

**District 65 Educators' Council
of the Evanston/Skokie School District 65
Evanston, Illinois
Most Recent Offer (Corrected) - November 2, 2016**

Overview

The District 65 Educators' Council (DEC) has been meeting with the District 65 School Board's team to reach a new professional agreement since February 17, 2016. We represent over 700 early childhood, K-5 and middle school teachers who serve the children and classrooms of Evanston/Skokie. We have actively participated in 20 meetings to date (15 negotiations sessions and 5 sessions with a federal mediator). In spite of DEC's voiced concerns and against prior district practice, the School Board and Superintendent chose early on not to participate at the bargaining table. Our teachers saw their failure to actively engage and operate in a collaborative manner to be lacking in respect for the teachers' working conditions and the students' learning conditions. Eventually, the Superintendent joined the bargaining table on August 15, 2016, and the School Board President on September 7, 2016.

Although we have finally seen the Superintendent and the School Board President at the bargaining table and have had 5 sessions with the federal mediator, the teachers have not seen movement that is sufficient to our needs and to the needs of our students. The children of Evanston/Skokie deserve a high quality education, and our teachers are the ones who are on the front lines fighting for students and classrooms.

The ability to engage in effective planning is of high importance to our teachers - it enables them to better address the student concerns of our diverse population, communicate with parents and staff, create engaging and differentiated lessons, and work with their departments and teams. It seems that "Cabinet" level administrators and School Board members have either forgotten what it is like to be a teacher in the classroom or do not comprehend that all of this work needs to be accomplished in order to deliver daily, high quality, instruction for children. The Superintendent and School Board President identified daily planning time for all teachers as a "significant concession" to be addressed three (3) years from now. Our teachers see it as essential.

The Superintendent has repeatedly told the Evanston/Skokie community that he has frozen "Cabinet" level administrator salaries for the 2016-2017 school year. What is not

communicated to our community members is that this is **after** increasing some of their salaries by as much as 28% in the previous two school years. In addition to these substantial raises in salary and in spite of the Board's financial claims, they have continued to lavish administrators and other Central Office personnel with bonuses, annuities, car allowances, assistants, trips, and flexible schedules. While services for students have been cut (ie, reading support for struggling students) and monies for teaching assistants are not available, the Board has been spending tax dollars on consultants as well as making other questionable expenditures.

According to the Board's team, the salaries of our teachers account for only 49.1% of all district operating funds. For a school district whose motto is "Every Child, Every Day, Whatever It Takes," it seems that tax dollars are often spent far away from District 65 classrooms. While reading support for children was cut in 2015-2016, the School Board chose to spend \$50,000 on a consultant to replicate the work of the Business Office. While classrooms are bulging with 26 first graders and there is no money to assist with the class size, the Board chose to send many administrators on a recent trip to Texas. While our teachers often pay for school supplies, work in classrooms on weekends and give of their time outside of school for community and school events, the Board has allowed "Cabinet" level personnel flexible "work from home" schedules. While the Superintendent and School Board have reduced their own meetings because of the heavy workload, they are averse to do the same for our teachers.

DEC continues to bargain in good faith with the Board and will continue to do so until an agreement is reached. We have listened to the Board's arguments about its financial position and other areas of importance to them. For the sake of our students and our community, the District 65 Educators' Council will continue to serve the students, families and community members of Evanston/Skokie and work toward a fair and meaningful agreement.

Article I.A: Recognition

DEC Position: Add Head Start teachers to the recognition portion of our contract.
DEC Rationale: Head Start teachers need to be included in the recognition portion of our contract and throughout the rest of the contract due to a Memorandum of Understanding signed on June 3, 2013.
Cost: No additional cost over current practice.

Article IV.M: Council and Teacher Rights

DEC Position: Increase the DEC Council days to 28. The Council continues to pay for the cost of any needed substitutes.
DEC Rationale: Since 2000, the numbers of DEC members has increased from 550 teachers to over 700 teachers. Council days are needed in order for members to attend conferences and participate in the work of the Council. The current contract allows for 20 days and this is not sufficient.
Cost: No additional cost over current practice.

Article IV.T: Council and Teacher Rights

DEC Position: The DEC Council President shall be part of the interview team for building principals/administrators.
DEC Rationale: The long-standing practice of the DEC President participating on the interview team ended with the current Administration. Adding this language and returning to the previous practice will give a global perspective to the interview process.
Cost: No additional cost over current practice.

Article VIII, A: Teaching Hours and Differentiated Workload

DEC Position: Adjust the maximum classroom pupil contact minutes to 1450 minutes per week from current 1462 classroom pupil contact minutes. Team meetings shall be planned and led by the teachers and not led by administrators or supervisors. The teacher workday shall end 15 minutes after the end of the student day.
DEC Rationale: This would increase Fine Arts for K-5 teachers to 5 days per week. Also, 1450 classroom pupil contact minutes would allow for 5 40-minute planning periods per week for K-5 teachers. Team meetings, particularly at K-5, are being over-managed by administrators and supervisors. Teachers need autonomy in determining the use of their own planning time. The end of the teacher workday is currently ambiguous. This is being taken advantage of by administrators and supervisors who, often even without consultation, are scheduling teachers for meetings outside

the school day.
Cost: Approximately 1.1% over current teacher salary costs

Article VIII. B.1: Teaching Hours and Differentiated Workload

DEC Position: Incorporate Head State Memorandum of Understanding throughout the contract.
DEC Rationale: Head Start teachers need to be included per the Memorandum of Understanding signed June 3, 2013.
Cost: No additional cost over current practice.

Article VIII.B.3: Teaching Hours and Differentiated Workload

DEC Position: K-5 teachers, including teachers with caseloads, shall be provided with five (5) days of continuous, planning time. Teachers shall have a limit on the number of meetings during the planning time in order to provide unscheduled and unassigned time. Teachers will provide input in the scheduling of meetings during their planning time related to meetings for IEPs, Rtl and 504 plans. Teachers with caseloads will be provided assistance to develop a schedule that meets the contract language regarding continuous, planning time. Every reasonable effort shall be made to equitably distribute caseload minutes.

DEC Rationale: K-5 Teachers currently receive planning time only 4 days out of the week. Middle school, magnet school, and early childhood teachers receive daily planning time and K-5 teachers need it as well. Adding the 5th day of planning will address the needs of K-5 teachers and their classrooms. This will mean greater consistency and affect, in a positive way, both teaching and learning. Input in scheduling meetings should be an agreed upon date and time. This is a straightforward way to exhibit respect for the time and talents of all teachers. Teachers who manage caseloads need greater assistance in the scheduling of students. DEC has found some of these teachers with little or no consistent planning time.

Cost: This cost is in Article VIII.A.

Article VIII.B.4: Teaching Hours and Differentiated Workload

DEC Position: Eliminate .5 contact at middle school. Planning time should be continuous and unassigned.
DEC Rationale: The previous contract included a half-contact of student contact,

supervision or support for all middle school teachers. DEC has surveyed our teachers and they consider this time to be unproductive. The district eliminated foreign language at 6th grade years ago and has replaced it with “advisory.” Teachers believe that this time for students should be put to better use by providing them with an actual class and that it will increase student college and career readiness. There are many teachers who are doing “advisory” instead of being used in their content area. It is not a class and has no curriculum. There is also little or no consistency regarding this half contact. In addition, many of our middle school teachers are high-school certified. In order to remain competitive, the class load of middle school teachers needs to remain competitive as well.

Cost: The district controls the schedules of teachers. Any additional teachers needed could be compensated in accordance with our contract which provides teachers with \$2000 per trimester for a 7th class.

Article VIII.B.5: Teaching Hours and Differentiated Workload

DEC Position: Clarify which teachers are considered in this category and define those teachers as teachers who do not provide classroom pupil contact minutes.

DEC Rationale: Teachers who provide direct instruction to students should be considered part of the K-5 Teacher category. These teachers work in a K-5 building and provide instruction to K-5 students. All teachers at Early Childhood receive the same planning time. All teachers at middle school receive the same planning time. All K-5 teachers should receive the same planning time as well. By defining All Other Teachers as teachers who do not provide classroom pupil contact minutes, K-5 special education, reading, speech, OT’s, PT’s and ESL teachers will receive sufficient planning time in accordance with K-5 classroom teachers.

Cost: No additional cost over current practice.

Article VIII, C: Teaching Hours and Differentiated Workload

DEC Position: Teachers who travel should not be scheduled to start at early buildings and end at late buildings.

DEC Rationale: Teachers who travel between buildings should not have a different workload from other teachers simply because they work at two (2) or more schools.

Cost: No additional cost over current practice

Article VIII.K: Teaching Hours and Differentiated Workload

- DEC Position:** Teachers shall be scheduled for faculty meetings no more than twice per month except for during months of Curriculum Night and Parent/Teacher Conferences. During those months, there shall be only one faculty meeting. Faculty meetings shall be no more than seventy-five (75) minutes. Meetings shall start no later than 15 minutes after the end of the student school day. Teachers shall be given a master calendar with the dates of the faculty meetings by September 15. No dates for faculty meetings shall be changed after September 15.
- DEC Rationale:** In the 21 Century, most communication is electronic in nature and the amount of professional responsibilities that teachers now have has greatly increased. Therefore, to address teacher workload, faculty meetings, after a full day of teaching, should be able to be accomplished within (75) seventy-five minutes. In addition, teachers should have access to the dates of meetings in order to plan responsibilities ahead of time.
- Cost:** No additional cost over current practice.

Article VIII.S: Teaching Hours and Differentiated Workload

- DEC Position:** Participation by teachers in school events that occur beyond the regular work day, other than Curriculum Night, is voluntary. The Board and the Council recognize that there are multiple avenues to demonstrate evidence of distinguished professional practice.
- DEC Rationale:** Teachers are asked to attend an unlimited amount of meetings and events outside of normal teaching hours. Teachers regularly attend and volunteer for numerous additional school events outside of the regular work day. Those who are not able to attend are often disciplined or downgraded within Domain Four of their professional practices evaluation. There are many ways that teachers can demonstrate their professionalism during the work day.
- Cost:** No additional cost over current practice

Article VIII.T: Teaching Hours and Differentiated Workload

- DEC Position:** Four (4) early release days per year shall be set aside for professional planning.
- DEC Rationale:** Teachers need this time set aside for data analysis and recording, team/individual planning for group instruction, student growth planning, preparing data for parent meetings, grading, etc. The time should not be used for building meetings or administrator-led

programs. Early release days shall apply to all schools in the district.

Cost: No additional cost over current practice.

Article X: Reduction in Personnel

DEC Position: Follow the D65 Joint Reduction in Force Committee recommendations and revise language to meet current state guidelines.

DEC Rationale: The Joint Committee worked to create agreements that would be included in this contract to address current state guidelines. We believe that these agreements should be honored.

Cost: No additional cost over current practice.

Article XII.F: Teacher Evaluation

DEC Position: Non-tenured and Head Start probationary teachers in their first two years shall be formally observed 3 times per year. Non-tenured and Head Start probationary teachers after their second year, at reasonable intervals, shall be formally observed two times and informally observed one time

DEC Rationale: Head Start teachers need to be included in the recognition section of our contract and throughout the rest of the contract due to the Memorandum of Understanding signed June 3, 2013. First and second year teachers should receive the benefit of pre-conferences and post-conferences with their evaluators in order to improve their practice. All formal observations must follow protocol because they are standardized, fair, equitable and informative for teachers.

Cost: No additional cost over current practice.

Article XII.G: Teacher Evaluation

DEC Position: Incorporate Head Start Memorandum of Understanding language for evaluation procedures. There should be three (3) formal observations for tenured teachers who have received "Need Improvement" or "Unsatisfactory".

DEC Rationale: Tenured teachers who receive an "Unsatisfactory" rating are placed on a Remediation Plan for 90 days. Such teachers need pre-conferences and post-conferences with their evaluators in order to improve their practice. Informal observations do not allow required pre and post conferences.

Cost: No additional cost over current practice.

Article XII.H: Teacher Evaluation

- DEC Position:** Informal observation tools to be used by principals and other evaluators shall be approved by the Joint Evaluation Committee.
- DEC Rationale:** An informal observation is not a standardized form of evaluation, and this creates inconsistency among different evaluators. Teachers are required by contract to know who will evaluate them and which tools will be used for their evaluation. Currently, teachers do not have knowledge of the informal observation instruments being used but should know what is expected of them. This Joint Evaluation Committee would be able to create and agree to consistent (standardized) informal tools that will be clear, fair and equitable.
- Cost:** No additional cost over current practice.

Article XII.Q.7: Teacher Evaluation

- DEC Position:** Consulting teachers shall be paid at a rate of \$250 per month.
- DEC Rationale:** Currently the cost is \$150 per month. This is inadequate and out of line with comparison districts. Consulting teachers are working with a colleague who has an intense professional assistance plan. The consulting teacher's duties include: meeting outside of the work day, assisting in creating and analyzing the plan, providing guidance for formal observations, day to day lesson planning, using assessments to drive instruction, and using feedback from the evaluator to improve practice. This work is above and beyond the required contractual work day.
- Cost:** The cost would be an additional \$100 per month.

Article XV.N: Leaves

- DEC Position:** Delete DEC President term restrictions.
- DEC Rationale:** Our membership has changed our by-laws. The Council believes that it has the right to govern itself and determine its own leadership.
- Cost:** No additional cost over current practice.

Article XVII.B: Professional Compensation and Related Provisions

- DEC Position:** Add Head Start teacher language to Part-time Tenured Teacher Compensation.
- DEC Rationale:** This language should be incorporated based on the Memorandum of Understanding signed on June 3, 2013
- Cost:** No additional cost over current practice.

Article XVII.K: Insurance

DEC Position: Health insurance decreases by 1% (one percent) except for PPO.
DEC Rationale: Teachers should share in the recent decrease in insurance premiums
Cost: No additional cost over current practice.

Article XVII.N: Professional Compensation and Related Provisions

DEC Position: Add Head Start teacher language to Tuition Reimbursement portion of the contract.
DEC Rationale: Incorporate the language of the Head Start Memorandum of Understanding signed on June 3, 2013.
Cost: No additional cost over current practice.

Article XVII.S: Track Movement

DEC Position: Proficient rating or higher shall be substituted for Excellent rating. Restrictions on part-time, non-tenured teachers moving to Tracks IV and V shall be removed. Teachers may be reimbursed up to \$300 per credit hour. Track Movement Committee Co-Chairs will be present during Verification and Appeals Committee meetings.
DEC Rationale: Changes reflect the current practice and the agreements with the Joint Evaluation Committee regarding ratings. In addition, teachers who are part-time should be able to move through the track system if they meet the necessary requirements. Even though the reimbursement rate is proposed to increase, there still is a cap on the total amount a teacher can receive in a year. This cap remains the same. Co-Chairs being present at the time of the Track Movement Application Reviews will enable committee members to ask questions while reviewing portfolios. As the education field is constantly changing, teachers continue to grow their professional practice in order to meet the needs of a diverse population of students. These suggested changes will provide adequate incentives for teachers to continue their professional practice.
Cost: Based upon our track system, there would be no increase based upon the inclusion of part-time teachers until four (4) years out.

Article XVII.Y: Professional Compensation and Related Provisions

DEC Position: Teachers shall be paid \$1.00 per minute for late bus supervision when a bus is more than 15 minutes late.
DEC Rationale: When a bus is beyond 15 minutes late, the bus company pays to the district a \$50 penalty for each reported incident. Teachers are

the ones providing supervision for the late buses so they should be the ones receiving the compensation.

Cost: Teachers currently receive no payment for bus duty beyond the 15 minutes of regular bus duty (for which they receive no compensation). This would increase their compensation by \$1.00 per minute.

Appendix E: MEMORANDUM OF UNDERSTANDING

DEC Position: Incorporate language in order to settle a prior grievance changing Instructional Leadership Teams to School Instructional Teams. The rate of reimbursement for summer work shall be increased to adequately compensate teachers for the amount of work being done.

DEC Rationale: This language is a part of a Grievance Settlement and should be incorporated into the contract language. The amount of work that is required by the members of the School Instructional Team has increased greatly and the amount of time spent planning for the committee work over the summer has increased. Therefore, the compensation should be commensurate with the amount of work.

Cost: An additional cost of one sub per school. Subs are currently paid at a rate of \$105 per day.

Appendix F: Stipends

DEC Position: Increase stipends at various amounts based upon activity. Add to the existing stipend list.

DEC Rational: The rates for stipended work are not keeping up with comparison districts. We are not staying competitive and teachers are coaching and providing leadership in other districts that compensate at a much higher rate. In addition to teachers, DEC has heard from administrators and supervisors who are having difficulty recruiting teachers to do curriculum work for the current district rate of \$20 per hour. In 2015-2016, an administrator was paid a stipend of \$13,000 to serve as District Athletic Director. Leaders of district-wide departments such as Music, Drama, PE, World Languages, Art and Library received a \$1500 stipend.

Cost: Varies by the level of utilization for new stipends. Increases range from \$5 - \$500 per existing activity. The leaders of district departments such as Music, Art, Drama, PE, World Languages and Library would receive the \$500 increase.

Compensation - Base, Step, Track

DEC Position: A one year agreement with 1% increase on the base salary, all eligible teachers receive step movement, and all eligible teachers receive track movement

DEC Rationale: The District's Strategic Plan aims to create a thriving workforce and to build a culture that recognizes and rewards the dedication and excellence of our teaching staff. This will maximize the likelihood of attracting and retaining the best teachers. Teachers have seen an increase in workload and expectations in the last four years. In order to meet the needs of a diverse student population, teachers need to continuously collaborate and plan in order to implement innovative, quality and rigorous instruction. We must offer a salary schedule and provide an infrastructure that is competitive and addresses the skill and knowledge of our teachers.

Cost: 3.3% over current teacher salary costs