.
3. Create and update online research guides, information literacy handouts, Web resources, and displays to leverage knowledge for the community.
4. Maintain and organize the content on the library's webpage.
5. Work harmoniously with IRC team and IMSA community to maximize efficiency of operation and patron services.
6. Maintain professional knowledge of current trends, developments, standards, best practices, and technologies, especially in reference and collection development.
7. Conduct special projects in collection development and reference.
8. Assist in daily library operations and other duties as assigned.
9. Other duties as assigned.

The work schedule follows the academic calendar.

E. Learning Strategies Coordinator Workload

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The primary responsibilities of the Learning Strategies Coordinator are:

1. Provide instructional support to any student in need, either one-on-one or in a group setting.
2. Assist students with executive functioning, time management, etc., in both one-on-one and group settings.
3. Meet weekly with a select group of students who are at-risk, struggling, or as noted in Ed Plans.
4. Act as liaison and provide the necessary supports for students, families, and Academy personnel.
5. Facilitate all sophomore Academic Staffings.
6. Create/maintain an online resource for students to access regarding peer tutoring services and academic support material.
7. Select and train peer tutors.
8. Coordinate and disseminate tutor schedules in the main building.
9. Conduct summer orientation interviews for students with special needs (if available).

10. Provide services as Student and Disabilities Coordinator on behalf of the College Board and ACT.
11. Development and creation of student support sessions.
12. Presentation at sophomore orientation sessions.
13. Member of admissions selection committee.
14. Coordinate sophomore student leaves.
15. Other duties as assigned.

The work schedule follows the academic calendar.

F. Academic Support Specialist Workload

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

The primary responsibilities of the Academic Support Specialist are to support students and as follows:

1. Development, implementation, and support for student Education Plans
 - a. Perform all initial in-take interviews
 - b. Ensure all accommodations are appropriately documented and communicated to required Academy personnel
 - c. Act as liaison to support all Academy personnel in relation to appropriate execution of Education Plans
 - d. Provide the necessary follow-through for student success and Academy compliance
2. Provide support for Academic Support Programs
 - a. Assist the EXCEL program to monitor identified Advocate Program students
 - b. Act as liaison and provide the necessary follow-up/supports for Advocate Program students, families, and Academy personnel
3. Distribute information each semester (to faculty and staff) about the students with whom they work who have special needs and/or students with education plans.
4. Hold flexible hours to meet with students and accommodate student and teacher schedules for “education plan conferences.”
5. Proctor students with extended time on tests including but not limited to final exams, PSAT and AP.
6. Other duties as assigned.

The work schedule follows the academic calendar.

G. Producer/Media Director Workload

This position is responsible for managing the day-to-day operations of the Instructional Technology and Media Center (ITMC).

1. Maintain exceptional customer service attitude in all means of communication
2. Manage day to day operations for the Instructional Technology & Media Center.
3. Prepare and execute departmental budget to align with the Academy's mission.
4. Perform departmental procurement
5. Manage facility/service requests including setups and takedowns of live events, provide technical support for live events
6. Manage and direct multi-media projects, graphic projects, Live streaming and other ITMC functions.
7. Manage the integration and support of e-learning and video conferencing technologies
8. Manage the development, support and maintain Academy's instructional technologies for IMSA's classrooms and collaborative spaces.
9. Leader/Member of IMSA Classroom Technology Committee
10. Manage departmental inventory, equipment circulation and scheduling, maintaining and organizing equipment storage areas, manage the equipment check out system
11. Research new technologies
12. Manage and maintain ITMC data/records
13. Perform other duties as assigned
14. The position requires moving and lifting of AV equipment and flexibility in work hours that extend into evenings and weekends
15. This position is a full-time, exempt, twelve-month position.

H. Technical Services Associate Workload

The Technical Services Associate will be responsible for but not be limited to:

1. Orders, processes, and catalogs all library books and other media
2. Performs copy cataloging, catalogue maintenance and troubleshooting
3. Collaborates with IRC Supervisor and IMSA's IT department in purchasing, updating and maintaining library computers, other equipment and software
4. Represents the IRC at regional and consortia technical services meetings
5. Identifies and selects vendors in conjunction with the procurement office and the Librarian.
6. Collaborates with IRC Supervisor and Librarian to help track the IRC book/e-book budget
7. Performs an annual inventory of the library equipment and a partial inventory of library collection with the assistance of the team Administrative Assistant.
8. Withdraws and disposes of material at the direction of the Librarian.
9. Collaborates with the IRC supervisor to compile an annual summary of the library collection for the State Asset Report.
10. Develops procedures for processing incoming library material
11. Actively participates in cross-team initiatives by serving on committees as needed and participating in community and library programming such as Family Reading Night, Read-Ins, Panel Discussions, IMSAloquium, PD Day, etc.
12. Recruits and trains technical services service learning students

13. Provides support (including troubleshooting) for library technology, including copier, printer, MAC Lab computers, scanners, and BookScan station
14. Other duties as assigned

This position is a part-time, 10 month (Summers Off), .50FTE. Hours worked: Hours worked will fall between 8:00am - 5:00pm, Monday through Friday, with occasional nights and weekends.

I. Equity Instructional Coach

The Equity Instructional Coach will be responsible for but not be limited to:

1. Coach faculty and administrators at all levels of development and implementation of equitable instructional practices.
2. Engage in collegial coaching with school administrators and faculty to help identify and implement successful equity-focused practices leading to closing achievement gaps for CLED students.
3. Lead and assist in planning and delivering high-quality professional development on instructional equity and culturally responsive pedagogy
4. Establish baseline data around equity practices, set annual goals, and monitor those goals throughout the year.
5. Review and analyze data and make recommendations based on disparate outcomes.
6. Assist faculty and administrators in developing inclusive instructional content for improving overall student achievement.
7. Provide data analysis, instructional strategies, and various tools to aid in the curriculum development and instructional process.
8. Collaborate with the Director of DEI, Dean of Academics and Equity, and Dean of Student Support and Equity to maintain the integrity of the equity work and to build faculty cultural competency capacity, inclusive and restorative practices, and reduce implicit bias.
9. Report goal progress frequently to the Principal/Chief Academic Officer and Chief People, Equity, and Culture Officer.
10. Visit classrooms and academic programs regularly to observe current practices toward coaching on culturally responsive instructional pedagogy and equitable classroom engagement.
11. Work with individual faculty to address specific instructional challenges and to support the development of faculty-student relationships.
12. Provide feedback and direction to individual teachers regarding current priorities and strategic support needed.
13. Participate in regularly scheduled faculty and departmental meetings as required.
14. Other duties as assigned.

J. Innovation and Inquiry Program Manager

The Innovation and Inquiry Program Manager will be responsible for but not limited to:

1. Hours may shift during the school year to include one evening and/or Saturday morning if needed to cover times the assistant cannot be there.
2. Operations Management – oversee IN2 daily operations, manage schedules, room reservations and volunteers and process IN2 memberships and sponsorships.
3. Maintain IN2 and Innovation & Entrepreneurship budgets, State procurement and travel.

4. Host guests, give tours of IN2, act as an onsite ambassador and maintain the look and feel of the innovation center.
5. Assist other IN2 staff.
6. Other duties as assigned

Note: All positions are expected to perform work using an equity lens as trained by their supervisors and pursuant to individual effort to learn and understand the practical application of educational equity.

Appendix A: Additional Assignments

(Title may change for all positions)

Members may be removed from stipend positions or not reoffered positions based on unsatisfactory performance. Due process must be followed in the deselection process, individuals must be given the opportunity to remediate any deficiencies identified. There is no guarantee of any compensation and is at Management's discretion based on budget and other Academy priorities. All work must be preapproved. If approved, hours (where not listed below) will be determined by Management.

All stipend positions, with the exception of Team Coordinator, SIR Projects during the academic year and Independent Study, require timesheets to be completed in order to comply with State regulations and expectations. Any time worked for a stipend and recorded on a paper timesheet may not also be recorded on the timesheet that reflects your regular work hours.

Team Coordinator

Positions Available:

One Team Coordinator each for English, Fine Arts/Wellness, History/SS, World Languages, Mathematics, Science, College and Academic Counseling, and Computer Science

Summary Description for the Academic Disciplines: The Team Coordinator for the academic disciplines provides instructional leadership and enhances articulation regarding curriculum alignment to IMSA's mission, beliefs, and SSLs. The Team Coordinator is responsible for leading the team in curriculum and program reviews and revision of the program and curricula through an equity lens. The Team Coordinator supports the design and implementation of a comprehensive assessment system and collects and analyzes data to inform and support student-centered learning and instructional practices. The Team Coordinator is also responsible for the administrative logistics and planning for the team, including but not limited to supply orders and coordination of the team's master schedule. The Team Coordinator is responsible for scheduling and coordination of the Collegial Support Teams for initial contract teachers in their department.

Summary Description for CAC Team Coordinator: Oversee day to day operations of CAC office. Perform special CAC projects. Oversee the administration of SAT and AP Examinations. Represent CAC Office at Preview Day and PAC Meetings. Maintain professional relationships with higher education offices of admission. Build rapport, counsel, and provide support to IMSA

internal and external constituencies. Maintain Naviance. Oversee the CAC Office Budget and compose quarterly CAC newsletters for parents.

Compensation: \$6300 in year 1, \$6400 in year 2, \$6500 in year 3, \$6600 in year 4

Ten Month + 10 work days in the summer. The TC and principal or designee will mutually agree to these days.

Collegial Support Team (CST) Member

Description: As designated in the new teacher support process, the collegial support team member provides guidance and support for new teachers. The CST member conducts informal observations, provides written and verbal feedback and professional expertise.

Compensation: No Compensation, this is voluntary.

Note: This could be a role that continuing contract teachers can perform as part of their reflection/growth plan.

Student Inquiry & Research (SIR)

Management Team

Assignment: 1.25 FTE (May be split by more than one faculty member)

Summary Description: Provide management of the SIR program at IMSA. Provide support, manage and supervise students for the program, communicate regularly with on and off campus mentors, review all projects, monitor student progress, grade the work of the off campus SIR students, and organize and facilitate IMSAloquium.

Auxiliary, Student Inquiry and Research

Summary Description: Possess a strong understanding of scientific research methodologies and a commitment to fostering student academic development. Assist the Student Inquiry and Research program at IMSA in grading and evaluating student projects, providing constructive feedback on project composition, including proposals and final papers. Assist in approving posters and presentations for IMSAloquium and ensure consistency and fairness in grading practices across the program.

Compensation: Current hourly rate

SIR Course

Assignment: 0.25 FTE

SIR course is included as one of the four (4) sections the teacher is assigned each semester.

Summary Description: Supervise and mentor a group of at least 12 students enrolled in the SIR program. Meet with students on I-days (and other days as needed), monitor student progress, and grade their work.

SIR Project (Note: This is not exclusively bargaining unit work)

SIR projects in addition to the four (4) sections the teacher is assigned each semester.

Summary Description: Supervise and mentor one or more students enrolled in the SIR program. Meet with students on I-days (and other days as needed), monitor student progress, and grade their work

Compensation: \$1000/project year. A teacher shall have no more than 3 separate SIR projects per year.

Summer SIR Management (To be approved in advance by the Principal's Office):

Summary Description: Provide support to students working on SIR projects over the summer and continue to make contacts with mentors

Compensation: Current hourly rate. A limit to the numbers of hours will be established by the administration before summer SIR work shall be pre-approved.

Summer SIR Projects: To be approved in advance by the Principal's Office.

Summary Description: Provide support to students working on SIR projects over the summer.

Compensation: Current hourly rate.

Summer Research and Experiential Learning Opportunities (SRELO)

Description: Teacher works with current IMSA students to provide an SIR experience over the summer.

Compensation: Current hourly rate

Independent Study (this is not exclusively bargaining unit work. Non-teachers can also do Independent Study with students)

Summary Description: Students study topics of their interest with faculty guidance, expertise, and supervision.

Compensation: \$1000/course/semester. A minimum of 2 students shall be enrolled in an independent study to be paid.

Writing Specialist

Assignment: 0.5 FTE

Summary Description: Manage the writing center and work with students and student tutors on their writing assignments; hire, train, and supervise 50-60 student tutors each year; provide one day of training for the student tutors at the beginning of the school year outside of the regular work week (compensation will be provided either as compensation time or at the current hourly rate; provide workshops for tutors occasionally throughout the year; work one-on-one with students on a weekly basis that are struggling in writing-intensive classes, and serve on the Strategies Team and the Selections Committee for Admissions. ~~The Writing Center hours are 9:30am-4:45pm.~~

Class Coverage

Short term: Direct coverage for faculty for a specific course and section; the teacher is responsible for supervision and instruction using a lesson plan provided by the course's instructor. (All lesson plans will be available on Canvas in a format that is reasonably ascertainable as a lesson plan as distinguished from notes of teacher expectations of students.) Up to one week. If no bargaining unit member volunteers to cover a class, the Principal's Office may hire a qualified non-bargaining unit member to cover the class. Faculty members are limited to covering no more than two mods per day.

Tier 1: Coverage by a faculty member of the same discipline (history, English, math, etc.) or same field if applicable (physics, computer science, Spanish) or at Principal Office's discretion, for a teacher who has the expertise necessary to instruct the class.

Compensation: \$100/mod. In the event of a shortened by 40% or more mod schedule, compensation would be adjusted to \$50/mod.

Tier 2: Coverage by a faculty member who is not in the same discipline or same field if applicable. This also includes coverage by a faculty member who combines their class with another class to provide coverage and coverage by a lab manager or instructional program assistant.

Compensation: In year 1, \$42/mod, in year 2, \$44/mod, in year 3, \$46/mod, and in year 4, \$48/mod. In the event of a shortened by 40% or more mod schedule, compensation would be adjusted to \$21/mod in year 1, \$22/mod in year 2, \$23/mod in year 3, and \$24/mod in year 4.

Long term/Overload Teaching Assignment: Beyond one week, it is the Principal's Office discretion to hire a qualified long term substitute. A non-bargaining unit member may be hired for up to the balance of the academic year. Qualified bargaining unit members (those with the expertise in the course content) have the first right of refusal. The long term/overload teacher is responsible for

planning, instruction, assessment, evaluation of students, communication with students and parents, and is the teacher of record in the gradebook.

Compensation: 20% of salary prorated for time of coverage

Preview Days

Summary Description: Teachers provide information about their program and/or a sample lesson to prospective students and parents.

Compensation: Current hourly rate

Student Orientation

Summary Description: Teachers provide an introduction to students about courses at IMSA and participate in the “resource” fair, answering questions specific to each department.

Compensation: Current hourly rate

Placement Exam Grading (as directed by the Principal’s Office)

Positions may be available in math, science, and world languages. If available, teachers have right of first refusal.

Summary Description: Teachers from Math, Science, and World Languages write placement exams for incoming sophomores, grade those exams and provide placement of each student into specific courses. The math teachers will also provide suggestions for priority placement into the Excel program.

Math: up to 40 hours

Languages: up to 90 hours (1 Teacher for general placement – up to 20 hours, Spanish - up to 30 hrs, Chinese - up to 10 hours, German -up to 10 hours, French – up to 20 hours)

Chemistry: up to 6 hours

Physics: up to 4 hours

Biology: up to 10 hours Compensation:

Compensation: Current hourly rate.

Summer Curriculum Work

Teachers work on revising curriculum for current courses or write curriculum for new courses being offered at IMSA as approved in advance by the Principal’s Office.

Compensation: Current hourly rate.

Mission and Impact Programs

IMSA's Mission and Impact Division offers various programs on an annual basis that look to utilize IMSA's faculty as instructors. Any program that falls under the umbrella of Mission and Impact would be covered under this section, but there is no commitment to maintain any specific program and they are subject to change or be eliminated as determined by management. Additionally, this is not exclusively bargaining member work.

Positions Available: Instructors and Lab Managers.
Compensation: Current hourly rate

EXCEL Program

Note: Programs and related positions listed in CBA are not commitments to maintain them and are subject to change or be eliminated as determined by management. Additionally, this is not exclusively bargaining work.

Positions Available: Instructors

Summary Description: EXCEL is a pre-enrollment program that focuses on skill development and problem solving in mathematics, science, and English, as well as residential living.

Compensation: Current hourly rate for up to 140 hours which include, planning, assessment, student support, and instruction.

Summer School Coordinator for Mathematics

Description: Coordinates with parents and students regarding opportunities for students to take math classes during the summer and therefore advance in the mathematics program. The courses must be approved by the Principal's Office.

Compensation: Current hourly rate for up to 70 hours

AMC / AIME Competition Manager

Description: Coordinates student participation in the AMC/AIME Competition.

Compensation: Current hourly rate for up to 35 hours

Management of Digital Commons Institutional Repository

1. Create series and collections for academic programs and academy departments used by researchers and educators worldwide.
2. Design and deliver training sessions throughout the year for IMSA faculty, staff, students, academic programs, and academy departments.
3. Assist faculty, staff, and students with the digitization of content and copyright clearance, maintain a record of copyright permission, and create and retain release forms for all

contributors.

4. Maintain statistics and contribute to the DigitalCommons annual report for the IMSA Board of Trustees and administration.
5. Promote DigitalCommons to IMSA stakeholders through collaboration with IMSA's Marketing and Communications Department and social media presence.
6. Liaise with the DigitalCommons vendor to maintain and develop the web interface, features and functionality of the institutional repository.

Compensation: Current hourly rate

Additional Positions

If new positions are added, Management will meet and confer with the Council on the position descriptions and compensation.

All supplemental assignments that remain will include a selection/deselection process determined by Management with input from the Council.

ARTICLE VIII

MANAGEMENT RIGHTS

Nothing in this Agreement is to be interpreted as constituting a waiver of the Board of Trustees' rights and responsibilities to create and maintain the Academy in accordance with the legislative charges and the best interests of all stakeholders, including, but not limited to, students, families, and staff, including faculty. The intent of this Agreement is to establish wages, working hours and conditions of employment with the IMSA Council.

Accordingly, the Board hereby retains and reserves unto itself, without limitation, all powers, rights, authority, duties and responsibilities, subject to the terms of the collective bargaining agreement, conferred upon it and vested in it by the laws and Constitutions of the State of Illinois and the United States of America, including, but without limiting the generality of the foregoing, the right:

- A. To the exclusive management, organizational, and administrative control of the Academy and its properties and facilities;
- B. To direct the work of its employees, and determine the kinds and levels of services to be provided and the methods and means of providing those services including entering into Agreements with private vendors for service;
- C. To hire all employees, to determine their qualifications and the conditions for dismissal;
- D. To establish educational policies, goals and objectives; to ensure rights and educational opportunities of students; to determine staffing patterns, to determine the number, deployment and kinds of personnel required in order to maintain the efficiency of Academy operations;
- E. To determine class schedules, and the assignment of teachers with respect thereto;
- F. To determine the services, supplies and equipment necessary to continue its operations and to determine the methods and processes of carrying on the work;
- G. To determine the size of the management organization, its functions, authority, amount of supervision and chart of organization;
- H. To determine the overall goals and objectives, as well as the policies affecting the educational programs;
- I. To direct and determine the size of the workforce, including the right to hire, discipline and transfer;
- J. To build, move or modify facilities, including the closing of offices, departments, divisions, buildings, or other facilities; to establish budget procedures and determine budgetary allocation.
- K. The exercise of the foregoing powers, rights, duties and responsibilities by the Board of Trustees and the adoption of policies, rules, regulations and practices in furtherance thereof,

shall be the exclusive jurisdiction of the Board, except as limited by law or the terms of this Agreement.

ARTICLE IX

SALARY/WAGES, STIPENDS, RETIREMENT

9.1 Salary/Wages for Current Employees

- A. Increases to salaries will be determined individually for all teachers, and College and Academic Counselors (CAC). Salaries for the academic year 2023-24 will be determined by placement on the salary table (Table A) based on education, years of prior experience up to 24 years for full-time and part-time K-12 and college teaching at an accredited public, private, and/or charter school for teachers and academic, college, and admissions counseling for CACs with a minimum increase of 1% and current relevant IMSA experience. College teaching experience while a graduate student at the College/University where enrolled will also be credited as prior experience. An additional \$3000 will be added for National Board certification. Each member will receive a salary notification letter inclusive of placement.
- B. Increases to salaries for IPAs, Lab Managers, Librarian, Learning Strategies Coordinator, Producer/Media Director, and Academic Support Specialist(s), will be 6% for those below \$60,000 and those in the first 35% of their salary grade, 5% increase for those between 35% and 85% of their salary grade, and a 4% increase for those in the top 85% of their salary grade for FY24.
1. The Inquiry and Innovation Program Manager already received a salary increase and will not receive a second increase.
 2. The Equity Instructional Coach, as a new hire, will not receive a salary increase.
 3. The Technical Services Associate, as a vacant position, will not receive a wage increase.
- C. Salary increases in subsequent years will be equal to 2 percentage points less than the percent increase in the Personal EAF appropriations
1. Salary increases will have a min of 0% and a max of 5% for FY25, a min of 1% and a max of 5% for FY26, and a min of 1% and a max of 5% for FY27.
- D. Members who qualify for an applicable SURS retirement pension who notify Human Resources in writing in the form of an irrevocable letter of intent to retire four years in advance of their planned retirement date before March 15th of the current academic year will receive an overall increase of 6% on all creditable earnings for each year before retirement. The current academic year is regarded as Year one (1) of the four-year incentive.
1. For FY24, the letter must be submitted by April 15th, rather than March 15th.
- E. If a member earns National Board certification, their salary will increase by \$3000. This amount will be prorated based on the date verification is received. If a member does not renew their National Board certification, they will no longer receive the additional \$3000. If evidence is not provided of the National Board certificate renewal by January 1st of the year following the expiration date of the certificate, the incentive will be prorated.
- F. If a member earns additional relevant education credits and/or degrees, in the increment of Master's, Master's+30, or EdD/PhD they will receive an amount equal to the difference between lanes in Table B corresponding to their years of experience or the highest step if above step 20 for the current fiscal year once verification has been provided to Human Resources. The amount will be prorated based on the date verification is received.
- G. When the salary table is implemented, there will no longer be a \$2500 increase when teachers move to the continuing contract.

- H. For positions where relevant industry experience, including for profit, not for profit, and/or governmental positions, has been granted in 2023-24 and afterward in hard-to-fill positions, those currently employed members in the same position will be granted the equivalent years for previous experience in industry.

9.2 Stipends/Hourly Pay

- A. Stipends in Table C for co-curricular activities found in Appendix B will increase by half of the annual percentage increases the Personal EAF appropriations, i.e. if the Personal EAF appropriations is two percent (2%), then the co-curricular salary increase will be one percent (1%). The increase will be no more than 2.5% with a minimum of 1%. Bargaining unit members have the first right of refusal for the co-curricular activities listed in Appendix B.
1. Determining which co-curricular activities will be offered annually is a management right.
 2. Appendix B:
Acronym
American Computer Science League (ACSL)
Chess Team
Debate Team
Math Team
Model UN
Mu Alpha Theta/Junior High Math Contest
Scholastic Bowl
Science Olympiad
Speech Team
Yearbook
- B. Activities associated with the music program: Strolling Strings, Solo/Ensemble, Pep Band, ILMEA Music Festival, and the Little Ten Conference (LTC) Music Festival will be led by the music teachers at the direction of the Principal's Office and the stipends will be added to their salaries.
1. The annual stipend for the Band/Orchestra Teacher will be \$12,000 and include the following activities: Strolling Strings, Solo/Ensemble, Pep Band, ILMEA Music Festival, the Little Ten Conference (LTC) Music Festival, and evening concerts.
 2. The annual stipend for the Choir Teacher will be \$6,000 and include the following activities: Solo/Ensemble, ILMEA Music Festival, the Little Ten Conference (LTC) Music Festival, and evening concerts.
- C. Co-curricular sponsors will be evaluated on an annual basis and if the sponsor meets expectations, they have the first right of refusal to continue in that position.
- D. Stipends for Additional Assignments are included in Working Conditions following the summary description for each position and will increase each year by half of the annual percentage increases the Personal EAF appropriations, with the exception of where the increase is outlined below. The increase will be no more than 2.5% with a minimum of 1%.
1. The stipend for Team Coordinator will be \$6300 in year 1, \$6400 in year 2, \$6500 in year 3, \$6600 in year 4.
 2. The stipend for an SIR Project during the academic year will be \$1000/project year for year 1.

3. The stipend for an Independent Study will be \$1000/course/semester for year 1. A minimum of 2 students shall be enrolled in an independent study to be paid.
 4. Compensation for short-term class coverage will be \$100/mod for Tier 1. This amount will remain the same for the four years of the contract. In the event of a shortened by 40% or more mod schedule, compensation would be adjusted to \$50/mod. For Tier 2 coverage the compensation in year 1 will be \$42/mod, in year 2, \$44/mod, in year 3, \$46/mod, and in year 4, \$48/mod. In the event of a shortened by 40% or more mod schedule, compensation will be \$21/mod in year 1, \$22/mod in year 2, \$23/mod in year 3, and \$24/mod in year 4.
 5. Compensation for a long term/overload assignment for teachers and CACs will be 20% of their salary prorated for the time of the assignment.
- E. The rate for hourly pay, where identified in Appendix A, will be \$42 for the first year, \$44 for the second year, \$46 for the third year, \$48 for the fourth year of the contract.
- F. Stipends will only be paid if the program is held or the work is performed.

9.3 Retirement Plan

- A. Provided that employee participates, IMSA shall offer a tax-sheltered annuity retirement plan (e.g., a 403b plan) in which to make elective salary contributions in order to save for retirement.
- B. Only for employees in year 3 through 8 of employment, IMSA, and subject to an annual appropriation of funds from the Illinois General Assembly, sufficient to fund this payment, will contribute an amount to any such plans equal to employee's contribution, up to Seven Hundred Fifty Dollars (\$750) each fiscal year.
- C. Only for employees in year 9 and above of employment, IMSA, and subject to an annual appropriation of funds from the Illinois General Assembly, sufficient to fund this payment, will contribute an amount to any such plans equal to employee's contribution, up to Fifteen Hundred Dollars (\$1500) each fiscal year.
- D. IMSA's matching contributions will be made in the Fall and the employees must be on the payroll at the time of IMSA's contribution. The employees' most recent evaluations must be "meets expectations." Part-time employees will receive a pro-rated IMSA matching contribution.

9.4 Starting Salaries for New Hires

Teaching Positions:

- A. Salary offers will be based on the new hire salary with lanes for Bachelor's, Master's, Master's + 30, and EdD/PhD. See Table B. Table B will be adjusted annually at the same rate as current teachers. The percent increase to salaries of current teachers will be applied to each cell of the table, then each row will move up one step. Step 1 will equal to the new step 2 minus the new step differential (the previous step differential times the percent increase) or the previous value for step 1, whichever is greater. In years 3 and 4 of the contract, calculations for step 2 and step 3 will follow the same rule. A member of the Council Executive Board will meet with the Chief Financial Officer each year before any salary offers are extended to new hires to finalize Table B for years 2-4 of the contract. New hires will not be hired at an annual salary higher than equivalent current teachers, not including National Board Certification and hard-to-fill exceptions.
- B. Official transcripts will be required to verify the obtainment of a Bachelor's, Master's, or Ph.D./Ed.D degrees and additional credit hours.

- C. An additional \$3000 Incentive for National Board certification will be added to the salary in Table A.
- D. All verified K-12 and college teaching experience at an accredited public, private, and/or charter school where the individual is the teacher-of-record count towards the total prior service credit.
- E. College teaching experience while a graduate student at the College/University where enrolled will also be credited as prior experience whether or not the teacher is the teacher-of-record.
- F. Each year of teaching full-time for an academic school year equals one (1) year of prior service credit.
- G. Adjunct/Part-time Teaching Prior Experience:
 - 1. Part-time work counts as follows: 1 class for a full academic year counts for 0.25 year, 2 classes for a full academic year count 0.5 years, 3 classes for a full academic year count 0.75 years, 4 classes for a full academic year count 1.0 year of previous experience.
 - 2. It is not possible to receive more than one year of prior service credit experience during one calendar year (i.e., a teacher teaching 5 classes or an overload would not receive 1.25 years of credit.)
- H. Relevant industry experience, including for profit, not for profit, and/or governmental positions, will be credited for hard-to-fill positions. Full-time for one academic year counts as one year of prior service credit, and part-time counts for the percentage of full-time the person worked. It is not possible to receive more than 1 year of prior experience credit for one calendar year. For positions that have not been defined as hard-to-fill, relevant industry experience directly related to the position offered will be credited at a half rate towards prior service experience. i.e. 2 years industry experience will be credited as 1 year.
- I. All prior service will be added up, 0.5 and above will be rounded up, and less than 0.5 will be given no credit.
- J. An audit form, as well as a placement form, will be completed for each new teacher of previous experience and degrees and signed off by a union and HR representative with a copy provided to each as well as the new teacher.
- K. All prior service credits will be verified; salary offers will be conditional based on verification by previous employers.
- L. Prior service credit will be maxed at 15 years. For hard-to-fill positions, prior service credit will be maxed at 20 years.

College and Academic Counselor positions:

- A. Salary offers for College and Academic Counselors will be based on the same salary table as the teachers.
- B. For College and Academic Counselors: academic counseling, college counseling, and admissions counseling, count towards prior service credit.
- C. Full-time counts for one academic year counts as one year of prior service credit, and part-time counts for the percentage of full-time the person worked.
- D. All prior credit will be added up, 0.5 and above will be rounded up, and less than 0.5 will be given zero (0) credit.
- E. An audit form, as well as a placement form, will be completed for each new CAC of previous experience and signed off by a union and HR representative and a copy provided to each as well as the new CAC.

- F. All prior service credits will be verified; salary offers will be conditional based on verification by previous employers.
- G. Prior service credit will be maxed at 15 years.

Non-Teaching/CAC positions:

- A. Starting salaries for IPAs, Lab Managers, Librarian(s), Learning and Strategies Coordinator(s), Producer/Media Director(s), Technical Services Associate(s), Equity Instructional Coach(s), Inquiry and Innovation Program Manager(s), and Academic Support Specialist(s) will be based on relevant years of experience and education level and will be comparable to and not greater than the salaries of current bargaining members with the same number of years of experience and at the same salary grade in these positions.
 - 1. An audit will be conducted of the current members in the bargaining unit to establish total years of experience, including prior service and service at IMSA, directly related to the position. An audit form will be completed for degree, previous experience, and IMSA experience and signed off by a union and HR representative and a copy provided to each as well as the new employee.
- B. All prior experience directly relevant to the position for which a new employee is hired is credited as prior service experience.
- C. Full-time counts for one year counts as one year of prior service credit, and part-time counts for the percentage of full-time the person worked.
- D. An audit form and a placement form will be completed for each new employee of previous experience and signed off by a union and HR representative and a copy provided to each as well as the new employee.
- E. All prior service credits will be verified; salary offers will be conditional based on verification by previous employers.

Hard-to-Fill Positions:

- A. Hard-to-fill positions will receive consideration for a one time-sign on payment of up to \$5,000. This will be paid in 2 installments, each \$2500, after the completion of each semester. In addition, management reserves the right to offer a higher salary based on education or experience or for a position requiring a specified education and/or certification in an emerging technology, after consultation with the union.
- B. A list of hard-to-fill positions will be presented to the union leadership on an annual basis no later than March 15th for the following academic school year.
- C. See 8.4 H for prior industry experience credit.
- D. See 8.4 L for maximum prior service credit.

ARTICLE X
EMPLOYEE BENEFITS

10.1 Sick Leave

Full-time employees accumulate twelve (12) sick days 96 hours per fiscal year (on a pro-rated basis for part-time employees) up to a maximum accumulation of 180 days. Sick leave may be taken for mental health reasons. Partial sick leave may be taken in one (1) hour increments. Employees may use accumulated paid sick leave for the following reasons:

1. The employee's own illness/injury and mental health;
2. The employee's own appointments with a health care provider, when such appointments can only be arranged during work hours;
3. To care for an immediate family member (spouse, child, parent, or other immediate family) in the event of their illness/injury or health care provider appointment.

The employee must meet the following conditions in order to qualify for sick leave benefits:

1. The employee must notify the immediate supervisor of the illness as early as possible in advance of the scheduled work time and describe the nature of the illness and expected time of return to employment.
2. Sick day compensation will be paid for the first three (3) days of continuous absence without a physician's statement. A physician's statement may be required for absences in excess of three (3) consecutive days.
3. Absences exceeding three (3) calendar days may fall under FMLA (Policy GBVD). Human Resources will provide the employee with FMLA information upon notification of sick paid leave absence exceeding three (3) days.
4. Employee absences related to the Americans with Disabilities Act (ADA) will be reviewed on a case by case basis.
5. Medical certification will be required for all leaves of ten (10) or more work days, regardless of FMLA coverage.
6. Upon exhaustion of paid sick leave, the employee will be required to utilize any accrued personal time prior to taking unpaid leave.
7. If neither FLMA or ADA applies to an extended sick leave, there is no guarantee of a position if a leave extends beyond the accumulated paid sick leave. If the employee is unable to return to work and the Academy decides the position can no longer be held, the employee's status will be changed to "resigned due to medical reasons."

8. An employee is required to keep the supervisor advised regarding their condition and ability to return to work at least once each week during extended sick leave.
9. Prior to returning to work, the employee must obtain a statement from the treating health care provider stating the date that the employee is able to return to work and perform the essential duties of the position.

Credit for Accumulated Paid Sick Leave

With the exception of employees who are entitled to partial payment for their previously banked pre-1998 sick days, employees are not eligible for payment of unused sick leave upon termination of employment with the Academy, but unused/unpaid sick leave may be converted to additional service credit as allowed under SURS or reciprocal systems.

10.2 Personal Leave

Eligible full-time, non-temporary employees accumulate two (2) personal days per fiscal year (on a pro-rated basis for eligible part-time employees). Scheduling of these personal days must be approved at least 48 hours in advance by the employee's supervisor. The personal days granted the employee must be taken prior to the end of each academic year or they are forfeited.

10.3 Floating Holidays

1. The Academy provides floating holiday benefits to allow employees the opportunity to acknowledge cultural holidays, other state and federal holidays, or other additional time off on days during which IMSA remains open.
2. Floating Holidays are a benefit that is advanced each July 1 but accrued on a pro-rata basis over the course of each fiscal year. All employees hired after July 1 are advanced a pro-rata amount of Floating Holiday time based on start date and fte.
3. All regular full-time and part-time employees receive two floating holidays per year, pro-rated based on start date and fte.
4. Supervisors are encouraged to allow employees to take floating holiday time without requiring calling in, checking e-mail or checking voicemail during that period. Employees are encouraged to schedule this time well in advance, as the scheduled use of floating holiday time is subject to the immediate supervisor's approval.
5. Floating holidays will not be carried over to the next calendar year, nor may they be cashed out if not taken or paid upon termination of employment.

10.4 Paid Parental Leave

4. The Academy provides paid parental leave, which is paid time off to allow new parents (birth, adoptive or foster) to bond with their new child, to all eligible employees.
5. Eligible employees are those who have been employed by the Academy for at least twelve

months and who have worked at least 1,250 hours during the previous rolling twelve month period and must be the biological, adoptive or foster parent. Surrogate mothers and sperm donors are not eligible. However, surrogacy may be eligible for other leave associated with other leave policies. If both parents are employed by the Academy, and are otherwise eligible, both are eligible to receive paid parental leave.

6. Eligible employees will receive four weeks (160 hours) of paid parental leave at 100% of the employee's base rate of pay, prorated according to the employee's status (i.e., FT, PT, etc.). Proof of the birth, adoption or foster placement is required to receive paid parental leave. Additional documentation of proof of eligibility may be requested by Human Resources.
7. Paid parental leave is administered in conjunction with and will run concurrently with the Family and Medical Leave of Absence Policy (Policy GBVD) ("FMLA"). Employees who are not eligible for FMLA leave are not eligible for paid parental leave. However, individuals may be eligible for Unpaid Leave of Absence, pursuant to Policy GULA. Please contact the Human Resources Department for clarification.
8. All paid parental leave must be used consecutively within six (6) months of the birth, adoption, or foster placement. Use of paid parental leave can only be used once in a twelve (12) month rolling period. For 10-month employees, whose consecutive use of paid parental leave would extend into the summer break period, any remaining leave may be used consecutively upon return in the fall.
9. Paid parental leave, which is used in conjunction with available sick, personal and vacation leave must be used first. Multiple births, adoptions or foster placements that occur at the same time do not extend the length of paid parental leave.
10. Paid parental leave is an employee benefit. Employees are not eligible for payment of unused parental leave.

10.5 Bereavement Leave

1. The Academy provides time off with pay to arrange and/or attend funeral and memorial services (or otherwise grieve the loss) of certain family members.
2. All regular, full-time and benefit eligible part-time employees are provided up to five (5) days of bereavement leave following the death of an immediate family member (defined as current spouse, child, step-child, parent, step-parent, sibling, step-sibling, or in-laws) and up to three (3) days of bereavement leave following the death of an extended family member (defined as grandparent, grandchild, aunt, uncle, cousin, niece, or nephew).
3. Employees may be required to provide documentation of a death and the relationship to the deceased before leave time may be approved or paid.
4. An employee must notify their supervisor as soon as possible of their request. Immediate supervisors may approve the use of additional paid (e.g., vacation, personal) or unpaid leave. All paid leave available must be exhausted before unpaid leave is approved.

10.6 Sabbatical Leave

It is the policy of the Academy to allow eligible employees to take paid sabbatical leave to focus on personal and/or professional development, rejuvenation, volunteer, study, research and other professional development activities. Employees eligible for sabbatical leave will be held accountable for the activities or materials they choose to conduct or create during this leave. All intellectual property created during an employee's sabbatical leave falls under the Academy's current Intellectual Property Policy (Cross Reference: GIP/JIP).

Eligibility

1. Faculty may apply for a sabbatical leave after every seven years of continuous full-time service. These employees may apply to take sabbatical leave for one academic semester at full pay or the full academic year at 50% of pay.
2. Employees at director and executive levels are also eligible to apply for sabbatical leave after every seven continuous years of full-time service. These employees may apply to take sabbatical leave for six (6) weeks at full pay or twelve (12) weeks at 50% pay.

3. All other employees are also eligible to apply for sabbatical leave after every seven continuous years of full-time service. These employees may apply to take sabbatical leave for four weeks at full pay or eight weeks at 50% pay.
4. Employees on approved sabbatical leave will receive pay and continued benefits during the period of leave and the standard deductions, including deductions for medical and dental benefits, SURS contributions and 403b voluntary contributions shall continue.

Conditions

1. Employees must be in good standing with the Academy at the time of application for sabbatical leave and at the time sabbatical leave is proposed to start. "Good standing" means that the employee satisfactory performance as evidenced by the most recent annual evaluation or principal recommendations for faculty. Additionally, the employee has not had any unresolved, meaningful performance/behavior problems in the twelve months preceding application for sabbatical leave.
2. Employees who are approved for sabbatical leave must return to the Academy for a period of at least one year immediately following the leave. If the employee does not return for one full year, the Academy shall be entitled to full reimbursement for the salary paid during the sabbatical or a pro-rated portion thereof depending upon the time of departure from the Academy. The amount owed by the employee may be withheld with earnings owned to the employee through payroll deduction, up to the fullest extent permitted by law. By requesting a sabbatical leave, the employee specifically agrees to repay such amounts as provided in this paragraph, and to payroll deduction if the circumstances warrant and allowed by law.
3. In no event will an employee be entitled to any payment for unused sabbatical leave or sabbatical time that has been waived, including upon termination of employment. Sabbatical leave will not be granted in the twelve months prior to an employee's retirement.
4. Employees returning from sabbatical leave are expected to submit a presentation (slide show, written report, video, etc.) to the employee's Cabinet member for review with Cabinet, summarizing the sabbatical leave activities and personal and/or professional benefits and outcomes of the sabbatical and, if requested, to present to the Academy and/or the Board on such report.
5. Employees on sabbatical leave must continue to complete time sheets to report time expended on sabbatical activities. Holidays falling within the sabbatical leave period will not be carried forward and do not extend the sabbatical. However, employees may, if approved, extend the sabbatical leave period with accrued vacation/personal leave time.
6. Unless specifically directed to do so or contacted by a Cabinet level Academy leadership about an emergency Academy-related matter, employees shall not be participating in any work-related activities during a sabbatical leave.
7. When an employee returns from a sabbatical leave, the Academy will return the employee to the employee's same position held before the sabbatical leave or to a similar position that is equivalent in terms of compensation, benefits and hours.

8. A sabbatical leave will not be denied solely because of Academy budget and/or other resource constraints. Notwithstanding anything contained herein, nothing in this policy creates any right or guarantee that a sabbatical request will be approved.

10.7 Unpaid Leave of Absence

1. Requests for unpaid leave of absence must be submitted in writing with explanatory details, to the immediate supervisor and to Human Resources. Each case will be considered independently, and approval will be determined based upon the reason for the leave and the needs of the Academy. Final written approval must be received from the Human Resources Department.
2. Unpaid leaves of absence may be requested for up to one (1) academic year if agreed to by the employee and the Human Resources Department.
3. Employees may request a full or partial (e.g., temporary move from full time to part time status) leave.
4. If approved, the terms of the leave will be documented in an agreement between the employee and the Academy, including terms of reinstatement to prior position and FTE.
5. For full leave, neither paid leave benefits nor service credit will continue to accrue during the unpaid leave of absence. Eligibility for other employer-provided benefits (e.g. medical insurance, dental insurance) will be affected as well, based upon the duration of the leave and conditions will be included within the agreement.
6. For partial leave, paid leave benefits and service credit will continue to accrue at a pro-rated FTE Eligibility and costs for other employer-provided benefits (e.g. medical insurance, dental insurance) will be affected.
7. Failure to comply with the terms of the leave will nullify the agreement. Failure to return to work on the designated date will be considered a voluntary resignation.

10.8 Day of Giving

Employees are eligible to take one (1) paid day of giving each academic year in order to volunteer their time to give back to the community.

10.9 Other Leave Policies

See current Board policies for the Family and Medical Leave Act (FMLA), Domestic Violence Leave, Family Military Leave, and Leave for Jury Duty.

10.10 Tuition Reimbursement

1. Tuition reimbursement applications are available for undergraduate, graduate and (re)certification courses. Eligible employees may submit for tuition reimbursement not to exceed \$1500 for each fiscal year (fall + spring + summer terms). Eligibility requirements include being employed at least half-time (.5 FTE) or more and successful course completion (grade C or

better) during the semester. Completed applications must be received by the Office of Human Resources by the stated deadline and must include (1) an explanation of how the coursework will contribute to individual's professional growth as well as the mission of the Academy; (2) course description(s) from the course catalog of the credit granting institution; (3) a copy of the paid tuition bill; and (4) a copy of a financial statement showing payment being made to the qualifying institution.

2. Any budgeted and unused tuition reimbursement funds may be equally redistributed to applicants for up to a maximum of \$5,000 per person per fiscal year.
3. IMSA is not able to reimburse for coursework paid for with student loans.

10.11 Medical/Dental/Eye/Life Insurance

The Employer shall continue in effect, and the employees shall enjoy the benefits, rights and obligations of the Group Insurance Health and Life Plan applicable to all Illinois State employees pursuant to the provisions of the State Employees Group Insurance Act of 1971 and amended by P.A. 90-65 and as amended or superseded. Employee Health Care Benefits shall be set forth in the Master Contract between the Department of Central Management Services (CMS) and the American Federation of State, County, and Municipal Employees (AFSCME).

ARTICLE XI

SENIORITY AND REDUCTION IN FORCE

11.1 Seniority

Seniority for employees shall be based upon the length of continuous service of each employee in the Academy. A seniority list, by position and/or department shall be established, in consultation with the Council, and a copy emailed to the bargaining unit members on or before February 1 of each year. It shall include the following: Category (teacher or non-teacher), Position (for non-teachers), Department (e.g. English, Science, etc.), and Hire Date.

Seniority shall be computed based on the date of hire or the date the services began using whichever date is earliest. In the event an employee changes category, previously earned seniority shall be applied to the new category for purposes of any reduction in force in the new category.

In the event of equal seniority in the Academy, ties shall be broken according to:

1. Total length of service in the Department;
2. Total length of all service as an IMSA employee;
3. A drawing.

If an employee disagrees with the information on the seniority list, they may request a meeting with the Chief People, Equity, and Culture Officer or their designee within thirty (30) days of the posting of the list. Prior to the meeting, the employee will provide documents showing the disagreement with the seniority list. The decision of the Chief People, Equity, and Culture Officer or their designee shall be final. All information contained in the seniority list for which such a meeting has not been requested shall be final, accurate and not subject to change until the next February 1st.

11.2 Reduction in Force

When the President deems it necessary to reduce the number of full-time employees in the bargaining unit; every effort will be made to make reductions through attrition.

If this is not possible to make sufficient reductions and a further reduction-in-force for full-time employees should become necessary, such shall be effectuated within the following categories by inverse Academy seniority (among employees qualified to perform the remaining jobs) and in accordance with the needs of IMSA, as determined by the Administration and Board of Trustees.

- I. Category
 - A. Teachers
 1. Department
 - B. Non-teaching Staff
 1. Senior Lab Managers

2. Lab Managers
3. Instructional Program Assistants
 - a. Department
4. College and Academic Counselors
5. Academic Support Specialists
6. Learning Strategies Coordinators
7. Librarians
8. Technical Services Associate
9. Producer/Media Directors
10. Equity Instructional Coach
11. Innovation and Inquiry Program Manager

Employees who are removed or dismissed shall be informed of such a decision in a meeting with the Chief People, Equity, and Culture Officer or designee, and a council representative if requested. The employee shall receive a written notice of dismissal by email before the end of the school term, together with the reason therefore.

If there are any vacancies in the bargaining unit for the following school term or within one calendar year from the beginning of the following school term, the positions thereby becoming available within a specific category shall be tendered to the employees so removed or dismissed from that category pursuant to this Article, so far as they are qualified to hold such positions. Electronic notice will be sent to the address given by the laid off employee to the HR Department. The position shall be offered first to the laid off employee with greater seniority who is qualified to hold it. To be eligible for recall, employees must notify the HR Department, in writing, within ten (10) calendar days of the electronically mailing of the notice of recall of the acceptance of any vacant position offered to the employee during the recall period. The employee's failure to notify the HR Department of acceptance of any vacancy shall constitute rejection of the offer of employment. Any employee who rejects an offer of an available full-time position in which they are qualified shall be deemed to have waived his/her recall rights and will no longer be eligible for any other vacant position that becomes available during the recall period.

Unless modified under the Agreement in force at the time the employee returns from layoff, all benefits to which the employee was entitled at the time of their layoff, including seniority, salary placement, unused accumulated sick leave, will be restored to the employee upon their return to active employment and the employee will be placed at the proper salary for the employee's current position according to the employee's experience and education.

ARTICLE XII

DURATION AND RELATED SECTIONS

12.1 No Strike

The Council agrees not to strike, or engage in, or support or encourage any concerted refusal to render full and complete services to IMSA or to support any activity which would disrupt the operations IMSA during the term of this Agreement.

12.2 Severability

If any provision of this Agreement is held to be illegal, it shall be deemed invalid, and all other provisions shall continue in full force and effect. The parties agree to attempt to renegotiate the provision deemed to be invalid.

12.3 Duration

This Agreement shall be effective July 1, 2023 through June 30, 2027.

DocuSigned by:
Dr. Erin W. Roche
D291BE9BB71F4D5...

Dr. Erin W. Roche

Chair, Board of Trustees

Illinois Mathematics and Science Academy

Date 4/15/2024

DocuSigned by:
Michael Hancock
EDE86EB37F87405...

Dr. Michael W. Hancock

President, IMSA Council

Local 604 AFT/IFT

Date 4/11/2024

Appendix C:

PRE-OBSERVATION CONFERENCE FORM

Please complete the information on the form below in writing for the class and the specific lesson that will be observed and bring the form to the pre-observation conference to share with the evaluator. Teachers are expected to review the Danielson rubric and use it to answer the questions below as completely as possible.

Name:

Date of Meeting:

Date of Upcoming Observation:

Class being Observed:

Mod:

Planning and Preparation

- A. Provide a brief description of the context of this lesson. What was done to prepare the students for the lesson? What will occur after this lesson? [1a]
- B. Describe your students' current level of learning (knowledge and skill). Describe students with either unique behavior and/or academic needs that the evaluator should be aware of prior to the observation? What interventions will be used to address these needs? [1b]
- C. What are the learning targets for the lesson? How will you communicate the targets to the students? [1c]
- D. Describe the resources you plan to use for this lesson and/or what resources the students will use? [1d]
- E. Describe the learning activities that will be used and explain how they are related to the instructional goal. Why did you decide on these instructional strategies for this lesson? How have you differentiated instruction based on students in the class? [1e]
- F. Describe the assessment criteria that will be used to demonstrate mastery of the learning targets. Include formal and informal assessments conducted by you or the students. Describe your use of assessments for planning purposes. [1f]

Additional questions/topics you may want to consider including in your write-up to help you reflect upon your best practices in a particular component can be found below.

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- What prerequisites skill or knowledge do students need to complete this lesson effectively?
- What are the anticipated areas of student misunderstanding? What are the issues/misconceptions you continually deal with then working with this topic/lesson?
- What are your pedagogical approaches that are used in this lesson? Do they demonstrate your familiarity and use of a wide range of content-related pedagogical approaches?

Component 1b: Demonstrating Knowledge of Students

- What is your knowledge of the learning process?
- How have you incorporated your knowledge of student's interests and cultural heritage?
- How have you addressed the individual needs of students?

Component 1c: Setting Instructional Outcomes

- Are your targets written in the form of student learning/student friendly language?
- Do your targets allow for valid/reliable assessment? Explain.
- How are the targets connected to previous and future learning in the discipline?
- Are your targets suitable for diverse learners?
- What do you do when students do not meet your targets?

Component 1d: Demonstrating knowledge of Resources

- How have you extended your professional skill and knowledge of the resources for classroom use?
- How have you incorporated these knowledge/skills into the classroom?

Components 1e: Designing Coherent Instruction

- How does your plan reflect a clear course towards meeting your goals/targets for the lesson?
- How do you plan to engage students in high-level cognitive activity?
- How do you plan to differentiate for students at dissimilar levels?
- Are your instructional groups varied appropriately, with some opportunity for student choice?

Components 1f: Designing Student Assessments

- How have you ensured that your assessments were clear, effective and aligned to the instructional outcomes?
- How do students monitor their own growth/progress in your class? Were the assessments developed with student input? If so, how?
- How will student assessments be used to plan future instruction for individual students? (what do we do if students learn, what do we do if they do not?)

POST OBSERVATION REFLECTION FORM

Please answer the following questions prior to our Post-Observation meeting and submit via email to your assigned evaluator at least 24 hours in advance. The post-observation conference will revolve around components observed in the lesson, but will also articulate components that are more holistic in nature with regards to the Danielson framework. It is recommended and you are strongly encouraged to bring any supporting data or examples to the post observation conference.

Name:

Date of Meeting:

Date of Class Observed:

Class Observed:

I. Reflection [4a]

- A) Providing evidence, explain why you believe that the observed lesson either achieved or did not achieve its instructional outcomes. Please provide any assessment results (including formative) to show how you came to this conclusion.
- Based on your reflection, what would you change in the lesson specific to that class?
 - What about the observed lesson particularly pleased you?
 - What type of flexibility or responsiveness did you demonstrate during the lesson?

II. Professional Responsibilities

- B) Describe the methods you use to maintain accurate records for student completion of assignments, student progress in learning and non-instructional record keeping (attendance, discipline) [4b]. How do students contribute to this process?
- C) Describe how you communicate with families and the purpose of your communications [4c]. How do students contribute to this process?
- D) Please list your involvement in school activities and professional communities during your current evaluation cycle [4d].
- E) What professional development activities were you involved in during or within your current evaluation cycle [4e]?
- F) Please share an example of how you demonstrate acting in service of students [4f].

Employee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

TEACHER OBSERVATION FORM

Name:

Date:

Observation Summary:

Domain 1: Planning and Preparation

1a: Applying knowledge of content and pedagogy



1b: **Knowing and valuing students**



1c: Sets instructional outcomes



1d: Using Resources Effectively



1e: Planning coherent instruction



1f: **Designing and analyzing assessments**



Domain 2: Classroom Environment

2a: **Creates respectful and affirming environments**



2b: **Fostering a culture for learning**



2c: Maintaining purposeful environments

-
- 2d: Supporting positive student behavior
-
- 2e: Organizing spaces for learning
-

Domain 3: Instruction

- 3a: Communicating about purpose and content
-
- 3b: **Uses questioning and discussion techniques**
-
- 3c: **Engages students in learning**
-
- 3d: Using assessment for learning
-
- 3e: Responding flexibly to student needs
-

Domain 4: Professional Responsibilities

- 4a: Engaging in reflective practice
-
- 4b: Documenting student progress
-
- 4c: Engaging families and communities.
-
- 4d: **Contributing to school community and culture.**
-
- 4e: **Growing and developing professionally.**
-
- 4f: Acting in service of students.

The following section should be used by the evaluator to provide feedback to the teacher on areas of strength and/or opportunities for growth based on the overall evaluation. Evidence does not need to be provided for each and every component or domain. However, the evaluator should clearly identify with which component each of the stated areas of strength and opportunity for growth are aligned.

Strengths:

Opportunities for Growth:

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

*Signature indicates that the teacher has received this feedback and there has been a post conference meeting. The signature does not necessarily indicate agreement with the evaluation

SUMMATIVE TEACHER EVALUATION FORM

Name:

Date:

Please rate the teacher in each of the following areas and provide evidence and an explanation after each rating

Domain 1: Planning and Preparation

Rating: Unsatisfactory

Needs Improvement

Proficient

Excellent

1a: Applying knowledge of content and pedagogy

-

1b: **Knowing and valuing students.**

-

1c: Sets instructional outcomes.

-

1d: Using Resources Effectively.

-

1e: Planning coherent instruction.

-

1f: **Designing and analyzing assessments.**

-

Explanation of Rating (use Danielson language):

Domain 2: Classroom Environment

Rating: Unsatisfactory Needs Improvement Proficient Excellent

2a: Creates respectful and affirming environments.

-

2b: Fostering a culture for learning.

-

2c: Maintaining purposeful environments.

-

2d: Supporting positive student behavior.

-

2e: Organizing spaces for learning.

-

Explanation of Rating (use Danielson language):

Domain 3: Instruction

Rating: Unsatisfactory Needs Improvement Proficient Excellent

3a: Communicating about purpose and content.

-

3b: Uses questioning and discussion techniques.

-

3c: Engages students in learning.

-

3d: Using assessment for learning.

-

3e: Responding flexibly to student needs.

-

Explanation of Rating (use Danielson language):

Domain 4: Professional Responsibilities

Rating: Unsatisfactory

Needs Improvement

Proficient

Excellent

4a: Engaging in reflective practice.

-

4b: Documenting student progress.

-

4c: Engaging families and communities.

-

4d: Contributing to school community and culture.

-

4e: Growing and developing professionally.

-

4f: Acting in service of students.

-

Explanation of Rating (use Danielson language):

The following section should be used by the evaluator to provide feedback to the teacher on areas of strength and/or opportunities for growth based on the overall evaluation. Evidence does not need to be provided for each and every component or domain. However, the evaluator should clearly identify to which component each of the stated areas of strength and opportunity for growth are aligned.

Strengths:

Opportunities for Growth:

Rating by Domain

	Unsatisfactory	Needs Improvement	Proficient	Excellent
--	----------------	-------------------	------------	-----------

Domain 1				
Domain 2				
Domain 3				
Domain 4				

Final Overall Rating:

Does Not Meet Expectations

Meets Expectations

Exceeds Expectations

Exceeds Expectations	No more than one domain rated as Proficient, with the remaining domains rated as Excellent or all 4 domains rated as Excellent.
Meets Expectations	No more than one domain rated Needs Improvement, with the remaining domains rated Proficient or Excellent
Does Not Meet Expectations	Two or more domains rated as Needs Improvement or any one domain rated as Unsatisfactory.

Any additional comments, if applicable, will be attached to this form and placed in the employee’s personnel file.

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

*Signature indicates that the teacher has received this feedback and there has been a post conference meeting. The signature does not necessarily indicate agreement with the evaluation

Table A

<u>Step</u>	<u>BA</u>	<u>MA</u>	<u>MA+30</u>	<u>EdD/PhD</u>
1	56,000	59,000	60,500	62,000
2	57,750	60,750	62,250	63,750
3	59,500	62,500	64,000	65,500
4	61,250	64,250	65,750	67,250
5	63,000	66,000	67,500	69,000
6	64,750	67,750	69,250	70,750
7	66,500	69,500	71,000	72,500
8	68,250	71,250	72,750	74,250
9	70,000	73,000	74,500	76,000
10	71,750	74,750	76,250	77,750
11	73,500	76,500	78,000	79,500
12	75,250	78,250	79,750	81,250
13	77,000	80,000	81,500	83,000
14	78,750	81,750	83,250	84,750
15	80,500	83,500	85,000	86,500
16	82,250	85,250	86,750	88,250

17	84,000	87,000	88,500	90,000
18	85,750	88,750	90,250	91,750
19	87,500	90,500	92,000	93,500
20	89,250	92,250	93,750	95,250
21	91,000	94,000	95,500	97,000
22	92,750	95,750	97,250	98,750
23	94,500	97,500	99,000	100,500
24	96,250	99,250	100,750	102,250
25	98,000	101,000	102,500	104,000
26	99,750	102,750	104,250	105,750
27	101,500	104,500	106,000	107,500
28	103,250	106,250	107,750	109,250
29	105,000	108,000	109,500	111,000
30	106,750	109,750	111,250	112,750
31	108,500	111,500	113,000	114,500
32	110,250	113,250	114,750	116,250
33	112,000	115,000	116,500	118,000
34	113,750	116,750	118,250	119,750

35	115,500	118,500	120,000	121,500
36	117,250	120,250	121,750	123,250
37	119,000	122,000	123,500	125,000
38	120,750	123,750	125,250	126,750

Table B: New Hires and Hard to Fill FY24

<u>Step</u>	<u>BA</u>	<u>MA</u>	<u>MA+30</u>	<u>EdD/PhD</u>
1	56,000	59,000	60,500	62,000
2	57,750	60,750	62,250	63,750
3	59,500	62,500	64,000	65,500
4	61,250	64,250	65,750	67,250
5	63,000	66,000	67,500	69,000
6	64,750	67,750	69,250	70,750
7	66,500	69,500	71,000	72,500
8	68,250	71,250	72,750	74,250
9	70,000	73,000	74,500	76,000
10	71,750	74,750	76,250	77,750
11	73,500	76,500	78,000	79,500
12	75,250	78,250	79,750	81,250
13	77,000	80,000	81,500	83,000
14	78,750	81,750	83,250	84,750
15	80,500	83,500	85,000	86,500
16*	82,250	85,250	86,750	88,250

<i>17</i>	<i>84,000</i>	<i>87,000</i>	<i>88,500</i>	<i>90,000</i>
<i>18</i>	<i>85,750</i>	<i>88,750</i>	<i>90,250</i>	<i>91,750</i>
<i>19</i>	<i>87,500</i>	<i>90,500</i>	<i>92,000</i>	<i>93,500</i>
<i>20</i>	<i>89,250</i>	<i>92,250</i>	<i>93,750</i>	<i>95,250</i>

**Steps 16-20 are for hard-to-fill positions*

Table C2023-2024 CO-CURRICULAR ACTIVITIES- STIPENDS BY GROUPS

YEARS	1	2-3	4-5	6-7	8-9	10-11	12	13	14	15	16	17	18	19	20
Group 1	\$ 3,332	\$ 3,599	\$ 4,031	\$ 4,755	\$ 5,708	\$ 6,392	\$ 7,159	\$ 7,374	\$ 7,595	\$ 7,823	\$ 8,057	\$ 8,299	\$ 8,548	\$ 8,804	\$ 9,069
Group 2	\$ 2,772	\$ 2,994	\$ 3,353	\$ 3,957	\$ 4,748	\$ 5,318	\$ 5,956	\$ 6,134	\$ 6,318	\$ 6,508	\$ 6,703	\$ 6,905	\$ 7,112	\$ 7,325	\$ 7,544
Group 3	\$ 2,520	\$ 2,722	\$ 3,049	\$ 3,596	\$ 4,316	\$ 4,834	\$ 5,414	\$ 5,576	\$ 5,744	\$ 5,916	\$ 6,094	\$ 6,276	\$ 6,465	\$ 6,658	\$ 6,859
Group 4	\$ 2,212	\$ 2,389	\$ 2,676	\$ 3,157	\$ 3,789	\$ 4,244	\$ 4,752	\$ 4,896	\$ 5,042	\$ 5,193	\$ 5,349	\$ 5,509	\$ 5,675	\$ 5,845	\$ 6,020
Group 5	\$ 1,652	\$ 1,784	\$ 1,998	\$ 2,358	\$ 2,829	\$ 3,169	\$ 3,549	\$ 3,656	\$ 3,765	\$ 3,879	\$ 3,995	\$ 4,115	\$ 4,238	\$ 4,366	\$ 4,496
Group 6	\$ 1,008	\$ 1,089	\$ 1,219	\$ 1,439	\$ 1,727	\$ 1,933	\$ 2,166	\$ 2,231	\$ 2,297	\$ 2,367	\$ 2,437	\$ 2,511	\$ 2,586	\$ 2,663	\$ 2,744

Group 1

Math Team – Head Coach (1 assistant)

Science Olympiad – Head Coach (1 assistant)

Group 2

Model UN – Head Coach

Chess Team – Head Coach

Scholastic Bowl – Head Coach (1 assistant)

Speech Team – Head Coach

Math Team – Assistant Coach

Debate Team – Head Coach

Group 3

Acronym – Head Coach

Yearbook – Head Coach

Science Olympiad – Assistant Coach

Mu Alpha Theta – Head Coach

Scholastic Bowl – Assistant Coach

American Computer Science League – Head Coach

Group 4 NA**Group 5**

Chess Team – Assistant Coach

Group 6

Science Olympiad Support Assistant

Speech & Debate Support Assistant

Table D FY24 Salary Grades

FY 24			
7/23 to 6/24 - CPI 2.1			
Exempt			
GRADE	MIN	MID	MAX
H	\$ 124,635.51	\$ 155,794.39	\$ 186,953.27
G	\$ 111,610.00	\$ 139,512.50	\$ 167,415.00
F	\$ 99,708.41	\$ 124,635.51	\$ 149,562.61
E	\$ 88,927.47	\$ 111,159.33	\$ 133,391.20
D	\$ 79,144.65	\$ 98,930.82	\$ 118,716.98
C	\$ 70,232.55	\$ 87,790.69	\$ 105,348.82
B	\$ 62,130.71	\$ 77,663.39	\$ 93,196.06
A	\$ 54,597.36	\$ 68,246.70	\$ 81,896.04

Non-Exempt			
GRADE	MIN	MID	MAX
8	\$ 60,483.07	\$ 71,156.55	\$ 81,830.04
7	\$ 52,793.92	\$ 62,110.49	\$ 71,427.07
6	\$ 46,215.62	\$ 54,371.31	\$ 62,527.01
5	\$ 40,197.08	\$ 47,290.68	\$ 54,384.28
4	\$ 37,461.61	\$ 44,072.49	\$ 50,683.36
3	\$ 34,725.28	\$ 40,853.27	\$ 46,981.26
2	\$ -	\$ -	\$ -

IMSA Experience/Degree Audit Form-Teacher/CAC

The purpose of this form is to document all years of experience and degrees credited to new teachers and/or CACs. This form must be typed.

Teacher/CAC Name:

Date:

Hire Date:

Degrees: Note degree conferred, institution, dates of attendance, date degree conferred

Previous Experience: Note job title and organization, dates of employment, followed by years of experience.

For Teachers:

Full Time Teaching:

Part-time/Adjunct Teaching: (1 semester class = 1/8 year)

TA Experience: (1 semester class = 1/8 year)

Relevant Industry Experience:

Total years:

For CACs:

Academic, College, and Admissions Counseling

Total years:

Union Representative Signature

HR Representative Signature

A copy of this signed form will be kept in HR, given to the Union, and given to the employee to be reviewed. The new employee will have 30 calendar days from receipt of this form to acquire verification from their previous employer of all experience. Employment verification will be acquired through Verifent here: <https://app.verifent.com/TEV/Delivery>

IMSA Experience/Degree Audit Form – Other Positions

The purpose of this form is to document all years of experience and degrees credited to members of the bargaining unit in positions other than teacher or CAC. This form must be typed.

Name:

Date:

Hire Date:

Degrees: Note degree conferred, institution, dates of attendance, date degree conferred

Previous Relevant Experience: Note job title and organization, dates of employment, followed by years of experience.

Total years:

Union Representative Signature

HR Representative Signature

A copy of this signed form will be kept in HR, given to the Union, and given to the employee to be reviewed. The new employee will have 30 calendar days from receipt of this form to acquire verification from their previous employer of all experience. Employment verification will be acquired through Verifent here: <https://app.verifent.com/TEV/Delivery>

IMSA Experience/Degree Placement Form-Teacher/CAC

The purpose of this form is to document the placement of Teachers and/or CACs based on applied education and years of experience. This form must be typed.

Teacher/CAC Name:

Date:

Hire Date:

Applied Highest Degree(s) and/or additional credits:

Applied Years of Previous Experience:

Applied Years of IMSA Experience:

Step from Table:

Degree Column from Table:

If National Board Certification, the Expiration Date:

Salary:

Fiscal Year:

Union Representative Signature

HR Representative Signature

A copy of this signed form will be kept in HR, given to the Union, and given to the employee to be reviewed.

The purpose of this form is to document the placement of members of the bargaining unit in positions other than teacher or CAC based on applied education and years of experience. This form must be typed.

Name:

Date:

Hire Date:

Applied Highest Degree(s):

Applied Years of Previous Experience:

Applied Years of IMSA Experience:

Salary Grade:

Salary:

Fiscal Year:

Union Representative Signature

HR Representative Signature

A copy of this signed form will be kept in HR, given to the Union, and given to the employee to be reviewed.

Payment Rates for Supplemental Assignments

Currently hourly rate:

- 2023-2024: \$42/hour
- 2024-2025: \$44/hour
- 2025-2026: \$46/hour
- 2026-2027: \$48/hour

Class Coverage

Overload: 20% of teachers salary prorated for time of coverage

Tier 1 Coverage: \$100/mod for coverage by a faculty member of the same discipline or same field if applicable or at Principal's discretion. If the mod schedule were shortened by 40% or more, compensation would be adjusted to \$50/mod.

Tier 2 Coverage: Coverage by a faculty member who is not in the same discipline or same field if applicable. This also includes coverage by a faculty member who combines their class.

- 2023-2024: \$42.00/mod
 - \$21.00/mod if the mod schedule were shortened by 40% or more
- 2024-2025: \$44.00/mod
 - \$22.00/mod if the mod schedule were shortened by 40% or more
- 2025-2026: \$46.00/mod
 - \$23.00/mod if the mod schedule were shortened by 40% or more
- 2026-2027: \$48.00/mod
 - \$24.00/mod if the mod schedule were shortened by 40% or more

Additional Assignment Rates

Team Coordinator:

- 2023-2024: \$6,300.00
- 2024-2025: \$6,400.00
- 2025-2026: \$6,500.00
- 2026-2027: \$6,600.00

SIR Project: \$1000/project (Limited to 3/year)

Independent Study: \$1000/course/semester

Summer SIR Management: Current hourly rate (limited to hours established by administration)

Summer SIR Projects: Currently hourly rate (up to 160 hours and requires pre-approval)

SRELO: Current hourly rate (Up to 160 hours)

EXCEL: Current hourly rate (Up to 140 hours)

Summer School Coordinator for Mathematics: Current hourly rate (Up to 70 hours)

AMC/AIME Competition Manager: Current hourly rate (Up to 35 hours)

Placement Grading: Current hourly rate (Up to certain hour based on discipline)

Writing Specialist for summer tutor training: Current hourly rate

Preview Day: Current hourly rate

Student Orientation: Current hourly rate
Summer Curriculum Work: Current hourly rate
Mission and Impact Programs: Current hourly rate
Digital Commons: Current hourly rate

Other

National Board Certification: \$3000/year
Band/Orchestra Teacher Stipend: \$12,000.00
Choir Teacher Stipend: \$6,000.00

Co-curriculars in Table C and additional assignment stipends in Appendix A will increase each year by half of the annual percentage increases the Personal EAF appropriations, with the exception of where the increase is already outlined. The increase will be no more than 2.5% with a minimum of 1%.