Agreement
between

THE UNIVERSITY OF CHICAGO

and the

FACULTY ASSOCIATION

of the

UNIVERSITY OF CHICAGO LABORATORY SCHOOLS

American Federation of Teachers

Local 2063

July 1, 2019 - June 30, 2023
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ARTICLE I.

Recognition

The University of Chicago Laboratory Schools, a unit of the University of Chicago (the “Employer”) recognizes the Faculty Association of the University of Chicago Laboratory Schools, Local 2063, American Federation of Teachers (the “Association”) as the sole collective bargaining agent with respect to the determination of wages, hours and other terms and conditions of employment for all regularly scheduled (including regular part-time) professional employees of the Laboratory Schools (including Nursery-Second (N-2), Lower (LS) Middle (MS) and High Schools (HS)). Included in this bargaining unit for this agreement are head teachers, assistant teachers, classroom teachers, special area teachers, school counselors, college counselors, learning coordinators, academic specialists, service learning coordinators, librarians, department chairpersons, and faculty-on-special-assignment. It excludes Director, Associate Director, Principals, Assistant Principals, Director of Student Services, Executive Directors/Directors, Academic Dean, Dean of Students, Athletic Director, student teachers, school nurses, IT employees, administrative assistants, clerical employees, administrative employees, security, maintenance and operations employees, supervisors as defined in the National Labor Relations Act, and all other employees.

ARTICLE II.

Definitions

A. Unless otherwise specified in this Agreement the terms “teacher” and “faculty” shall include all those employees in the bargaining unit. All provisions of this Agreement shall apply to all teachers with the following exceptions:

Article VII, Section F (Teaching Load and Assignments), and Sections M and N (Personnel Policy) will not apply to assistant teachers.

B. Unless otherwise specified in this Agreement the term “Schools” shall be understood to mean the Laboratory Schools of the University of Chicago.

C. The term “individual Faculty” as used in this Agreement refers to any of the Faculties N-2, LS, MS, HS.

D. The Fall Quarter begins the first day of Planning Week and ends the school day before Winter Break. The Winter Quarter begins the school day following Winter Break and ends the school day before Spring Break. The Spring Quarter begins the school day following Spring Break and ends the weekday before Summer Break.

ARTICLE III.

The Laboratory Schools Board

The Association, through its President, shall have the right to communicate its concerns about the Schools in writing to the Chairman of the Board of the Laboratory Schools, which writing shall be distributed by the Chairman of the Board to other Board members. The President of the Association may also make a written request to the Chairman of the Board for permission to appear before the Board to make an oral statement.
ARTICLE IV.
Continuation of Faculty Committees

Nothing in this Agreement shall be construed as precluding the operation of the individual Faculties and advisory or consultative committees of teachers and administrators in the Schools, assuming that no such committee shall operate so as to conflict with the Employer's recognition of the Association as the sole collective bargaining agent with respect to the determination of wages, hours and other terms and conditions of employment for employees in the bargaining unit.

ARTICLE V.
Equal Opportunity Statement

The Employer shall not discriminate in employment on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability or veteran status.

ARTICLE VI.
No Strike - No Lockout

During the term of this Agreement and any extension thereof:

A. The Employer shall not lock out its employees, and

B. No employee covered by this Agreement, nor the Association, nor any person acting on behalf of the Association shall ever or at any time engage in, authorize, or instigate any picketing, any recognition of any picket line at the Employer's premises, any strike, slowdown, or other refusal to render full and complete services to the Employer, or any activity whatsoever which would disrupt in any manner in whole or in part the operation of the Laboratory Schools.

ARTICLE VII.
Working Conditions

A. Academic Freedom

1. It is the intent of the parties to assure that teachers enjoy academic freedom in the Schools. Academic freedom shall mean that teachers are free to present instructional materials which are pertinent to the subject and level taught, within the outlines of appropriate course content and within the planned instructional program, as determined by normal instructional and/or administrative procedures and as finally approved by the Administration of the Schools. Academic freedom shall also mean that teachers shall be entitled to freedom of discussion within the classroom on all matters which are relevant to the subject matter under study and within their areas of professional competence, assuming that all facts concerning controversial issues shall be presented in a scholarly and objective manner, and assuming that all discussion shall be maintained within the outlines of appropriate course content, be pedagogically justifiable, and be subject to the standards of good taste.
2. It is the intent of the parties that this Section shall not apply to routine differences of opinion or disagreements among the faculty or between the faculty and the Administration regarding curriculum, methodology, selection of materials, or conduct of classroom teaching, and shall not apply to criticisms and critical analysis resulting from the normal evaluation of classroom teaching performance, but shall be utilized only to process claims that academic freedom, as defined in paragraph 1 above, has been clearly and positively breached by some specific, definite act or order of the Administration of the Schools.

3. Nothing in this Agreement is intended to or shall have the effect of inhibiting or limiting the right of any teacher from expressing, in a professional manner, his or her views with respect to any educational matter relating to the Schools.

B. Personnel Files

1. The designee/s of the Director shall maintain each faculty member’s personnel files in a manner which will reasonably guarantee their confidentiality. Access to a faculty member’s file shall be limited to:

   a. The faculty member, and, if the faculty member so desires, a representative to accompany him/her.

   b. The Director

   c. The designee/s of the Director

   d. The Director, Human Resources

   e. The principal or principals under whom the faculty member is working or may be working.

   f. A designee of the faculty member presenting separate written authorization for each and every specific examination of file requested.

2. If a faculty member, or a designee as described above, requests to see the faculty member’s file:

   a. The Director, Human Resources shall review its contents.

   b. Confidential documents from the outside agencies related to the faculty member’s initial employment (e.g., college placement folders) shall be placed in an envelope marked “Not to be opened by the teacher to whom these contents refer.” The teacher, or the designee, shall not have access to the contents of this envelope.

   c. Evaluative statements written prior to September 1972, shall be dealt with as follows:

      i. Those from administrators and supervisors who are no longer with the Schools (former Directors, principals, department chairpersons, etc.) will be destroyed, unless said administrator or supervisor has given permission for inclusion of the evaluation in the teacher’s open file.
ii. Those from administrators and supervisors who are now in the employ of the Schools will be returned to their authors with the option either to have them destroyed or returned, without change, to the faculty member’s file.

d. All documents in the faculty member’s file, except those in the envelope marked “Not to be opened by the teacher to whom these contents refer,” shall be made available for examination by the faculty member, or the designee, upon reasonable and timely request to the Director, Human Resources and in the presence of the Director, Human Resources, or her/his designee. The faculty member may make copies of these documents at the faculty member’s own expense.

e. A faculty member shall have the right to see the personnel file within seven (7) business days after making a request to see the file.

3. A copy of any evaluative material shall be given to the faculty member, and the faculty member shall have the opportunity to respond to it within ten (10) working days of receipt, prior to insertion of material in the file.

4. A faculty member shall have the right to have statements attached to material in the file and to add materials to the file.

5. All material relevant to the making of evaluative judgments regarding any faculty member and all materials concerning the conduct and performance of a faculty member shall be placed in the Director’s faculty member file, which is the subject of this Section.

6. If the faculty member and Administration agree that certain material can be removed from the file, it shall be removed.

C. Faculty Participation

The Administration recognizes the desirability and need for regular consultation with the faculty in areas of mutual interest. Therefore, the Administration will meet with the All Schools’ Council to discuss any issue or policy relating to the Schools, which may be of concern to either the Administration or the Faculty. Such meetings will be planned in advance and held at least quarterly and shall be subject to the provisions of Article IV. The Director and Faculty Association shall establish a representative Steering Committee whose members shall plan and provide leadership for all meetings.

The Administration and Faculty Association agree that there is an appropriate role for the faculty in the decision-making processes of the Laboratory Schools. Furthermore it is agreed that it is useful to describe the responsibilities of the various faculty bodies and leadership positions, as well as to articulate the processes by which the faculty participates in decision-making. These responsibilities and processes are included in the annually updated Faculty Handbook. Appropriate administrative and faculty representatives shall decide upon modifications or changes of the processes.

D. Room Assignments, Set Up, and Space Use

1. Barring unusual circumstances that could not have been reasonably foreseen, by May 1 the Administration shall notify faculty members, especially those who use extensive equipment (e.g., science, art), if the Administration plans to change their
room assignments. Appropriate administrators will consult with each teacher involved before effectuating decisions on space allocation.

2. In some special circumstances where room setup is unusually complicated and/or out of the ordinary, teachers and, where necessary, assistant teachers will be allowed up to three (3) paid work days during the summer. The rate shall be $200 in 2019-20; $206 in 2020-21; $214 in 2021-22; and $222 in 2022-23.

3. Faculty members whose workspaces (classrooms, offices, etc.) face disruptions (e.g. floor replacement, major infrastructure changes, etc.) will be given sufficient notice, packing materials, and assistance so that their professional equipment and materials and personal belongings can be appropriately packed and stored.

4. Faculty members shall be informed in a timely manner when the room to which they have been assigned will also be used for auxiliary programming (i.e. Extended Day Programs) outside of the normal school day.

5. Faculty members whose classrooms are occupied by such auxiliary programs, may request (after informal attempts to resolve the matter with the appropriate auxiliary program representative have been deemed unsatisfactory) a meeting with the appropriate division Principal, the Director or Director’s designee, the auxiliary program representative and a representative of the Faculty Association to discuss the matter and seek appropriate resolution.

E. Letters of Appointment

Unless inconsistent with other provisions of this Agreement, all non-probationary faculty members will receive their individual employment contracts by the first day of Winter Quarter and must return them by February 1. Those faculty members who need additional time to resolve other employment alternatives, may, subject to the consent of the Director, indicate conditional acceptance of the contract, which must be finalized no later than April 15. Faculty members in their probationary period will receive their contracts on the last day of the Winter Quarter and must return them by the end of the first week of the Spring Quarter.

F. Teaching Load and Assignments

1. The primary responsibilities of teachers at the Schools are those related to the classroom instructional program and the needs of individual students.

2. Workload Balancing

   a. In its planning for the number of sections and for staffing, the Administration of the Laboratory Schools shall endeavor to balance class sizes and teacher loads. The factors that comprise a teacher’s load include the combination of the number of different preparations, the number of student contact hours, and the total number of students. Additional factors that comprise the overall workload include frequency of assignments requiring correction and evaluation, necessity to organize physical space and materials, frequency of progress and grade reports, and total time needed for preparation for class meetings.

   b. Teachers whose teaching loads vary significantly from what is typical for the grade level or department will report that concern to their grade level or department chairs, their principal(s), and to a representative of the Faculty
Association. The teacher, the grade/department chair and a representative of the Faculty Association will then meet within two (2) working days with the appropriate principal to examine the concern and seek resolution. Seek resolution means that the Administration, the Faculty Association, the grade /department chair and the teacher will engage in a pre-decision dialogue with deference to the opinions of others, a willingness to share relevant information and openness to being convinced. When the aggregate combination of the various factors exceeds the typical teaching load, the Administration will consider an adjustment in the teacher’s workload. If one factor is excessive, other factors may be reduced to keep the overall load within a reasonable range.

3. In general, faculty members will be assigned no more than three (3) lesson preparations. Exceptions will be made when peculiarities of subject matter and staffing require it.

4. **Workload for Classroom Teachers.** The general workweek for each teacher is forty (40) hours, although it is recognized that this may vary from week to week. A teacher’s workweek includes formally scheduled time, such as: teaching and supervision periods, faculty and committee meetings, parent conferences, student club meetings, and attendance at open houses and other occasional special school events. 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, extra student help time, professional development activities, communication with parents, meetings with colleagues, staffings, proctoring exams, and writing recommendations. Faculty may allocate their unscheduled time to accomplish these and other tasks necessary for them to perform their job properly. Teachers recognize the need for collaboration with other members of the faculty and administrators as well consultation with both students and parents.

5. **Student Contact Time.** Student contact time is determined by the nature of the position, varying job requirements of the divisions and departments, and past practice. Under no circumstances will assigned contact time exceed thirty (30) hours. Student contact time shall include: classroom instruction, student conferences, supervision of independent study, supervision of students during homeroom periods, supervision in the cafeteria, halls and outdoor play areas, general supervision in and around the Schools, sponsorship and supervision of clubs and student activities, proctoring exams, and chaperoning field trips or school events. The Faculty Association will be formally represented in discussion with faculty concerning schedules and workload that could lead to an increase in student contact time. Should the Administration contemplate increasing a teacher’s student contact time, the Administration will meet with the Faculty Association and seek agreement concerning the proposed increase prior to implementing (i.e. reaching a final decision on) any increase in student contact time. For purposes of this paragraph, “seek agreement” means that the Administration, the Faculty Association and the teacher will engage in a pre-decision dialogue with deference to the opinions of others, a willingness to share relevant information and openness to begin convinced.

6. **Workload Description for Learning and Counseling Department Faculty Members**

a. **Learning Coordinators** - Learning Coordinators provide information, consultation and guidance regarding individual student learning differences and accommodations. Their responsibilities may include individual or group
meetings with students, parents, faculty, and counselors, coordinating support for students, supporting teachers in the implementation of accommodations in the learning environment, creating learning profiles for students with learning challenges, and making referrals for diagnostic testing. This is not intended to be an exhaustive list of job responsibilities.

i. Learning Coordinators serving in Nursery–2nd grade and Lower School conduct diagnostic learning screenings.

ii. Learning Coordinators serving in the Middle School may serve as advisors and will have no supervision duties in excess of advisory duties.

iii. Learning Coordinators serving in the High School may serve as advisors and will be released from hall and cafeteria supervision. They will be assigned one evening chaperoning event.

b. School Counselors - School Counselors serve the community in support of the academic and social emotional experience of all learners. Their responsibilities may include consulting and collaborating with parents, teachers, learning and counseling members, and administration about student support, providing individual and small group counseling support, and providing support during in-school crisis. This is not intended to be an exhaustive list of job responsibilities.

i. School Counselors serving in Middle School are released from weekly tutorial and seminar periods and may not serve as advisors.

ii. School Counselors serving in High School will meet their responsibilities, including academic advising, within the following guidelines:

   (a) They are released from cafeteria and hall supervision and may not serve as advisors.

   (b) They will be assigned one evening chaperone event.

   (c) They conduct four (4) advisory programs per grade level.

c. College Counselors – College Counselors’ responsibilities may include supporting students and parents in the college selection process, guiding faculty members and administrators in aiding students and families in the process, and representing Lab and its students to college representatives. In addition, College Counselors host college-related meetings and aid with student schedule changes in support of students’ college selection process. This is not intended to be an exhaustive list of job responsibilities. College Counselors’ responsibilities will be met within the following guidelines:

i. Full-time College Counselors are placed on a 10-month contract.

ii. Evening obligations for each College Counselor will be limited to eight (8) per year.

iii. College Counselors are released from cafeteria and hall supervision.
iv. College Counselors may not serve as advisors.

v. College Counselors may schedule five (5) summer break days for college advising.
d. **Curriculum Support Teacher** - The Curriculum Support Teacher is a resource for students and teachers in grades three and four. Their responsibilities may include modeling full-class lessons; co-teaching and working with small groups of learners; providing general support as well as enrichment; designing, planning, and implementing units and lessons in language arts, math, and social studies. This is not intended to be an exhaustive list of job responsibilities.

e. **Testing Coordinator** - The Testing Coordinator’s responsibilities include organizing the administration of standardized testing from 3rd - 12th grade; coordinating the schedules, room assignments, and proctors for standardized tests; managing and securing testing materials; collaborating with faculty, learning coordinators, and the administration. This is not intended to be an exhaustive list of job responsibilities.

f. **Academic Specialists** - Academic Specialists provide support services to students in N-2 and the Lower School in all areas of academic learning, whose responsibilities may include collaborating and consulting with teachers, parents, Learning Coordinators, outside professionals, and administrators to facilitate student learning; providing in class and small group support and/or instruction; assessing, monitoring, and documenting student progress; planning and preparing for instruction in reading; and progress monitoring. This is not intended to be an exhaustive list of job responsibilities.

7. **Caseload Guidelines for Learning & Counseling Department Faculty Members**

a. **Nursery–2**

i. Learning Coordinators with 120 assigned students will be considered to have a full caseload.

ii. Academic Specialists with groups of students who receive in-class support and 26 assigned students who receive intensive support will be considered to have a full caseload.

b. School Counselors with 150 assigned students will be considered to have a full caseload.

**Lower School**

i. Learning Coordinators with 120 assigned students will be considered to have a full caseload.

ii. Academic Specialists with groups of students who receive in-class support and 26 assigned students who receive intensive support will be considered to have a full caseload.

iii. School Counselors with 150 assigned students will be considered to have a full caseload.
c. **Middle School**
   
   i. Learning Coordinators with 60 assigned students who have documented learning challenges will be considered to have a full caseload.
   
   ii. School Counselors with 160 assigned students will be considered to have a full caseload.

d. **High School**
   
   i. Learning Coordinators with 60 assigned students who have documented learning challenges will be considered to have a full caseload.
   
   ii. School Counselors with 150 assigned students will be considered to have a full caseload.
   
   iii. College Counselors with 80 assigned students will be considered to have a full caseload.

e. **Process for Resolving Caseload Concerns**
   
   When the caseload of a Learning and Counseling faculty member exceeds the full caseload as indicated in Article VII.F.7, an administrator, a faculty association representative, or the faculty member may submit a meeting request to the principal to address the workload concern. Within five (5) school days of receipt of the meeting request, the Director of Student Services, the Principal, the Learning and Counseling Chair, a faculty association representative, and the faculty member will meet to address the workload concern. Within twenty (20) school days, the parties will agree to a plan to address the faculty member’s workload concern.

8. **Workload for Librarians.** Librarians are responsible for library services which may include but are not limited to curricular support and instruction, collection development, cataloging, reference assistance for students and faculty, readers’ advisory for students and faculty, scheduling and organizing spaces, and collection maintenance. In addition, librarians may also organize reading promotion programs and organize and promote author visits.
   
   a. High School Librarians serve the entire high school population that will not exceed a ratio of 1 librarian to 325 students. They are exempt from daytime supervision duties. High School Librarians shall not be assigned an advisory.
   
   b. Middle School Librarians serve the entire middle school population that will not exceed a ratio of 1 librarian to 240 students. They are exempt from cafeteria supervision. Middle School Librarians shall not be assigned an advisory.
   
   c. Lower School Librarians serve the entire lower school population that will not exceed a ratio of 1 librarian to 216 students.
   
   d. N-2 Librarians serve the entire N-2 school population that will not exceed a ratio of 1 librarian to 360 students. They provide library services which may include but are not limited to an oral storytelling program for all
kindergarten, first, and second grade students as well as library classes for all second grade students, and reference services for parents and administrators.

9. Workload Description for High School and N-8 Service Learning Coordinators

a. The High School and N-8 Service Learning Coordinators’ duties may include the following: planning and implementing community engagement programming across all schools, grades N-12. The service-learning coordinators develop and maintain partnerships with community organizations, plan Middle School service-learning trips through advisory, and organize large-scale days of service for students and families N-12.

b. In the High School, the Service Learning Coordinator directs the 10th grade Year of Service program, co-organizes the 10th grade retreat, works with teachers to integrate community-engaged learning initiatives into course curricula, and serves as a High School advisor.

c. In grades N-8, the Service Learning Coordinator, in addition to developing and implementing the service-learning portfolio for N-8 and supporting teachers with classroom integration, serves as an 8th grade advisor as well as leads both a Middle School seminar and an elective course focusing on community engagement and service.

d. This is not intended to be an exhaustive list of job responsibilities

10. Workload Description for Special Area Teachers in Physical Education, Science, Art and Music, and Computer Science

a. The workload of a special area teacher in Physical Education (PE), Science, Art, or Music will continue according to the nature of the position, varying job requirements of the divisions and departments, and past practice.

b. When the number of students assigned to a PE, Science, Art, or Music faculty member who teaches solely in the Lower School or Nursery-2nd Grade (N-2) exceeds 192 students, an administrator, a Faculty Association representative, or the faculty member may submit a meeting request to the principal to address the concern.

c. Within five (5) school days of receipt of the meeting request, the Principal, the Department Chair, the faculty member, and a Faculty Association representative will meet to address the workload concern. Within twenty (20) school days, the parties will agree to a plan to address the faculty member’s workload concern.

d. The workload of a special area teacher in Computer Science in the Lower School will continue according to the nature of the position, varying job requirements of the division and department, and past practice.

11. Assignment to cafeteria supervision, hall supervision and Middle School tutorial and assembly will not exceed an average of two hours a week in any quarter for any teacher. Effective in the 2019-20 academic year, assignment to Middle School and High School lunch supervision will not exceed an average of twice per month for any teacher. Assignment to sponsorship and supervision of clubs will not normally exceed an average of one (1) day a week and will never exceed an average of two
(2) days a week in any academic year for any teacher. Classroom instruction will not exceed five (5) courses a week for any teacher in the Middle School and four (4) courses a week for any teacher wholly assigned those courses in the High School. Five-minute passing time for each classroom assignment will be considered to be classroom instruction time and will attach to the classroom instruction time of the receiving teacher.

12. A teacher who is assigned to supervise a Middle School or High School Advisory will be assigned no more than four (4) additional courses in the Middle and High Schools. The role of an advisor is to provide support, guidance, and mentorship to students and their parents. The weekly classroom obligation of a Middle School advisor will be no greater than a regularly scheduled classroom obligation at the given grade level. As part of this weekly classroom obligation, a Middle School advisor will be scheduled either to sponsor an activity period or participate in an assembly period during any given week.

13. Assignment of cafeteria supervision, hall supervision, Middle School tutorial and assembly, and the chaperoning of students at School sponsored social events will be equitably distributed, although it is understood that equal rotation of such assignments may not be feasible or possible. A schedule of such assignments will be periodically posted.

14. The schedules of part-time teachers shall be proportional to the fractions of full-time they are employed.

15. If the Administration requires a faculty member’s presence before or after the academic year as established by the school calendar, the teacher shall be paid additional salary proportionate to that received during said academic year, with the exception of summer curriculum grants. Effective in the summer before the 2019-20 academic year, Learning Coordinators will be entitled to up to ten (10) days of summer per diem work. Additional days may be granted with the approval of the Director of Student Services.

16. The Schools will make reasonable efforts to avoid scheduling part-time and full-time teachers with classroom teaching or cafeteria or hall supervision at both the beginning and end of the school day.

17. a. Both parties recognize not only the value of co-curricular activities (such as May Project, Rites of May, Arts Fest, class trips or retreats, and the camping program), but also the need for faculty participation in determining how best to provide a varied co-curricular program, while balancing the faculty member’s time demands for classroom instruction and related activities. Participation in these programs is encouraged. Since they are voluntary, no faculty member shall be evaluated negatively or otherwise penalized if participation is not chosen.

b. A teacher who has one or more classes canceled because of the camping program (6th grade camp, 7th grade camp, and/or 8th grade class trip) may be required to substitute up to his/her normal load. The Administration will make every effort to assign teachers not participating in the camping program in areas of their subject matter competence. In the absence of such assignments the Administration will assign teachers to classes in other subject areas or to other comparable professional assignments. Whatever the assignment, both the regular and the substitute teacher will be notified
of the substituting assignment at least five (5) working days in advance, whenever possible. For all classes thus not covered, the existing policy for securing substitutes will be followed.

18. When there are evening parent conferences, the class schedule will be reduced by at least forty percent (40%) on the day of the conferences or the day following.

19. Unless otherwise agreed to between the Administration and the Association, or unless otherwise required by law, the number of faculty attendance days shall not exceed 179.

G. Administrative Work

Faculty on assignment to do administrative work as part of their workload shall continue to be paid according to their position on the faculty salary scale.

H. Faculty Work

Qualified faculty members shall fill co-curricular and extra-service positions if they can be found. The positions will be posted in accordance with the procedure described in Article XII. Written job descriptions shall be used as a guide for determining qualifications. Faculty members with relevant experience shall be consulted in developing job descriptions.

When faculty cannot be found to fill advisory, co-curricular or extra-service position positions, the Administration may fill them with qualified non-faculty employees of the Schools provided that, after consultation with the Faculty Association, it is determined that a good faith effort to find a faculty member was undertaken.

I. Teaching Assignment Procedure

1. The Administration will inform Department Chairs of the staffing projections for the following year by the end of the first week of the Spring Quarter, and about scheduling by April 15.

2. The Administration will confer with the Department Chairs to determine recommendations for teaching assignments within departments for the following academic year. These recommendations will be formalized no later than May 15.

3. A faculty member in N-2 and Lower School may submit recommendations for his/her teaching assignment for the following academic year in writing to his/her principal by the end of the first week of the Spring Quarter.

4. Each faculty member will be notified in writing of his/her tentative assignment for the next academic year by the last day of school, unless specific circumstances prevent such notification, in which case notification shall be given no later than August 1.

5. A faculty member may request reconsideration of all or a part of the assignment by submitting a written request for reconsideration to the Administration within one (1) week 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 Administration, after taking into account the reasons advanced by the faculty member, will notify the faculty member in writing of the assignment within two (2) weeks of the request for reconsideration. The assignment will then be final and not subject to further review except by agreement between the Administration
and the faculty member. In the event of a change in assignment after the start of the academic year, the faculty member will be given as much advance notice as is feasible, and the reconsideration and review procedure will be accordingly expedited.

6. Department Chairs will be notified of their appointments to those positions no later than April 15.

7. Within five (5) working days of receiving information that a faculty position will be vacant the following year, the opening shall be posted so that internal candidates may request a change in assignment. (Candidates currently filling permanent positions will not be required to re-apply through the University’s on-line application procedure.)

8. If an existing position becomes vacant either within two weeks prior to the first day of school or during the school year, the Administration may fill the position with either a long-term substitute for the duration of the school year or a hire who will begin the three-year probationary process.

9. The Faculty Association acknowledges the shared value of providing transition time to long-term substitutes prior to a faculty member’s leave of absence. The Administration will provide, to the extent feasible, transition time to the long-term substitutes in advance of a faculty member’s long-term absence to discuss the instructional program for students.

J. Administrators Teaching

1. An academic administrator with prior N-12 teaching experience and who is qualified (as determined by the Director and the Department Chair in consultation with the department) shall be eligible to teach with the understanding that there will be no reduction in teaching sections available to faculty and no qualified faculty member will be prevented from having a full teaching load. Before the decision is finalized, the Faculty Association will be notified.

2. The Director and the Department Chair will annually discuss the teaching performance of the administrator to determine continued service in that role.

K. Athletic Program

1. The Administration acknowledges that the athletic program will function consistent with the academic mission of the Schools.

2. Coaches who are faculty members shall have an advisory role in the hiring of the Athletic Director.

3. The Faculty Association will appoint up to three (3) members on the Athletic Advisory Council as long as the advisory group continues its role.

L. Class Size

Class sizes within the Schools are set as indicated in the following paragraphs. Class size limits are described as “full” or “maximum”. “Full” designates the normal class size limit. “Maximum” designates the upper class size limit that can be used to accommodate priority applicants as defined by the Laboratory Schools. The Administration will consult with the Faculty Association and the teacher affected before exceeding the “full” class size limit in N-
2, Lower and Middle Schools. In the High School the Administration will consult with the teacher to be affected before a 24th student is placed in a class, and will notify the Faculty Association whenever the “full” class size limit is being exceeded, whereupon the Faculty Association may initiate consultation.
1. Nursery School classes are set at 22 (full) and 23 (maximum).

2. Kindergarten classes are set at 23 (full) and 24 (maximum).

3. Primary School classes are set at 23 (full) and 24 (maximum).

4. Lower School classes are set at 23 (full) and 24 (maximum).

5. Ensemble classes in the Music Department will be staffed with more than one teacher as determined by the Music Department Chair and Administration. Ensemble classes may exceed the class size limit of 24.

6. Middle School classes are set at 23 (full) and 24 (maximum). Effective in the 2020-21 academic year, Middle School classes are set at 22 (full) and 23 (maximum). Every effort will be made to balance class sizes among the different sections of the same course in the Middle School, whenever possible.

7. High School classes are set at 23 (full) and 24 (maximum). Every effort will be made to balance class sizes among the different sections of the same course in the High School, whenever possible.

   a. Effective in the 2020-21 academic year, the following class size limits will apply:

      i. High School English classes are set at 18 (full) and 20 (maximum).

      ii. High School Analysis and Composition classes are set at 15 (full) and 17 (maximum).

      iii. High School Early World History classes are set at 20 (full) and 22 (maximum).

8. The need for workstations and/or special equipment may limit the number of students in other classes including but not limited to fine arts, computer science, and science labs.

9. The Administration recognizes the importance of class size in teaching World Languages especially in the early years, and will endeavor to balance World Language class sizes by grade level.

10. The Administration will confer with the music department to review the need for additional support in music ensemble sections that have more than 24 students in grades 5-8.

11. As soon as enrollment numbers at a grade level exceed 6 sections, the Faculty Association will be notified in writing.

12. Unless specifically stated in the contract, all courses and classes are subject to the class size agreement as stated in Article VII, Section L, of the current contract. During the term of the contract, any department or grade level may petition the appropriate principal with its request for a variation of a specific class size. If agreement is reached, a joint recommendation will be made to the Director. If there is not agreement, a faculty member and a representative of his/her choice could request a meeting with the Director and respective principal to further discuss the issue.
13. Resource classes shall not exceed six (6) students.

M. Personnel Policy Respecting Persons Employed Prior to January 1, 1983: Senior Faculty and Senior Part-time Faculty

The following policy and procedures are applicable only to persons employed prior to January 1, 1983:

1. Senior Part-time Faculty:

   If a Senior Part-time Faculty is offered full-time employment at the Laboratory Schools, this person shall become a Senior Faculty -- that is, shall acquire Full-time Senior Faculty Status -- without further need for evaluation. If, however, the shift to full-time employment is specified in writing as being for a single year or less (such as covering another faculty on leave) then the faculty member shall return to Senior Part-time status at the expiration of this specified period.

2. A Full-time Senior Faculty may request a change to Senior Part-time status. The request must be made in writing to the Director. Such a request will or will not be granted at the sole and exclusive direction of the Director acting in the best interest of the Schools. The Director’s decision will be final and dispositive of the request and shall not be grievable under this Agreement. Any such changes in status shall be voluntary on the part of Full-time Senior Faculty.

N. Personnel Policy Respecting Faculty Hired After December 31, 1982

1. Three-Year Probationary Period

   A newly hired faculty member will be probationary for a period of three (3) full academic years, during which time she/he may be terminated for any reason (other than for a reason proscribed by Article V or for exercising any right described in Article VIIA) and without recourse at the end of any academic year upon written notice prior to the end of the Winter Quarter of that academic year. Unless a position is open because a teacher is on leave and expected to return, all newly hired faculty members will begin the probationary period, and will not have to subsequently re-apply for the same position.

2. Definition and Timing of Observations and Formal Evaluations

   During the probationary period stipulated above in Article VII.N.1, the Principal, or in a faculty member’s second or sixth probationary year, any Evaluating Administrator (defined as Principals, Assistant Principals, Deans of Teaching and Learning, Deans of Faculty, Director of Student Services) or any other administrator mutually agreed to by the Association and the Administration, and a peer evaluator will formally evaluate the teacher during the Fall and Winter Quarters of his/her first two years, and then in the Fall Quarter only during the third year. In place of the Principal, the Director of Student Services will evaluate Learning and Counseling Department members in their first and third years. In addition, probationary teachers will undergo a series of formal observations that will inform a Principal’s formal evaluation. The following procedures for formal evaluation of probationary teachers will apply.
a. By October 1, the following will occur:
   
i. The Administration will inform Principals, Grade Level Chairs, and Department Chairs as to which faculty members will be evaluated during the school year. The list will consist of all probationary faculty members and faculty members in their sixth year of service.
   
ii. The Grade Level Chair or Department Chair, in conjunction with the faculty member being evaluated will select a Peer Evaluator.
   
iii. The Principal, in conjunction with the Grade Level Chair or Department Chair will ensure that the faculty member being evaluated has a peer evaluator.
   
b. By October 15th, the following will occur:
   
i. Principals will familiarize the faculty member being evaluated with the evaluation plan.
   
ii. The Principal and the peer evaluator will meet to discuss the evaluation forms and process.
   
c. Peer evaluations, along with formal observations will be delivered to the Principal at least two (2) weeks before the end of the Fall Quarter. Peer evaluators and observers may wish to discuss their work with the Principal before this deadline.
   
d. Principals will complete and forward their evaluations, with the peer evaluation and other observations, to the Director, Human Resources, one (1) week before the end of the Fall Quarter.
   
e. For probationary faculty members, there will be a second evaluation in each of the first (2) years. Peer evaluations, along with all formal observations will be delivered to the Principal at least two (2) weeks before the end of the Winter Quarter. Peer evaluators and observers may wish to discuss their work with the Principal before this deadline.
   
f. Principals will complete and forward their evaluations, with the peer evaluation and other observations, to the Director, Human Resources, one (1) week before the end of the Winter Quarter.
   
g. The criteria and the forms to be used in these evaluations are specified in the Appendix “Faculty Evaluation Policy.”
   
h. Formal observations may continue to be conducted at any time after the formal evaluation has been completed.
   
i. Evaluating Administrators or any other administrator mutually agreed to by the FA and administration may conduct the evaluation during the second year and the sixth year unless there are documented concerns, in which case a Principal will address those concerns, because the Association and Administration recognize the importance of the direct supervisor, i.e., a Principal’s, evaluation in such cases.
3. **Formal Observation Procedure.** Formal observations will be conducted as follows: evidence will be collected during an observation of an entire lesson, teaching period or other appropriate period for non-teaching faculty, and recorded on a faculty observation form. Each formal observation will be followed by a collaborative conference between the faculty member and the observer. For scheduled observations, a pre-conference discussion may be appropriate. Trained peer evaluators, department or grade level chairs, and Evaluating Administrators may conduct formal observations.

4. **Formal Evaluation Procedure.** The annual evaluation summary consists of all evidence collected during the probationary period, such as: observation evidence, professional development evidence, and/or documentation reflecting collaboration with other faculty members, from a colleague or mentor (during the 4th – 6th years), gathered over the course of the year. Evidence may also include information gathered by the faculty member or Evaluating Administrator, such as student or parent feedback, special projects or committee work, and special awards or recognitions. The Evaluating Administrator completes the annual evaluation for every probationary faculty member.

5. **Mentors.** A probationary faculty member will consult with his/her assigned mentor during the probationary period. The mentor and mentee are expected to develop a relationship based upon strict confidence.

6. **Successful Completion of Probationary Period.** Upon successful completion of the probationary period, a faculty member will be offered a three-year rolling contract, during which period she/he may be terminated at any time only for cause (including incompetence), or at the end of any academic year upon one (1) year’s notice because of curtailment of any academic program or reduction in staff. The three-year rolling contract is renewed each year, upon successful completion of an evaluation process, which will include the formal evaluation in the sixth year and may include voluntary self-evaluations during the fourth and fifth year.

7. **Sixth-Year Evaluation Procedure.** Each faculty member will next be evaluated after completing five (5) years of service at the Laboratory Schools (that is, in the sixth year). Both the Evaluating Administrator and the peer evaluators will complete formal observations during the Fall Quarter, according to the procedure specified above in Article VII N. 2. An exception to this procedure will be made if an Evaluating Administrator’s observation schedule in a given year doesn’t provide sufficient time for the process; therefore, some evaluations may be scheduled for the Winter Quarter by mutual agreement between the Evaluating Administrator and the faculty member.

8. **Satisfactory Sixth-Year Evaluation.** If the faculty member is progressing satisfactorily, the evaluation process will result in the Administration issuing a positive written evaluation and a new three-year rolling contract would begin the subsequent year.
9. Evaluation Cycle

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Observer</th>
<th>Evaluator</th>
<th>Formal Observations</th>
<th>Documentation (Minimum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary 1</td>
<td>Administrator, Peer, Mentor</td>
<td>Principal or Director of Student Services, Peer</td>
<td>3 Administrator 2 Peer</td>
<td>Observations Evaluations (4)</td>
</tr>
<tr>
<td>Probationary 2</td>
<td>Administrator, Peer, Mentor</td>
<td>Evaluating Administrator, Peer</td>
<td>2 Administrator 2 Peer</td>
<td>Observations Evaluations (4)</td>
</tr>
<tr>
<td>Probationary 3</td>
<td>Administrator, Peer, Mentor</td>
<td>Principal or Director of Student Services, Peer</td>
<td>1 Administrator 2 Peer</td>
<td>Observations Evaluations (2)</td>
</tr>
<tr>
<td>Senior Year 4</td>
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<td></td>
<td>Optional Self Evaluation</td>
</tr>
<tr>
<td>Senior Year 5</td>
<td></td>
<td></td>
<td></td>
<td>Optional Self Evaluation</td>
</tr>
<tr>
<td>Senior Year 6</td>
<td>Administrator, Peer</td>
<td>Evaluating Administrator, Peer</td>
<td>1 Administrator 1 Peer</td>
<td>Observations Evaluations (2)</td>
</tr>
</tbody>
</table>

10. Self-Evaluation Program for Faculty

a. The Administration and the Faculty Association jointly recognize the value of reflection on teaching practice to support professional growth, promote a culture of collaboration, develop professional practice, and enrich students’ learning experiences. The Self-Evaluation Program is intended to foster faculty’s meaningful reflection on teaching throughout their career at the Laboratory Schools, and faculty are invited to design self-reflection programs that involve collaboration, observation of themselves and other teachers within and outside the Laboratory Schools, research, curriculum and pedagogical design and experimentation, or other experiences that may lead to a deeper, more meaningful reflection on the faculty’s work as teachers and professionals. The Self-Evaluation Narrative is intended as a summary of the work and reflection that a faculty member designs and engages in during their Self-Evaluation year.

b. The Self-Evaluation Program is for non-probationary faculty members and participation will occur in every other year beginning in year 8 of employment. Participation is optional for faculty members in years 4 or 5 of employment. Participation is also optional for non-probationary faculty members in a non-self-evaluation year, for example year 9, year 11 and so on.

c. The self-evaluation is a yearlong program in which the faculty member reflects on professional practice, classroom and professional goals,
professional growth opportunities, and the faculty member’s impact on student learning experiences. The Self-Evaluation Program may be completed individually, with a peer, or in a collaborative group.

d. Faculty Members Participating in the Professional Growth Program (PGP) in 2018-19

i. Faculty members in their fifth year in 2019-20 who have participated in the Professional Growth Program in 2018-19 will be guaranteed the opportunity to participate in the Self-Evaluation Program in 2019-20. Completion of the Professional Growth Program in 2018-19 for these faculty members will constitute completion of year four (4) of the Self-Evaluation Program, and will therefore maintain their eligibility to advance one additional step on the salary schedule (i.e. “skip a step”), if they complete the requirements outlined in Article XII Section C.5.

ii. Faculty members in their sixth year in 2019-20 who have participated in the Professional Growth Program in 2017-18 and 2018-19 will advance one additional step on the salary schedule (i.e. “skip a step”), if they receive a positive written evaluation in 2019-20, as outlined in Article XII Section C.5.

e. Administrator and Faculty Member Collaboration

i. By June 15th, the Administration will notify faculty members who will be participating in the Self-Evaluation Program in the upcoming academic year and also provide a list of participating faculty members to principals.

ii. By October 15th in the self-evaluation year, the following will occur: Faculty members participating in the Self-Evaluation Program shall identify a Supporting Administrator for the Self-Evaluation Program and obtain his/her agreement to work with the faculty member on the self-evaluation. The Supporting Administrator may be any of the following: principals, assistant principals, the Director of Student Services, Dean of Faculty, Dean of Teaching and Learning, and other administrators with the approval of the Director of Human Resources or his/her designee. The Principal shall ensure that each participating faculty member has selected a Supporting Administrator.

iii. Prior to the Thanksgiving holiday, the faculty member will submit to the Supporting Administrator an initial draft of her / his Self-Evaluation Narrative, which will include the features of the faculty member’s Self-Evaluation Program and may include such components as scope, timeline, anticipated goals, and logical milestones. The Self-Evaluation Narrative may be modified throughout the self-evaluation year.

iv. The faculty member and the Supporting Administrator shall meet at least twice during the course of the self-evaluation year to discuss the self-evaluation: the first meeting will occur before Winter Break and the second meeting will occur between April 1 and May 15. Additional meetings may only be requested by the faculty member at the faculty member’s discretion.
v. Between April 1 and May 15, the faculty member will complete the Self-Evaluation Narrative and submit it to the Supporting Administrator. Following submission of the Self-Evaluation Narrative, the faculty member will meet with the Supporting Administrator to discuss the self-evaluation generally, the Self-Evaluation Narrative, to reflect on the self-evaluation’s impact on classroom practice and professional growth, and to discuss feedback the Supporting Administrator may have.

vi. The purpose of the Self-Evaluation Narrative is to document and reflect on the Self-Evaluation Program and professional growth; while the faculty member’s Self-Evaluation Narrative will be included in his/her personnel file, the contents of the Self-Evaluation Narrative will not be used by the administration as a basis for disciplinary or adverse action, or for beginning the procedure outlined in the Personnel Policy (Article VII, N.12, Procedure Where Documented Serious Concerns Exist After Probationary Period). No other faculty member self-evaluation work product will be included in the personnel file except by request of the faculty member.

vii. Participation in the Self-Evaluation Program is a requirement for faculty with 8 or more years of employment.

11. The Self-Evaluation Program will be phased in over four (4) years and all faculty will start participating in the program by 2023. Effective starting in 2019-20, faculty members in their 4th and 5th years of employment will have the option to participate in the Self-Evaluation Program. The Self-Evaluation Narrative is attached as an Appendix.

12. Procedure Where Documented Serious Concerns Exist After Probationary Period. In the event that the administration can document serious concerns about a faculty member’s performance after the probationary period has passed, the following procedure shall be followed:

a. The division Principal shall hold conversations with the faculty member to outline the concerns, discuss remedies, and establish goals for improvement. The Principal and faculty member shall have regular meetings to monitor progress towards the goals. The faculty member may, at his/her option, request to be accompanied by a representative of the Faculty Association or any other faculty member.

b. If these actions do not resolve the issue, the Director shall send a written statement to the faculty member. This notice, indicating that nonrenewal of the three-year rolling contract is under consideration, shall include a statement of the concern, shall be as specific as possible, and shall include all available documentation. The concern shall be related to departmental or grade level criteria, clearly defined school policy, or generally accepted professional standards. The Principal shall then initiate a formal evaluation, using the process specified for the sixth-year evaluation, including the mandatory peer evaluation. Before the evaluation is begun, the Faculty Association shall be notified that the evaluation is taking place.

c. At the conclusion of the evaluation, the Principal shall write a formal evaluation statement. The statement shall specify in detail the continuing
areas of concern and document specific actions, practices, and behaviors that do not meet applicable standards or policies.

d. Following an unsatisfactory formal evaluation, an assistance program shall be developed to strengthen the faculty member’s performance in the areas that are judged deficient. The Principal, the faculty member, and the peer evaluator will all be involved in developing the program and setting specific goals. The program may take the form of discussions and/or guidance, involving persons mutually agreed upon and shall last no more than three (3) consecutive academic quarters (excluding Summer Quarter).

e. The Principal and a peer evaluator shall continue quarterly evaluations until the matter is resolved or until the assistance program is completed. These evaluations shall consist of a minimum of (2) classroom observations by each of the Principal and the peer evaluator, with conferences following each observation, and a formal written assessment. The evaluation shall focus on progress toward achieving the specific goals identified in the assistance program.

f. The Director may at any time decide to issue the faculty member a new rolling three-year contract. If the faculty member receives three (3) consecutive satisfactory evaluations, the last of which is in the Fall Quarter of the second or third year of the existing contract, the Director shall issue a new rolling three-year contract when contracts are next issued (generally, the first day of the next Winter Quarter). If the Principal and Director do not believe that the faculty member’s contract should be renewed, the faculty member will be notified immediately, but no later than the end of the Winter Quarter of the school year in which the assistance program ends.

g. A faculty member, who has been notified in writing of ongoing concerns and who has received an unsatisfactory formal evaluation, may opt to resign effective at the end of the current school year. This election shall be made within 30 days of receiving the evaluation report. In these circumstances, the teacher shall receive a one-time payment equal to 50% of his/her salary in the year of resignation. The Director may, at his/her discretion, extend a similar offer to a faculty member who continues to receive unsatisfactory evaluations in the second year of his/her existing contract, in which case the amount shall be no less than 20% of the faculty member’s current salary.

h. A faculty member who receives a notification for non-renewal of his/her contract at the conclusion of an assistance program and by the end of Winter Quarter may be terminated at the conclusion of the year in which they receive the notification. Faculty members who receive such notification after the end of the Winter Quarter shall be contracted to work through the upcoming school year if they do not accept a contract buyout.

i. Under the provisions of this section (VII,N) no full three-year rolling contract shall be reduced to less than two years.

13. In the event of termination for cause during the term of any contract, the faculty member may challenge the termination by submitting a written grievance within ten (10) days of the receipt of notice of termination to the Director, who will meet with the faculty member and a representative of the Association, if the faculty member so requests, within ten (10) days thereafter to discuss the grievance. If the grievance is not resolved to the satisfaction of the teacher within ten (10) days after
the meeting, the faculty member or the Association on his/her behalf may within the following ten (10) days invoke final and binding arbitration by submitting a written request therefore to the Director. The Director (or his/her designee) and the faculty member (or the Association on his/her behalf) shall select an arbitrator within seven (7) days after receipt of the request for arbitration. If the parties fail to reach an agreement on an arbitrator within that period, the arbitrator shall be selected under the voluntary labor arbitration rules of the American Arbitration Association, which rules shall govern the arbitration proceedings. The issue to be determined in the arbitration is whether there has been cause for the termination. The decision of the arbitrator shall be final and binding. The Schools and the faculty member or Association shall equally bear the arbitrator’s fees and expenses.

14. In the event of a curtailment or elimination of a program, the Administration will consult with the Faculty Association concerning those faculty members affected. The Administration will consider faculty member’s qualifications to teach at the available class level and subject matter, the length of service, and previous written performance evaluations. Length of service shall mean length of continuous employment, including approved, completed leaves of absence, at the University of Chicago Laboratory Schools. (Employment as an assistant teacher will not be included in determining length of service for a teacher.) Any grievance concerning the application of these criteria must be filed within ten (10) school days of notification of the reduction to the faculty member. If, after a curtailment or elimination of a program, the program is reactivated or staffing levels increase, a laid off faculty member who has worked under a three-year rolling contract will retain the right of recall to his/her position for a period of three (3) years from September 1st following the date of layoff.

O. **Personnel Policy Respecting Assistant Teachers**

1. Assistant teachers work on an annual contract. All assistant teachers will be notified, in writing, by April 15 whether or not they will be continuing in their current assignment for the following school year.

2. An assistant teacher’s duties include, but are not limited to: supporting classroom instruction, attending parent nights, parent teacher conferences, professional development days, and planning days, assisting in classroom set-up and cleanup, attending monthly school faculty meetings, attending team meetings and assisting with arrival and dismissal.

3. Assistant teachers in good standing who lose their positions due to the head teacher’s retirement, resignation, reassignment, or dismissal are entitled to an equivalent position for the remainder of the school year and the following one.

4. Openings for assistant teachers will be posted according to the procedure specified in Article VII, Section I.7. Assistant teachers currently employed who apply shall be considered and interviewed for such openings before any outside applicants.

5. **Evaluation Process**

   a. For an assistant teacher in her or his first year the evaluation will be done twice, as it is done with probationary head teachers. The first evaluation, completed approximately one (1) week before the end of the Fall Quarter, will give the assistant teacher constructive feedback that she/he can implement and develop during Winter Quarter. The second evaluation will be completed approximately one (1) week before the end of Winter Quarter.
The principal will formally evaluate the assistant teacher with the input of the head teacher. Using information gathered during the principal’s own evaluation of the assistant teacher and input from the head teacher, the principal will decide whether the assistant teacher will be rehired to return to her or his present classroom or, if appropriate, rehired to teach in another classroom. If the information gathered in the evaluation indicates that non-renewal is appropriate, the principal may also decide not to renew the assistant teacher’s contract for the following academic year.

b. Assistant teachers will again be evaluated in their second year and every third year thereafter either in the Fall or Winter Quarter. After the first-year evaluation, any Evaluating Administrator may serve as the evaluator.

c. During the evaluation periods described in 5a and 5b, the principal will formally evaluate the assistant teacher with the input of the head teacher. Using information gathered during the principal’s own evaluation of the assistant teacher and input from the head teacher, the principal will decide whether the assistant teacher will be rehired to return to her or his present classroom or, if appropriate, rehired to teach in another classroom. If the information gathered in the evaluation indicates that non-renewal is appropriate, the principal may also decide not to renew the assistant teacher’s contract for the following academic year.

d. If for any reason, after the second year of working with an assistant teacher, the head teacher can document that the assistant teacher’s work is not satisfactory, the head teacher must request that the principal initiate the evaluation process outlined for first-year assistant teachers. The principal will initiate the evaluation process if she/he receives such a request, or if she/he can otherwise document that an assistant teacher’s work is unsatisfactory. At the conclusion of this evaluation process, the principal will decide whether the assistant teacher will be rehired to return to his/her present classroom, or, if appropriate, rehired to teach in another classroom. If the information gathered in the evaluation indicates that non-renewal is appropriate, the principal may also decide not to renew the assistant teacher’s contract for the following academic year.

P. Safety and Health

1. The Laboratory Schools, utilizing resources available to it and the University of Chicago, 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.

2. In the event of a suspected hazardous situation, faculty may act quickly to prevent harm pending instructions from a responsible administrator.

3. In the event of a suspected potential hazard, the Administration will respond with urgency, securing the area in question, and initiating an immediate inspection by appropriate University personnel.

4. A standing Administration/Faculty Association Committee on Health and Safety will meet at least quarterly. 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 that arise, and recommend an adequate timeline for the
inspection and, if necessary, the resolution of the reported problem; and 3.) To organize health and safety training for faculty and staff.
Q. **Investigations and Due Process**

In an investigation of alleged misconduct by a faculty member, the accused faculty member has the following rights and obligations:

1. If the accused faculty member is required to attend an investigatory meeting, she/he has the right to reasonable advance notice (typically two (2) days) of the purpose of the meeting and the nature of the issue at hand.

2. If the accused faculty member is required to attend an investigatory meeting, she/he has the right to be informed in advance that she/he has the right to be accompanied by a representative of the Faculty Association.

3. During an investigatory meeting at which a faculty member has chosen Faculty Association representation, the faculty member has the right to engage in reasonable, non-disruptive consultation with a Faculty Association representative.

4. A faculty member who is instructed to attend an investigatory meeting must respond in a reasonably prompt manner (typically two (2) days) and indicate whether she/he wishes to have a Faculty Association representative present at the meeting and must cooperate in the process of scheduling the meeting.

5. Providing the accused with a reasonably detailed written account of the findings made in the investigation and a specific description of corrective action or other consequences of the investigation (if any) to be taken with regard to the accused.

6. Allegations that one or more of the above due process rights were denied to a faculty member may be presented in a grievance challenging whether there was just cause for corrective (i.e. disciplinary) action, but not in a separate grievance.

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**ARTICLE VIII.**

**Professional Development**

A. The Board of the Laboratory Schools joins with the Faculty Association in a commitment to the importance of professional development. The Administration will work with the faculty members, through the All Schools’ Council, to ensure that professional development meets the needs of the Schools and faculty members in a fair, systematic, and meaningful manner. During the term of this Agreement, unless otherwise agreed to by the parties, full-time faculty members will receive pay for scheduled professional development days and may request funding to defray the cost of specific professional development activities. Additionally, professional development funds will be established and faculty members may request from their chairs, principals, and/or Director, payments from that fund to defray the cost of specific professional development activities, including, but not limited to, courses at the University of Chicago or elsewhere. In considering requests for paid professional development days or professional development funding, the Administration shall take into account, within available resources, the educational needs of the teacher as well as those of the Schools.

1. The Director’s designee, representatives of the All Schools’ Council, and the Administration will work together when planning scheduled professional development programs in order to ensure that such programs are of high quality and pedagogically pertain to all proposed participants.
2. The Director’s designee for professional development, principals, and/or the Director will work together to ensure that requests for professional development pay and/or funding are fairly considered and equitably distributed.

3. For the duration of this contract, at least two (2) regularly scheduled workdays after Planning Week in each academic year will be designated as professional development days.

4. An orientation program for faculty members new to the Laboratory Schools will convene during the week before Planning Week and continue throughout the first year of employment. The program, to be developed by a sub-committee of the All Schools’ Council, will be designed to assist with the transition to the University, the Schools, and the philosophical base upon which the Schools operate. Participation in this program throughout the year is an expectation of employment.

B. Continuing Education

The Administration and Faculty Association recognize the value of continued professional development through taking courses at the University of Chicago. Full time teachers can audit classes at the University of Chicago (with no formal credit) at no charge, provided the professor and the appropriate program/department director approve.

C. Paid Study Leave

1. Program Objective. The purpose of the Paid Study Leave is to enhance the professional quality and effectiveness of the teaching staff of the Laboratory Schools and shall not be restricted to formal academic studies.

2. Candidacy. Any non-probationary teacher may, after five (5) or more years of continuous service, apply for a leave not in excess of one (1) school year. Faculty members who have had one Paid Study Leave shall be eligible again after five (5) full years following the first Paid Study Leave.

3. Application. The faculty member shall submit a request for Paid Study Leave to the committee guiding professional development no later than six (6) months prior to the proposed leave. The application shall specify in as precise a way as possible the plans that the faculty member has for the Paid Study Leave. The committee will make its recommendation to the Director. It is expected that the faculty member will accept a leave in good faith and intends to return to the Laboratory Schools.

4. Granting the Leave. Paid Study Leaves shall be granted at the discretion of the Director and with the approval of the appropriate University official. The Schools will maintain a fund of $100,000 per year and will pay up to full salary for a leave of three (3) months or less. For leaves longer than three (3) months, a faculty member will receive up to seventy-five (75) percent of base salary. The determination of a faculty member’s rate of pay while on a Paid Study Leave will be at the sole discretion of the Director.

5. Priority shall be given to:
   a. Faculty members applying for their first Paid Study Leave over those who have already been granted one.
   b. Faculty members senior in service at the Laboratory Schools over those with fewer years of service.
c. Faculty members with longer total experience over those with less experience.

6. **Conditions**
   
a. **Salary and Insurance Coverage**
   
i. The faculty member shall receive any salary increments that would accrue under normal terms of employment, both for the time of the absence and for the time of return.
   
ii. While on Paid Study Leave the faculty member shall be able to maintain all insurance coverage to which the faculty member has subscribed as a full-time staff member by paying the employee share of the premium (where required) in advance.
   
b. **Employment Status.** A faculty member on Paid Study Leave does not sever employment with the University of Chicago. Upon return the faculty member will be returned to his/her original position or one of equal or greater responsibility.

D. **Professional Days**

1. Faculty Members may use up to one (1) regularly scheduled workday per school year in the 2019-20 academic year, and effective in the 2020-21 academic year up to two (2) regularly scheduled workdays per school year, as Professional Day(s) to be used for professional work such as writing college recommendations, student report writing, narrative writing, grading, or in-school pedagogically appropriate professional development activities.

2. Principals and/or the Director’s designee for professional development will ensure that requests to schedule the Professional Day will be equitably distributed among faculty.

**ARTICLE IX.**

**Grievance Procedure**

A. **Definition and Purpose**

The purpose of the grievance procedure is to provide a mechanism for problem solving and resolution of claims of violations, misinterpretations, or misapplications of any provisions in this Agreement. Any failure to adhere to existing language may be handled through the grievance procedure.

B. **Coverage**

1. Any individual faculty member belonging to the bargaining unit has recourse to this grievance procedure.

2. The Association may bring a grievance under this procedure alleging violation of any clauses in the Agreement granting rights to the Association as an organization.
3. As hereinafter used in this Article, the term “faculty member” shall refer to whichever of the following applies:

   a. An individual grievant, of whatever contract status, or
   b. A representative of the Association duly empowered under its Bylaws to act for it in grievances, in the event the grievant is the Association.

4. The grievance procedure is available to any faculty member terminated for cause during the term of his/her contract, except that those faculty members hired prior to January 1, 1983 may exercise their option to seek recourse under the Amendment to the Personnel Policies in cases where the procedures of Section I of that amendment apply.

C. At any step a grievant may be accompanied by a person of his or her choice.

D. Grievances shall be processed as rapidly as is possible while ensuring equity. The time limits defined below are maxima, and both parties shall strive to accelerate the procedures.

E. Both parties will respect the time limits defined in the Agreement. The time limits, however, may be extended by mutual agreement.

F. Any investigation or other handling or processing of any grievance shall be conducted in such a way as to minimize interference or interruption of the instructional program. If by mutual agreement between the Administration and the faculty members involved it is necessary to use time during the regular school day in the handling or processing of a grievance, faculty members shall be relieved of classroom and other duties without loss of pay. No individual shall suffer harassment or reprisal for participation in any way in the handling or processing of a grievance.

G. The Steps in the Grievance Procedure

1. Informal Problem Solving. An attempt shall be made to resolve any grievance in informal, verbal discussions between the faculty member and the relevant administrator. To utilize the Informal Problem Solving option fully, the faculty member is encouraged to reach out to the administrator and begin discussions as soon as possible after the occurrence giving rise to the grievance. Where more than one administrator is concerned in the matter at issue, all shall be party to such Informal Problem Solving discussions. Either party may discontinue these Informal Problem Solving discussions by so notifying the other party in writing.

2. First Step. In the event the grievance is not resolved informally, the aggrieved faculty member may file the grievance in writing with the relevant administrator(s) against whom the grievance is being directed so long as it is done within thirty (30) calendar days of the occurrence giving rise to the grievance, or within thirty (30) calendar days from that time a reasonably alert person should have been aware of the event giving rise to the grievance. The written grievance shall state the nature of the grievance, shall note the specific clause or clauses of the Agreement allegedly violated, and shall state the remedy requested on the grievance form. In the interest of collaborative problem solving, the faculty member and the administrator against whom the grievance is directed may meet within ten (10) school days after such grievance is filed to discuss the grievance in an attempt to resolve it. The administrator against whom the grievance is directed shall make a decision on the grievance and communicate it in writing to the faculty member, the Director, and the Association President within ten (10) school days after receipt of the written
grievance or, if a grievance meeting occurred, within ten (10) school days of the First Step grievance meeting.

3. **Second Step.** Within ten (10) school days of the receipt of the decision at the First Step, the aggrieved faculty member may appeal the grievance to the Director by sending a copy of the grievance form to the Director. Within ten (10) school days after such written appeal is filed, the faculty member and the Director or a designee shall meet to resolve the grievance. The Director or a designee shall file an answer within ten (10) school days of the Second Step grievance meeting and shall communicate it in writing to the relevant administrator and, if the Association is not the grievant, to the President of the Association. The appeal of either a Director’s decision or an unresolved concern shall go to either arbitration, the in-school grievance procedure, or, by mutual agreement, to discussion with others within the Laboratory Schools/University community. If the alternative process does not resolve the grievance, the aggrieved faculty member may proceed to the Third Step.

4. **Third Step.** If the aggrieved faculty member is not satisfied with the Director’s decision at Step Two, the faculty member may appeal that decision by notifying the Director in writing of the intention to do so within ten (10) school days of the receipt of the Director’s decision. That appeal will follow one and only one of the following: impartial, binding arbitration as described in paragraph 5 below, or in-school grievance procedure as described in paragraph 6 below. Impartial, binding arbitration will be used unless otherwise specified by paragraph 6 below. An arbitrator shall decide disputes about whether a grievance is subject to arbitration.

5. **Impartial Binding Arbitration**

The arbitration shall be conducted by an arbitrator to be selected by the parties within seven (7) school days of the notice of appeal of the Step Two decision. If the parties fail to reach agreement on an arbitrator within seven (7) school days, the arbitrator shall be selected by the voluntary arbitration rules of the American Arbitration Association. These rules shall in either case apply to the arbitration proceedings. The arbitrator shall not amend, modify, nullify, ignore, or add to the provisions of the Agreement. The arbitrator’s authority shall be strictly limited to deciding only the issue or issues presented in writing and the decision must be based solely and only upon interpretation of the meaning or the application of the express relevant language of the Agreement. The decision of the arbitrator, if made in accordance with the arbitrator’s jurisdiction and authority under the Agreement, will be accepted as final and binding by the parties to the dispute and both will abide by it. The parties to the dispute will equally bear the expenses of the arbitrator’s services.

6. **In-School Grievance Procedure**

a. This procedure shall be followed if and only if:

   i. Both parties agree to use it, or

   ii. The written grievance completed in Step One alleges violation of one or more of the following clauses of the Agreement:

      (1) Article VII, Section A: Academic Freedom

      (2) Article VII, Section C: Faculty Participation
b. The grievance shall be submitted to a grievance committee whose composition, procedures and disposition of finding shall be as follows:

i. The In-School Grievance Committee shall consist of five (5) members. The Director shall appoint one (1) member and the aggrieved faculty member shall appoint one (1) member. These two appointees shall be members of the Laboratory School faculty or administrative staff. The remaining three (3) members will be determined in the following manner: within two (2) days following their appointment, the Director and the aggrieved faculty member’s appointees shall attempt to reach a mutual agreement on the three (3) additional members of the committee to be chosen from the entire Laboratory Schools faculty; if mutual agreement is not achieved within two (2) days, the three (3) members will be selected within three (3) days by alternately striking from a list of non-probationary faculty. The entire committee will select the committee’s chairperson from among the three (3) members last selected.

ii. The members of the committee chosen by the faculty member and the Director shall take part in the questioning of such witnesses as may come before the committee. They shall have voice but no vote in the deliberations of the committee. Decisions of the committee shall be by majority vote of the three (3) faculty members last selected.

iii. The Director shall make available to the committee all non-confidential documents relevant to the grievance. The aggrieved faculty member may submit documents and/or a written statement of his/her position and his/her reasons for it.

iv. The first step to be taken by the grievance committee shall be to examine the documents and, on the basis of them, to determine whether or not grounds for further inquiry exist. This judgment shall be based on the definition of “grievance” in Section A of this Article. If the committee finds there is not a grievance, it shall submit its finding, together with its reasons, to the Director, the faculty member, and the President of the Association. Such a finding shall terminate the proceedings and be dispositive of the grievance.

v. In the event of a grievance arising late in the school year, the committee may defer consideration of the matter until the next year.

vi. The faculty member and/or representative designated by the faculty member, and the Director and/or representative designated by the Director shall have the opportunity to be present when the committee is questioning any witness. The aggrieved faculty member and the Director shall have the right to examine all records, documents, and reports considered by the committee.

vii. The committee shall issue a written report to the faculty member, to the Director, and to the President of the Association. This report shall include the findings of fact, the conclusions of the committee, the committee’s recommendations, and a summary of its procedures. The committee chairperson will retain a copy of the report, pending possible review.
viii. The grievance committee’s report shall be completed as soon as possible, but no later than ten (10) school days after its first meeting unless the members of the committee chosen by the Director and the aggrieved faculty member agree to an extension.

ix. In the event the Director or the aggrieved faculty member disagrees with the grievance committee’s recommendations, a copy of the committee’s written report shall be sent by the chairperson of the grievance committee to the Chairman of the Board of the Laboratory Schools. Within thirty (30) school days the Chairman shall advise the Director, in writing, of the recommendation on the grievance. The Board of the Laboratory Schools shall receive all decisional documents relative to the case rendered during the processing of the grievance.

ARTICLE X.

Leaves of Absence

A. Discretionary Leave of Absence

A leave of absence without pay may be granted to any faculty member at the sole discretion of the Director.

B. Religious Holidays, Sick Leave, and Personal Leave

1. Religious Holidays

Leave time with pay will be granted for recognized religious holidays provided one (1) week or more of advance notice of intent to observe holidays is given to the administration.

2. Sick Leave

Sick leave policy of the Schools previously in effect will be continued, i.e., faculty members shall continue to be paid during absence from school due to illness or disability until that time when payments would begin under disability insurance assuming eligibility of the faculty member for such payments. The Schools continue to reserve their right to request medical verification of illness or disability.

Timely application for disability insurance is the responsibility of the faculty member and must occur within the first one hundred and twenty (120) school days of absence. Without evidence of application, pay will conclude at the end of the month in which the 120th school day occurs. Any accrued salary remaining after the last payment will be paid at the end of the following month.

3. Personal Leave

All requests for personal leave, which are three (3) consecutive days or less, will be directed to the division Principal. The requests are to be made in writing and should indicate, where appropriate, the reason for the absence. The request should be made, when possible, at least three (3) working days prior to the scheduled absence to allow the Principal to respond to the individual requests.
The Principal will first determine if the request falls into the category of “urgent and/or compelling.” Examples of such leave requests would include, but not be limited to, funerals or weddings of immediate family members, family emergencies, employer recognitions of spouse, court dates, home settlements, and other dates controlled by someone other than the faculty member. Any leave approved as urgent and/or compelling will be with full pay.

If, according to the Principal, the reason for the personal leave is neither urgent nor compelling, including requests where the faculty member would elect not to state the reason for the leave, the Principal will approve the leave. However, the faculty member will be responsible for the substitute teacher costs. The faculty member will be responsible only for the costs that are equal to the standard for substitute teacher pay or the amount that the substitute teacher was actually paid, whichever is less. These costs will be deducted directly from the faculty member’s payroll check. The Faculty Association will be informed yearly as to the standard pay for substitute teachers.

If the requested leave is more than three (3) consecutive days, this will fall under the guidelines for a leave of absence, and the request will be made to the Director. The Director may grant the leave with pay, with substitute pay deducted, as unpaid leave, or any combination of these options.

C. Parental Leave

In addition to leave under the Family Medical Leave Act (FMLA) (See Faculty Handbook), faculty members are entitled to these parental leaves, which may run concurrently with FMLA.

1) Paid Maternity Leave

Any faculty member who gives birth shall be entitled to six (6) weeks of paid maternity leave (in case of delivery by natural birth) or eight (8) weeks of paid maternity leave (in cases of delivery by Caesarian section), beginning on the date of the birth. For faculty members eligible for unpaid parental leave, paid maternity leave runs concurrently with unpaid parental leave. (For example, in the case of a faculty member who delivers by natural birth, only the first six (6) weeks of a one-year parental leave would be paid.) Faculty members are eligible for either paid maternity leave or paid paternity/adoption leave, but not both.

2) Paid Paternity Leave

Any faculty member who becomes a father by birth shall be entitled to two (2) weeks’ paid paternity leave, beginning on the date of the child’s birth. For faculty members eligible for unpaid parental leave, paid paternity leave runs concurrently with unpaid parental leave. Faculty members are eligible for either paid maternity leave or paid paternity/adoption leave, but not both.

3) Paid Adoption Leave

Any faculty member who becomes a mother or father by adoption shall be entitled to six (6) weeks’ paid adoption leave, beginning on the date of the child’s placement. For faculty members eligible for unpaid parental leave, paid adoption leave runs concurrently with unpaid parental leave. For example, in the case of a faculty member who adopts a child, only the first six (6) weeks of a one year
parental leave would be paid. Faculty members are eligible for either paid maternity leave or paid paternity/adoptive leave, but not both.

4) Unpaid Parental Leave

Any faculty member with three (3) years or more of service (other than assistant teachers, who are not eligible) shall be entitled to unpaid parental leave of up to one (1) full year, beginning at the time of birth or placement of a child, plus the remainder of the year in which the leave commences. A faculty member desiring unpaid parental leave must notify the Director at least 60 days prior to the commencement of the leave. The faculty member may request an extension of unpaid parental leave, which may be granted at the option of the Director. A faculty member may return from unpaid parental leave only at the beginning of a regular school year unless otherwise specifically agreed to by the Administration. Notice of intention to return from leave at the start of any school year must be given by February 1 of the school year preceding the school year in which return is to be made.

D. Continuation of Benefits

Upon payment to the University’s designated third party administrator of the employee’s share of said benefits (otherwise known as the Active Benefit Rate), faculty members on any unpaid leave of absence up to three (3) months may continue their group life, personal accident insurance, medical insurance including health/dental/vision, long-term disability coverage, and long-term care insurance. For unpaid leaves that extend beyond three (3) months when a faculty member has elected to continue said benefits, faculty members shall pay the full COBRA rate of said benefits’ premiums starting month four (4) and continuing for the balance of the leave.

E. Position on Return

Upon return from any leave of absence, a faculty member will be placed in a position equivalent in pay to that which would have been occupied had the faculty member not gone on leave, assuming the continued existence in the school of such a position to which the faculty member is entitled. A faculty member returning from any leave of absence of a year or more shall not receive salary increments for the period during which the faculty member was on leave.

ARTICLE XI.

Benefits

A. The faculty members of the Laboratory Schools covered in this Agreement shall be eligible to participate in the benefit program of the University as it relates to:

1. Group Life Insurance
2. Personal Accident Insurance
3. Retirement/Annuity Plan
4. Health/Dental/Vision Insurance
5. Long-Term Disability
6. Use of University facilities to which a faculty I.D. has traditionally entitled the bearer.

7. Long-Term Care Insurance

8. Tuition Remission

I. Faculty members employed by the Laboratory Schools on a rolling or probationary, 12-month contract and with a standard full-time week.

a. For Self

1) These faculty members are granted one-half (50%) tuition remission for a maximum of one (1) course per quarter at the University of Chicago during the Fall, Winter and Spring Quarters, and, if under a contract to return the following September, one-half (50%) tuition remission on a maximum of three (3) courses during the Summer Quarter. Remission is granted on either graduate or undergraduate courses.

2) Full-time faculty members can audit classes at the University of Chicago (with no formal credit) at no charge, provided the professor and appropriate program/department director approve.

b. Children at the Laboratory Schools

These faculty members whose children attend the Laboratory Schools will pay annually fifteen percent (15%) of the Laboratory Schools portion (calculated as fifteen percent (15%) of half of the full-day tuition averaged across all divisions) for their oldest child. Faculty members whose oldest child attends half-day nursery will pay fifteen percent (15%) of the Laboratory Schools portion of the half-day tuition.

c. Children taking undergraduate courses at The University of Chicago

Children of these full-time faculty members who take undergraduate courses at the University of Chicago are granted one-half (50%) tuition remission. No remission is granted for graduate courses.

II. Effective to faculty members employed by the Laboratory Schools on a one-year, 12-month contract filling a position regularly held by a faculty member on a leave of absence, with a standard full-time week and hired after the ratification of this agreement:

a. For Self

1) These full-time faculty members are granted one-half (50%) tuition remission for a maximum of one (1) course per quarter at the University of Chicago during the Fall, Winter and Spring Quarters, and, if under a contract to return the following September, one-half (50%) tuition remission on a maximum of three (3) courses during the Summer Quarter. Remission is granted on either graduate or undergraduate courses.
2) Full-time faculty members can audit classes at the University of Chicago (with no formal credit) at no charge, provided the professor and appropriate program/department director approve.

b. **Children at the Laboratory Schools** – These faculty members whose children attend the Laboratory Schools will receive only such tuition remission benefits as are provided by the University of Chicago’s Staff and Dependent Children Tuition benefit (at least 50%).

c. **Children taking undergraduate courses at The University of Chicago** – Children of these full-time faculty members who take undergraduate courses at the University of Chicago are granted one-half (50%) tuition remission. No remission is granted for graduate courses.

III. **Assistant teachers employed full-time (100%)**

a. **For Self** – These assistant teachers are granted one-half (50%) tuition remission for a maximum of one (1) course per quarter at the University of Chicago during the Fall, Winter and Spring Quarters.

b. **Children at the Laboratory Schools** – Full-time assistant teachers whose children attend the Laboratory Schools will receive only such tuition remission benefits as are provided by the University of Chicago’s Staff and Dependent Children Tuition benefit (at least 50%).

IV. **Faculty members who work part-time but at least half time.**

a. **For Self** – These faculty members are granted remission of one-half (50%) tuition remission for a maximum of one (1) course per quarter at the University of Chicago during the Fall, Winter and Spring Quarters.

Part-time faculty members can audit classes at the University of Chicago (with no formal credit) at no charge, provided the professor approves.

V. **Clarification**

a. **Termination**

1) If employment is terminated while a faculty member is taking a course, the remission remains valid for the quarter in progress even though services are terminated during the quarter.

2) If employment is terminated while faculty member’s children are receiving tuition remission, remission privileges cease as of the date of termination.

b. **Exclusions**

1) Spouses of Laboratory Schools’ faculty members are not entitled to tuition remission benefits.
2) Children of Laboratory Schools’ faculty members are not entitled to tuition benefits for undergraduate work at colleges other than The University of Chicago.

3) Assistant teachers who work less than full-time (100%) are not entitled to tuition remission benefits. (Including The University of Chicago and The Laboratory Schools.)

c. The term “children” includes both children and stepchildren whom the eligible faculty member or assistant teacher treats as dependents for federal income tax purposes.

d. Leaves of absence for faculty members or assistant teacher not in excess of one (1) year, and taken with the understanding that the person will then return to regular duties, will not serve to void eligibility. Leaves for period beyond one (1) year will cancel eligibility for the period of the leave.

During the term of this Agreement, the benefits referred to above, including contributions for such benefits, may be changed to the extent that such benefits or contribution rates are changed for academic and administrative personnel of the University. The University will inform the Faculty Association in writing of changes in benefits or contribution rates no later than October 1 of each year.

B. In determining the fringe benefits that a part-time faculty member is due, the fraction of full-time used to compute available benefits in accord with existing University policy shall be that called for by the faculty member’s present assignment.

C. The Group Life Insurance benefit shall be increased prospectively only by an appropriate amount based on the increased salary, subject to and in conformity with the regulations and policies of the company providing the insurance.

D. On the date on which the faculty members’ salaries are adjusted to conform to this Agreement, the Retirement/Annuity Plan benefit shall be increased by an amount based on the increased salary.

E. During their first year of employment, assistant teachers whose appointments are fifty percent (50%) or more may elect to participate in such benefit programs of the University for which they are eligible under applicable University policy.

**ARTICLE XII.**

**Salaries, Released Time and Supplementary, Extra-Service Pay Schedule**

A. Released Time

1. Mathematics Consultant – 2 released
2. Director of Drama Productions – 2 released
3. Department Chairpersons – 1 released
4. Director of Student Publications – 2 released
5. Middle School Drama – 1 released
6. Science Lab Coordinator – 1 released
7. Digital Language Lab Coordinator – 1 released
8. World Language Coordinator – 1 released
9. Writer’s Center Coordinator – 1 released
B. Non-Released Time Extra-Service

1. A list of all extra-service paid positions that are not compensated by released time shall be published and distributed to the faculty by May 15 for the following school year, and again at the beginning of Planning Week. The list shall include the title of the position, salary, and incumbents for those positions, if appropriate. If new positions are to be created or the status of an existing position is to be changed, appropriate compensation shall be negotiated by representatives of the Administration and the Faculty Association. If an already existing position needs to be filled, the position, along with the necessary qualifications and salary, shall be posted via email, and all faculty members shall be eligible to apply. When new positions are created or the status of an existing position changes, that information shall be similarly disseminated.

2. A list of all faculty members receiving extra-service pay, including the work or position for which pay is being provided and the amount of the extra-service pay, shall be provided to the Faculty Association once each year during the Fall Quarter. If any new extra service positions or payments are arranged during the school year, the Faculty Association will similarly be notified.

3. A faculty member who wishes to be paid for serving in a position not listed in this contract must first seek approval from appropriate Principal(s), grade level or department chairs and other relevant personnel. With the Principal's support, the faculty member must present to the Director a written proposal for the position and requested salary. If the proposal is for a position starting in September, it must be presented by the end of the first quarter of the previous year.

If, at any point, a faculty member has an idea of interest to the Schools for the current school year, and discretionary funds are available, the Director may consider immediate funding.

If the Administration agrees to support the new position, the salary request will be negotiated with representatives of the Faculty Association. Guidelines for salary determination include, but are not limited to: actual hours spent on the position, including planning and preparation time; when responsibilities occur (evenings, weekends, overnight, etc.); duration of position (semester, year long or one-time event); number of students being supervised; budgetary responsibilities; and special expertise.

Notification of a commitment by the Schools will be made within six (6) weeks of receipt of the proposal. The Director will then offer the faculty member a contract. If the work is to be done in the current year, the contract will be offered immediately. If the position begins in September, the contract will be offered along with the other Extra-Service Paid Position contracts by April 15th. A yearly-amended list of positions will be considered part of the Contract.

Any new extra-service position will be a trial position for two (2) years. At the end of the second academic year, the new position will be evaluated by the Administration for inclusion on the extra-service list.

4. Extra-service compensation for positions that are active throughout the school year will be paid in quarterly installments, once per quarter, Fall, Winter, and Spring; compensation for positions that involve single events shall be paid upon completion of the event in the next pay period. Upon completion of the event, faculty members
should make the responsible Principal or division designee aware in order for pay to be processed.

5. The Administration shall confirm appointments to extra-service positions by the offer of a written contract. Positions paid on an hourly or per event basis will be exempt to allow the flexibility to ensure that positions are filled as needed.

6. All extra-service positions developed as of the ratification of this contract will be included in the Collective Bargaining Agreement. The positions listed in the current Collective Bargaining Agreement will be reviewed, and those no longer in existence will be deleted.

7. The list of Supplementary Extra-Service Positions and the salary schedule for those positions are listed in this contract as follows:

a. Effective July 1, 2019

<table>
<thead>
<tr>
<th>Position</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-2, Lower and Middle Schools Grade Level Chairs</td>
<td>$2,661</td>
</tr>
<tr>
<td>Faculty Chairs</td>
<td>$1,931</td>
</tr>
<tr>
<td>Coordinator of Renaissance</td>
<td>$5,775</td>
</tr>
<tr>
<td>Literary Editor of Renaissance</td>
<td>$2,364</td>
</tr>
<tr>
<td>Coordinator of Middle School Yearbook</td>
<td>$2,364</td>
</tr>
<tr>
<td>Middle School Yearbook, Literary</td>
<td>$627</td>
</tr>
<tr>
<td>Middle School Yearbook, Art</td>
<td>$627</td>
</tr>
<tr>
<td>Middle School Yearbook, Photography</td>
<td>$627</td>
</tr>
<tr>
<td>Coordinator of Middle School Newspaper</td>
<td>$2,887</td>
</tr>
<tr>
<td>Musical Director, MS Spring Play</td>
<td>$5,885</td>
</tr>
<tr>
<td>Director of 6th Grade Camp</td>
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<tr>
<td>Coordinator of 7th Grade Camp</td>
<td>$3,084</td>
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<tr>
<td>Coordinator of 8th Grade Trip</td>
<td>$504</td>
</tr>
<tr>
<td>Supervisor of Math Teams – HS</td>
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<tr>
<td>Supervisor of Math Teams – MS</td>
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</tr>
<tr>
<td>Math Coaches (Lower, Middle, High Schools)</td>
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<tr>
<td>Admissions Nursery Playgroup</td>
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<td>Admissions Committee, Kindergarten</td>
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<td>Admissions Committee, 1st grade</td>
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<tr>
<td>Admissions Committee, 2nd-5th grades</td>
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<tr>
<td>Admissions, L/C Advisor N-2, LS</td>
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</tr>
<tr>
<td>Admissions Committee, MS</td>
<td>$1,310</td>
</tr>
<tr>
<td>Admissions Committee, HS</td>
<td>$1,310</td>
</tr>
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<td>Admissions, K-5th grade Academic Assessment</td>
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<tr>
<td>Admissions, LS Homeroom Host Visit</td>
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<tr>
<td>Admissions, Grades 1-2 Homeroom Host Visit</td>
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<tr>
<td>Admissions, N3/N4/K Homeroom Host Visit</td>
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<td>May Project Coordinator</td>
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<tr>
<td>May Project Coordinator (Assistant)</td>
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<tr>
<td>Arts Fest Advisor</td>
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<tr>
<td>Learning &amp; Counseling Chair</td>
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<tr>
<td>Position</td>
<td>Amount</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Library Chair</td>
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<tr>
<td>Computer Science Chair</td>
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<tr>
<td>Fine Arts Chair</td>
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<td>Humanities Chair</td>
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<td>Counselors for 7th Grade Camp</td>
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<tr>
<td>Science Team Coach (Head)</td>
<td>6,317</td>
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<tr>
<td>Science Team Coach (Assistant)</td>
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<td>3,839</td>
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<td>6,317</td>
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<tr>
<td>Debate Coach (Head)</td>
<td>6,317</td>
</tr>
<tr>
<td>Debate Coach (Assistant)</td>
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<tr>
<td>Model UN Coach (Head)</td>
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<tr>
<td>Model UN Coach (Assistant)</td>
<td>4,581</td>
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<td>6,317</td>
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<td>Mentor Coordinator</td>
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<tr>
<td>Mentor with 1 mentee</td>
<td>2,777</td>
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<tr>
<td>Mentor with 1 additional mentee</td>
<td>1,805</td>
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<tr>
<td>Mentor In-waiting</td>
<td>650</td>
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<td>Global Studies</td>
<td>901</td>
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<tr>
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<td>6,317</td>
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<tr>
<td>Hands-on Science Museum</td>
<td>405/quarter</td>
</tr>
<tr>
<td>Student Council Advisor MS</td>
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<tr>
<td>Lead Advisor HS</td>
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<tr>
<td>Diversity Day Coordinator MS</td>
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<tr>
<td>Diversity Day Coordinator HS</td>
<td>2,793</td>
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<tr>
<td>Summer Link Coordinator Science</td>
<td>4,581</td>
</tr>
<tr>
<td>Summer Link Coordinator Humanities</td>
<td>4,581</td>
</tr>
<tr>
<td>Summer Link Coordinator Computer Science</td>
<td>4,581</td>
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<tr>
<td>Summer Work</td>
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<td>73/event</td>
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<tr>
<td>Evening Musical Performances (non-curricular)¹</td>
<td>147/perf.</td>
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<tr>
<td>Extended/Weekend Chaperone</td>
<td>147/occurrence</td>
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<tr>
<td>Overnight Chaperone</td>
<td>369/per night</td>
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<tr>
<td>World Language Trip Organizer</td>
<td>4,544</td>
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<tr>
<td>World Language Exchange Organizer</td>
<td>6,264</td>
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<tr>
<td>World Language Scholarship Organizer</td>
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<tr>
<td>U-High Summer Bridge Program Coordinator</td>
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<td>Poetry Slam Coach (Head)</td>
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<tr>
<td>Lab Arts Expo Coordinator</td>
<td>2,926</td>
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<tr>
<td>Choir Director LS</td>
<td>1,277</td>
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¹When pre-approved by appropriate principal.
<table>
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<th>Hours</th>
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<tr>
<td>Choir Accompanist LS</td>
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<tr>
<td>Accompanist for Student Assemblies</td>
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<td>Afternoon Recital Coordinator</td>
<td>491/occurrence</td>
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<tr>
<td>Music Solo &amp; Ensemble Contest Coach</td>
<td>341/occurrence</td>
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<td>LS Newspaper Coordinator</td>
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<td>HS/MS Robotics Head Coach</td>
<td>6,160</td>
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<tr>
<td>HS/MS Robotics Assistant Coach</td>
<td>4,460</td>
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<td>Outdoor Classroom Coordinator</td>
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<tr>
<td>Outdoor Classroom Summer Coordinator</td>
<td>1,230</td>
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<tr>
<td>MS Theater Technical Director (up to seven weeks)</td>
<td>364/wk</td>
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<tr>
<td>MS Theater House Manager (up to one week)</td>
<td>364/wk</td>
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<tr>
<td>MS Theater Set Designer</td>
<td>5,885</td>
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<tr>
<td>Diversity, Equity, and Inclusion Liaison</td>
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<tr>
<td>MS Computer Science Club Head Coach</td>
<td>6,163</td>
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<tr>
<td>MS Computer Science Club Assistant Coach</td>
<td>4,469</td>
</tr>
<tr>
<td>LS Makerspace Coordinator</td>
<td>4,397</td>
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ATHLETIC COACHING PAY SCHEDULE – 2019-20 (per week)\(^2\)

<table>
<thead>
<tr>
<th>Position</th>
<th>Pay (per week)</th>
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<tr>
<td>HS Head Coach + 5 years</td>
<td>$681</td>
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<tr>
<td>HS Head Coach</td>
<td>636</td>
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<tr>
<td>HS JV/Freshman Coach + 5 years</td>
<td>558</td>
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<tr>
<td>HS JV/Freshman Coach</td>
<td>509</td>
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<tr>
<td>HS Assistant Coach</td>
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<tr>
<td>MS Head Coach + 5 years</td>
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<tr>
<td>MS Head Coach</td>
<td>414</td>
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<td>MS Assistant</td>
<td>248</td>
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\(^2\)Eligibility for +5 year rate includes non-consecutive coaching years at Laboratory Schools
<table>
<thead>
<tr>
<th>Position</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-2, Lower and Middle Schools Grade Level Chairs</td>
<td>$2,747</td>
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<tr>
<td>Faculty Chairs</td>
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<td>Coordinator of Renaissance</td>
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<tr>
<td>Literary Editor of Renaissance</td>
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<tr>
<td>Coordinator of Middle School Yearbook</td>
<td>2,441</td>
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<tr>
<td>Middle School Yearbook, Literary</td>
<td>647</td>
</tr>
<tr>
<td>Middle School Yearbook, Art</td>
<td>647</td>
</tr>
<tr>
<td>Middle School Yearbook, Photography</td>
<td>647</td>
</tr>
<tr>
<td>Coordinator of Middle School Newspaper</td>
<td>2,981</td>
</tr>
<tr>
<td>Musical Director, MS Spring Play</td>
<td>6,076</td>
</tr>
<tr>
<td>Director of 6th Grade Camp</td>
<td>4,064</td>
</tr>
<tr>
<td>Coordinator of 7th Grade Camp</td>
<td>3,184</td>
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<tr>
<td>Coordinator of 8th Grade Trip</td>
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<td>Supervisor of Math Teams – HS</td>
<td>5,963</td>
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<tr>
<td>Supervisor of Math Teams – MS</td>
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<td>Admissions Committee, K</td>
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<tr>
<td>Admissions Committee, 1st grade</td>
<td>813</td>
</tr>
<tr>
<td>Admissions Committee, 2nd-5th grades</td>
<td>1,353</td>
</tr>
<tr>
<td>Admissions, L/C Advisor N-2, LS</td>
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</tr>
<tr>
<td>Admissions Committee, MS</td>
<td>1,353</td>
</tr>
<tr>
<td>Admissions Committee, HS</td>
<td>1,353</td>
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<tr>
<td>Admissions, K-5th grade Academic Assessment</td>
<td>36/student</td>
</tr>
<tr>
<td>Admissions, LS Homeroom Host Visit</td>
<td>211/student</td>
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<tr>
<td>Admissions, Grades 1-2 Homeroom Host Visit</td>
<td>132/student</td>
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<tr>
<td>Admissions, N3/N4/K Homeroom Host Visit</td>
<td>60/student</td>
</tr>
<tr>
<td>May Project Coordinator</td>
<td>6,522</td>
</tr>
<tr>
<td>May Project Coordinator (Assistant)</td>
<td>4,730</td>
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<tr>
<td>Arts Fest Advisor</td>
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<td>Learning &amp; Counseling Chair</td>
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<td>Library Chair</td>
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<td>Computer Science Chair</td>
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<tr>
<td>Fine Arts Chair</td>
<td>13,075</td>
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<td>Humanities Chair</td>
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<tr>
<td>Counselors for 6th Grade Camp</td>
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<td>Counselors for 7th Grade Camp</td>
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<tr>
<td>Science Team Coach (Assistant)</td>
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<td>Middle School Science Team Coach</td>
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<tr>
<td>ESH Science Coordinator</td>
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<tr>
<td>Debate Coach (Head)</td>
<td>6,522</td>
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<tr>
<td>Debate Coach (Assistant)</td>
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<tr>
<td>Position</td>
<td>Cost</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------</td>
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<tr>
<td>Model UN Coach (Head)</td>
<td>6,522</td>
</tr>
<tr>
<td>Model UN Coach (Assistant)</td>
<td>4,730</td>
</tr>
<tr>
<td>Scholastic Bowl Coach</td>
<td>6,522</td>
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<tr>
<td>Mentor Coordinator</td>
<td>6,522</td>
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<tr>
<td>Mentor with 1 mentee</td>
<td>2,867</td>
</tr>
<tr>
<td>Mentor with 1 additional mentee</td>
<td>1,864</td>
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<tr>
<td>Mentor In-waiting</td>
<td>671</td>
</tr>
<tr>
<td>Global Studies</td>
<td>930</td>
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<tr>
<td>Dance Team Coordinator</td>
<td>6,522</td>
</tr>
<tr>
<td>Hands-on Science Museum</td>
<td>418/quarter</td>
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<td>Student Council Advisor MS</td>
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<td>Lead Advisor HS</td>
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<tr>
<td>Diversity Day Coordinator MS</td>
<td>2,884</td>
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<tr>
<td>Diversity Day Coordinator HS</td>
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<tr>
<td>Summer Link Coordinator Science</td>
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<tr>
<td>Summer Link Coordinator Humanities</td>
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<tr>
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<tr>
<td>Evening Event Supervision</td>
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<td>Evening Musical Performances (non-curricular)</td>
<td>152/perf.</td>
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<tr>
<td>Extended/Weekend Chaperone</td>
<td>152/occurrence</td>
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<tr>
<td>Overnight Chaperone</td>
<td>381/per night</td>
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<tr>
<td>World Language Trip Organizer</td>
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<tr>
<td>World Language Exchange Organizer</td>
<td>6,468</td>
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<tr>
<td>World Language Scholarship Organizer</td>
<td>671</td>
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<tr>
<td>Poetry Slam Coach (Head)</td>
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<td>Poetry Slam Coach (Assistant)</td>
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<td>Shakespeare Monologue Competition Coordinator</td>
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<tr>
<td>Lab Arts Expo Coordinator</td>
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<td>Choir Director LS</td>
<td>1,319</td>
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<tr>
<td>Choir Accompanist LS</td>
<td>1,319</td>
</tr>
<tr>
<td>Accompanist for Student Assemblies</td>
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<td>Afternoon Recital Coordinator</td>
<td>507/occurrence</td>
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<tr>
<td>Music Solo &amp; Ensemble Contest Coach</td>
<td>352/occurrence</td>
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<td>LS Newspaper Coordinator</td>
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<tr>
<td>HS/MS Robotics Head Coach</td>
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<td>HS/MS Robotics Assistant Coach</td>
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<tr>
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<tr>
<td>MS Theater Technical Director (up to seven weeks)</td>
<td>376/wk</td>
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<tr>
<td>MS Theater House Manager (up to one week)</td>
<td>376/wk</td>
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<td>MS Theater Set Designer</td>
<td>6,076</td>
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</table>

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3When pre-approved by appropriate principal.
Diversity, Equity, and Inclusion Liaison .................................................. 2,867
MS Computer Science Club Head Coach ............................................. 6,363
MS Computer Science Club Assistant Coach .................................... 4,614
LS Makerspace Coordinator .................................................................. 4,540
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<th>Weekly Pay</th>
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<tr>
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<tr>
<td>HS JV/Freshman Coach + 5 years</td>
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<tr>
<td>HS JV/Freshman Coach</td>
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</tr>
<tr>
<td>HS Assistant Coach</td>
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</tr>
<tr>
<td>MS Head Coach + 5 years</td>
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<tr>
<td>MS Head Coach</td>
<td>427</td>
</tr>
<tr>
<td>MS Assistant</td>
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Eligibility for +5 year rate includes non-consecutive coaching years at Laboratory Schools.
Effective July 1, 2021

<table>
<thead>
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<th>Position</th>
<th>Amount</th>
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<tbody>
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<td>N-2, Lower and Middle Schools Grade Level Chairs</td>
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<td>Faculty Chairs</td>
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<td>Coordinator of Renaissance</td>
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<tr>
<td>Literary Editor of Renaissance</td>
<td>2,526</td>
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<tr>
<td>Coordinator of Middle School Yearbook</td>
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<tr>
<td>Middle School Yearbook, Literary</td>
<td>670</td>
</tr>
<tr>
<td>Middle School Yearbook, Art</td>
<td>670</td>
</tr>
<tr>
<td>Middle School Yearbook, Photography</td>
<td>670</td>
</tr>
<tr>
<td>Coordinator of Middle School Newspaper</td>
<td>3,085</td>
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<tr>
<td>Musical Director, MS Spring Play</td>
<td>6,288</td>
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<tr>
<td>Director of 6th Grade Camp</td>
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<tr>
<td>Coordinator of 7th Grade Camp</td>
<td>3,295</td>
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<tr>
<td>Coordinator of 8th Grade Trip</td>
<td>538</td>
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<tr>
<td>Supervisor of Math Teams – HS</td>
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<tr>
<td>Supervisor of Math Teams – MS</td>
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<td>Math Coaches (Lower, Middle, High Schools)</td>
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<tr>
<td>Admissions Committee, HS</td>
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<tr>
<td>Admissions, K-5th grade Academic Assessment</td>
<td>37/student</td>
</tr>
<tr>
<td>Admissions, LS Homeroom Host Visit</td>
<td>218/student</td>
</tr>
<tr>
<td>Admissions, Grades 1-2 Homeroom Host Visit</td>
<td>137/student</td>
</tr>
<tr>
<td>Admissions, N3/N4/K Homeroom Host Visit</td>
<td>62/student</td>
</tr>
<tr>
<td>May Project Coordinator</td>
<td>6,750</td>
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<tr>
<td>May Project Coordinator (Assistant)</td>
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<tr>
<td>Arts Fest Advisor</td>
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<td>Library Chair</td>
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<td>Humanities Chair</td>
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<td>Counselors for 6th Grade Camp</td>
<td>1,999</td>
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<td>Counselors for 7th Grade Camp</td>
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</tr>
<tr>
<td>Science Team Coach (Head)</td>
<td>6,750</td>
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<tr>
<td>Science Team Coach (Assistant)</td>
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<tr>
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<tr>
<td>Debate Coach (Head)</td>
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</tr>
<tr>
<td>Debate Coach (Assistant)</td>
<td>4,896</td>
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</table>
Model UN Coach (Head) ................................. 6,750
Model UN Coach (Assistant) ............................ 4,896
Scholastic Bowl Coach ........................................ 6,750
Mentor Coordinator ........................................... 6,750
Mentor with 1 mentee ........................................ 2,967
Mentor with 1 additional mentee ....................... 1,929
Mentor In-waiting .............................................. 694
Dance Team Coordinator ..................................... 6,750
Hands-on Science Museum ............................... 433/quarter
Student Council Advisor MS ......................... 3,157
Lead Advisor HS ........................................... 1,400
Diversity Day Coordinator MS ......................... 2,985
Diversity Day Coordinator HS ......................... 2,985
Summer Link Coordinator Science ..................... 4,896
Summer Link Coordinator Humanities ............... 4,896
Summer Link Coordinator Computer Science .... 4,896
Summer Work ............................................... 255/day
Evening Event Supervision ............................... 78/event
Evening Musical Performances (non-curricular) 5 157/perf.
Extended/Weekend Chaperone .......................... 157/occurrence
Overnight Chaperone ........................................ 394/per night
World Language Trip Organizer ....................... 4,856
World Language Exchange Organizer ............... 6,694
World Language Scholarship Organizer .......... 694
U-High Summer Bridge Program Coordinator ...... 6,585
Poetry Slam Coach (Head) .............................. 2,464
Poetry Slam Coach (Assistant) ......................... 1,948
Shakespeare Monologue Competition Coordinator 940
Lab Arts Expo Coordinator .............................. 3,127
Choir Director LS ........................................... 1,365
Choir Accompanist LS ...................................... 1,365
Accompanist for Student Assemblies ................. 122/occurrence
Afternoon Recital Coordinator ......................... 525/occurrence
Music Solo & Ensemble Contest Coach ............. 364/occurrence
LS Newspaper Coordinator ............................. 1,928
HS/MS Robotics Head Coach ........................... 6,583
HS/MS Robotics Assistant Coach ..................... 4,766
Outdoor Classroom Coordinator ...................... 4,699
Outdoor Classroom Summer Coordinator .......... 1,314
MS Theater Technical Director (up to seven weeks) 389/wk
MS Theater House Manager (up to one week) .... 389/wk
MS Theater Set Designer ................................. 6,288

5When pre-approved by appropriate principal.
Diversity, Equity, and Inclusion Liaison ................................................ 2,967
MS Computer Science Club Head Coach ............................................. 6,586
MS Computer Science Club Assistant Coach ..................................... 4,775
LS Makerspace Coordinator ................................................................. 4,699
<table>
<thead>
<tr>
<th>Position</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Head Coach + 5 years</td>
<td>$728</td>
</tr>
<tr>
<td>HS Head Coach</td>
<td>$680</td>
</tr>
<tr>
<td>HS JV/Freshman Coach + 5 years</td>
<td>$596</td>
</tr>
<tr>
<td>HS JV/Freshman Coach</td>
<td>$544</td>
</tr>
<tr>
<td>HS Assistant Coach</td>
<td>$408</td>
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<tr>
<td>MS Head Coach + 5 years</td>
<td>$472</td>
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<tr>
<td>MS Head Coach</td>
<td>$442</td>
</tr>
<tr>
<td>MS Assistant</td>
<td>$265</td>
</tr>
</tbody>
</table>

*Eligibility for +5 year rate includes non-consecutive coaching years at Laboratory Schools*
d. Effective July 1, 2022

N-2, Lower and Middle Schools Grade Level Chairs ...................... $2,950
Faculty Chairs ................................................................. 2,141
Coordinator of Renaissance ............................................... 6,403
Literary Editor of Renaissance .......................................... 2,621
Coordinator of Middle School Yearbook ............................. 2,621
Middle School Yearbook, Literary ...................................... 695
Middle School Yearbook, Art ............................................. 695
Middle School Yearbook, Photography ............................... 695
Coordinator of Middle School Newspaper ......................... 3,201
Musical Director, MS Spring Play ...................................... 6,525
Director of 6th Grade Camp .............................................. 4,364
Coordinator of 7th Grade Camp ........................................ 3,419
Coordinator of 8th Grade Trip .......................................... 558
Supervisor of Math Teams – HS ......................................... 6,403
Supervisor of Math Teams – MS ....................................... 3,201
Math Coaches (Lower, Middle, High Schools) .................... 1,752
Admissions Nursery Playgroup ........................................ 195/playgroup
Admissions Committee, Kindergarten ............................... 1,453
Admissions Committee, 1st grade .................................... 873
Admissions Committee, 2nd-5th grades ............................ 1,453
Admissions, L/C Advisor N-2, LS .................................... 1,453
Admissions Committee, MS ............................................. 1,453
Admissions Committee, HS ............................................. 1,453
Admissions, K-5th grade Academic Assessment .................. 38/student
Admissions, LS Homeroom Host Visit ................................ 226/student
Admissions, Grades 1-2 Homeroom Host Visit ................... 142/student
Admissions, N3/N4/K Homeroom Host Visit ...................... 64/student
May Project Coordinator .................................................... 7,003
May Project Coordinator (Assistant) .................................. 5,080
Arts Fest Advisor ............................................................ 3,326
Learning & Counseling Chair .......................................... 14,040
Library Chair ................................................................. 11,511
Computer Science Chair .................................................. 14,040
Fine Arts Chair ............................................................... 14,040
Humanities Chair ............................................................ 14,040
Counselors for 6th Grade Camp ........................................ 2,074
Counselors for 7th Grade Camp ....................................... 1,515
Science Team Coach (Head) ............................................. 7,003
Science Team Coach (Assistant) ....................................... 5,080
Middle School Science Team Coach ................................. 4,257
ESH Science Coordinator .................................................. 7,003
Debate Coach (Head) ....................................................... 7,003
Debate Coach (Assistant) ................................................... 5,080
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<th>Rate</th>
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<tr>
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<td>7,003</td>
</tr>
<tr>
<td>Model UN Coach (Assistant)</td>
<td>5,080</td>
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<tr>
<td>Scholastic Bowl Coach</td>
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<tr>
<td>Mentor Coordinator</td>
<td>7,003</td>
</tr>
<tr>
<td>Mentor with 1 mentee</td>
<td>3,078</td>
</tr>
<tr>
<td>Mentor with 1 additional mentee</td>
<td>2,001</td>
</tr>
<tr>
<td>Mentor In-waiting</td>
<td>720</td>
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<tr>
<td>Global Studies</td>
<td>999</td>
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<tr>
<td>Dance Team Coordinator</td>
<td>7,003</td>
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<tr>
<td>Hands-on Science Museum</td>
<td>449/quarter</td>
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<tr>
<td>Student Council Advisor MS</td>
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<tr>
<td>Lead Advisor HS</td>
<td>1,453</td>
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<tr>
<td>Diversity Day Coordinator MS</td>
<td>3,097</td>
</tr>
<tr>
<td>Diversity Day Coordinator HS</td>
<td>3,097</td>
</tr>
<tr>
<td>Summer Link Coordinator Science</td>
<td>5,080</td>
</tr>
<tr>
<td>Summer Link Coordinator Humanities</td>
<td>5,080</td>
</tr>
<tr>
<td>Summer Link Coordinator Computer Science</td>
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<tr>
<td>Summer Work</td>
<td>265/day</td>
</tr>
<tr>
<td>Evening Event Supervision</td>
<td>81/event</td>
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<tr>
<td>Evening Musical Performances (non-curricular)</td>
<td>163/perf.</td>
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<tr>
<td>Extended/Weekend Chaperone</td>
<td>163/occurrence</td>
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<tr>
<td>Overnight Chaperone</td>
<td>409/per night</td>
</tr>
<tr>
<td>World Language Trip Organizer</td>
<td>5,038</td>
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<tr>
<td>World Language Exchange Organizer</td>
<td>6,945</td>
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<tr>
<td>World Language Scholarship Organizer</td>
<td>720</td>
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<tr>
<td>U-High Summer Bridge Program Coordinator</td>
<td>6,832</td>
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<tr>
<td>Poetry Slam Coach (Head)</td>
<td>2,556</td>
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<td>Poetry Slam Coach (Assistant)</td>
<td>2,021</td>
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<td>Shakespeare Monologue Competition Coordinator</td>
<td>975</td>
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<tr>
<td>Lab Arts Expo Coordinator</td>
<td>3,244</td>
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<tr>
<td>Choir Director LS</td>
<td>1,416</td>
</tr>
<tr>
<td>Choir Accompanist LS</td>
<td>1,416</td>
</tr>
<tr>
<td>Accompanist for Student Assemblies</td>
<td>127/occurrence</td>
</tr>
<tr>
<td>Afternoon Recital Coordinator</td>
<td>545/occurrence</td>
</tr>
<tr>
<td>Music Solo &amp; Ensemble Contest Coach</td>
<td>378/occurrence</td>
</tr>
<tr>
<td>LS Newspaper Coordinator</td>
<td>2,000</td>
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<tr>
<td>HS/MS Robotics Head Coach</td>
<td>6,830</td>
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<tr>
<td>HS/MS Robotics Assistant Coach</td>
<td>4,945</td>
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<tr>
<td>Outdoor Classroom Coordinator</td>
<td>4,875</td>
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<td>Outdoor Classroom Summer Coordinator</td>
<td>1,363</td>
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<tr>
<td>MS Theater Technical Director (up to seven weeks)</td>
<td>404/wk</td>
</tr>
<tr>
<td>MS Theater House Manager (up to one week)</td>
<td>404/wk</td>
</tr>
<tr>
<td>MS Theater Set Designer</td>
<td>6,525</td>
</tr>
</tbody>
</table>

*When pre-approved by appropriate principal.*
Diversity, Equity, and Inclusion Liaison ................................................ 3,078
MS Computer Science Club Head Coach ............................................. 6,833
MS Computer Science Club Assistant Coach ...................................... 4,954
LS Makerspace Coordinator .................................................................. 4,875
<table>
<thead>
<tr>
<th>Role</th>
<th>Pay (per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Head Coach + 5 years</td>
<td>$755</td>
</tr>
<tr>
<td>HS Head Coach</td>
<td>$706</td>
</tr>
<tr>
<td>HS JV/Freshman Coach + 5 years</td>
<td>$618</td>
</tr>
<tr>
<td>HS JV/Freshman Coach</td>
<td>$564</td>
</tr>
<tr>
<td>HS Assistant Coach</td>
<td>$423</td>
</tr>
<tr>
<td>MS Head Coach + 5 years</td>
<td>$490</td>
</tr>
<tr>
<td>MS Head Coach</td>
<td>$459</td>
</tr>
<tr>
<td>MS Assistant</td>
<td>$275</td>
</tr>
</tbody>
</table>

*Eligibility for +5 year rate includes non-consecutive coaching years at Laboratory Schools*
C. Salaries

1. The 2019-20, 2020-21, 2021-22 and 2022-23 salaries for full-time faculty, part-time faculty and assistant teachers shall be in conformity with the appropriate minimum salary schedules below.

2. All newly employed faculty members shall be located on the salary schedule at the step at which they were hired. The step number shall be the number of credit years of experience including the current year. Full-time faculty and part-time faculty (not assistant teachers) newly employed at the Laboratory Schools shall be credited for previous teaching experience (or analogous professional experience for non-classroom faculty) up to twenty (20) years in nursery through 12th grade school setting. For positions in the Middle and High Schools, this includes full-time college-level teaching experience. In addition, up to five (5) years’ credit may be given for relevant non-teaching experience. Assistant teachers who become head teachers shall receive one (1) year’s credit for every two (2) years of experience as assistant teachers. Newly employed teachers shall be informed in writing of the basis for their placement on the salary schedule.

Newly employed assistant teachers shall be located on the appropriate salary schedule at the step corresponding to the number of credit years of experience including the current year. One (1) year’s credit shall be given for each three (3) years of relevant teaching experience up to and including three (3) additional steps.

3. Any faculty members and assistant teachers currently employed at the Laboratory Schools who subsequently receive a Master’s Degree or Doctoral Degree while continuously employed by the Schools shall receive one (1) additional step for each such additional degree level on the relevant salary schedule for the following school year. Any faculty member or assistant teacher shall receive one (1) additional step for a Master’s Degree at the time of hire and one (1) more additional step for a Doctoral Degree at the time of hire beyond steps for experience granted as per Article XII (C) (2) above.

4. Effective in the 2020-21 academic year, up to five (5) Faculty Members per year who earn or already possess International Society for Technology in Education (ISTE) Certification for Educators and up to five (5) Faculty Members per year who earn National Board Certification will advance one (1) additional step on the salary schedule. Faculty Members who show evidence of either of these certifications before June 30 will be eligible to advance one (1) additional step on the salary schedule in the upcoming academic year. If a Faculty Member who earns or already possesses one of these certifications is on Step “Z”, then the Faculty Member will receive a one-time lump sum payment equal to the difference between Step “Y” and Step “Z” in the academic year in which he/she receives the payment. For each of the listed certifications, the first five (5) Faculty Members to earn the certification will advance the additional step, provided they have submitted notice of certification to the Director of Human Resources. For each certification, the administration has discretion to allow more than the first five (5) Faculty Members who earn the certification to skip a step in a given year if more than five (5) Faculty Members earn such certification in one year.

5. Faculty members who participate in the Self-Evaluation Program (see Article VII.N) in years four (4) and five (5) of employment, and who successfully complete a sixth-
year evaluation by receiving a positive written evaluation will advance one (1) additional step on the salary schedule (i.e., will skip a step).

6. Step 1 on the 100% assistant teacher’s salary schedule will equal fifty-four (54%) percent of Step A on the faculty’s salary schedule. Step 1 on the 50% assistant teacher’s salary schedule will equal two-thirds (2/3) of Step 1 on the 100% assistant teacher’s salary schedule.

7. Effective in the 2019-20 academic year, there will be eight (8) steps (steps 9-16) added to the Assistant Teacher salary schedule. Each step will be 1.5% higher than the previous step. There will be no retroactivity, meaning that Assistant Teachers will continue to advance one (1) step on the salary schedule and Assistant Teachers on Step 8 in 2018-19 will advance to step 9 in the 2019-2020 academic year, step 10 in the 2020-2021 academic year and so forth.

D. Part-Time and Ten-Month Contracts

1. Faculty members on part-time contracts shall receive a salary which is the appropriate fraction of a full-time contract.

2. Faculty members on full-time ten-month contracts shall receive a salary which is ten-ninths (10/9ths) the appropriate salary on the schedule.
E. Full-Time Faculty’s Salary Schedules

1. 2019-2020 School Year

a. 2019-2020 Salary Schedule - Effective September 1, 2019

<table>
<thead>
<tr>
<th>STEP</th>
<th>SALARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>$59,932</td>
</tr>
<tr>
<td>B</td>
<td>$61,730</td>
</tr>
<tr>
<td>C</td>
<td>$63,582</td>
</tr>
<tr>
<td>D</td>
<td>$65,680</td>
</tr>
<tr>
<td>E</td>
<td>$68,044</td>
</tr>
<tr>
<td>F</td>
<td>$70,902</td>
</tr>
<tr>
<td>G</td>
<td>$74,376</td>
</tr>
<tr>
<td>H</td>
<td>$77,797</td>
</tr>
<tr>
<td>I</td>
<td>$81,298</td>
</tr>
<tr>
<td>J</td>
<td>$84,713</td>
</tr>
<tr>
<td>K</td>
<td>$88,186</td>
</tr>
<tr>
<td>L</td>
<td>$91,713</td>
</tr>
<tr>
<td>M</td>
<td>$95,382</td>
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<tr>
<td>N</td>
<td>$99,197</td>
</tr>
<tr>
<td>O</td>
<td>$103,165</td>
</tr>
<tr>
<td>P</td>
<td>$106,982</td>
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<tr>
<td>Q</td>
<td>$110,726</td>
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<tr>
<td>R</td>
<td>$114,380</td>
</tr>
<tr>
<td>S</td>
<td>$117,811</td>
</tr>
<tr>
<td>T</td>
<td>$120,167</td>
</tr>
<tr>
<td>U</td>
<td>$122,570</td>
</tr>
<tr>
<td>V</td>
<td>$125,021</td>
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<tr>
<td>W</td>
<td>$127,721</td>
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<tr>
<td>X</td>
<td>$129,307</td>
</tr>
<tr>
<td>Y</td>
<td>$131,247</td>
</tr>
<tr>
<td>Z</td>
<td>$133,216</td>
</tr>
</tbody>
</table>

b. All teachers and assistant teachers who were on steps on the 2018-19 salary schedule prior to July 1, 2019 shall advance one (1) step on the 2019-20 salary schedule so long as steps are available, effective with the commencement of their 2019-20 appointments.
2. 2020-2021 School Year

a. 2020-2021 Salary Schedule - Effective September 1, 2020

<table>
<thead>
<tr>
<th>STEP</th>
<th>SALARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>C</td>
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<tr>
<td>D</td>
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<td>F</td>
<td>$73,206</td>
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<td>H</td>
<td>$80,325</td>
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<tr>
<td>I</td>
<td>$83,940</td>
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<td>J</td>
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<td>K</td>
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<tr>
<td>L</td>
<td>$94,693</td>
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<tr>
<td>M</td>
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<td>R</td>
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<td>S</td>
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<td>T</td>
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<td>$135,515</td>
</tr>
<tr>
<td>Z</td>
<td>$137,548</td>
</tr>
</tbody>
</table>

b. All teachers and assistant teachers who were on steps on the 2019-20 salary schedule prior to July 1, 2020 shall advance one (1) step on the 2020-21 salary schedule, so long as steps are available, effective with the commencement of their 2020-21 appointments.
3. 2021-2022 School Year
   a. 2021-2022 Salary Schedule - Effective September 1, 2021

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<th>SALARY</th>
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<td>$140,259</td>
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<tr>
<td>Z</td>
<td>$142,363</td>
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</tbody>
</table>

b. All teachers and assistant teachers who were on steps on the 2020-21 salary schedule prior to July 1, 2021 shall advance one (1) step on the 2021-22 salary schedule so long as steps are available, effective with the commencement of their 2021-22 appointments.
4. 2022-2023 School Year

a. 2022-2023 Salary Schedule - Effective September 1, 2022

<table>
<thead>
<tr>
<th>STEP</th>
<th>SALARY</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$114,382</td>
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<td>P</td>
<td>$118,614</td>
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<td>S</td>
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<td>T</td>
<td>$133,232</td>
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<td>$135,897</td>
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<td>$145,519</td>
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<tr>
<td>Z</td>
<td>$147,702</td>
</tr>
</tbody>
</table>

b. All teachers and assistant teachers who were on steps on the 2021-22 salary schedule prior to July 1, 2022 shall advance (1) step on the 2022-23 salary schedule so long as steps are available, effective with the commencement of their 2022-23 appointments.
F. Assistant Teachers’ Salaries

1. 2019-20 School Year - Effective September 1, 2019

<table>
<thead>
<tr>
<th>STEP</th>
<th>SALARY (100)%</th>
</tr>
</thead>
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<tr>
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<td>$32,363</td>
</tr>
<tr>
<td>2</td>
<td>34,871</td>
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<td>3</td>
<td>37,574</td>
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<tr>
<td>4</td>
<td>40,486</td>
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<tr>
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2. 2020-21 School Year - Effective September 1, 2020

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### 2022-23 School Year - Effective September 1, 2022

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<tr>
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G. No faculty member shall be required to substitute for a colleague except in an emergency situation.

1. Faculty members who do substitute for a colleague at the request of the Administration, or who are required to do so in an emergency situation, shall be paid at a rate equivalent to $25 per clock hour in the Nursery-2nd Grade and Lower Schools.

2. Assistant Teachers who substitute for a Head Teacher due to the Head Teacher’s absence shall be paid at a rate equivalent to $25 per clock hour during the school day, during the period of the Head Teacher’s absence.

3. Starting on the 11th consecutive day of a Learning and Counseling Department Faculty Member’s absence, Learning and Counseling Faculty Members substituting for the absent Faculty Member will receive a $200 daily stipend, which will be divided evenly between the substituting Faculty Members.

4. For the term of the 2019-2023 CBA, faculty-to-faculty substitute pay in the Middle School and High School will be paid as follows when the faculty member who requires coverage has notified the principal via the school office at the time of the event and the Substitute Placement Coordinator thereafter. In an emergency situation, notification will occur as soon as practical.

   a. 90 minute classes - $50
   b. 75 minute classes - $42
   c. 60 minute classes - $34
   d. 45 minute classes - $25
   e. 30 minute classes/ advisory - $17
   f. 10 minute advisory - $10

   ARTICLE XIII.

   Dues Checkoff

   For all employees covered by this Agreement who shall so authorize it in writing on a form approved by the University and in conformance with the relevant provisions of the National Labor Relations Act, the Employer shall deduct their Association membership dues from the first pay of each month, in equal monthly installments. No initiation fees or special assessments will be deducted under this provision. The employer shall remit the deducted dues to the officer designated by the Association within one (1) week following issuance of checks from which deductions are made.

   It is understood and agreed that the Association will indemnify and hold the University harmless against any and all claims, demands, suits, or other forms of liability that may arise out of or by reason of action taken or not taken by the University in connection with the deduction of dues as herein provided.
ARTICLE XIV.

Effect of Agreement

A. Savings

In the event that any provision of this Agreement shall become illegal during the term of this Agreement, such provision shall become inoperative, but all other provisions of this Agreement shall remain in full force and effect for the duration of this Agreement. With respect to any such illegal provision, upon request of either the University or the Association, the parties shall enter into immediate collective bargaining negotiations for the purpose of arriving at a mutually satisfactory replacement for such illegal provision.

B. Finality

1. This Agreement constitutes the entire agreement between the parties, and concludes collective bargaining for its term.

2. Any subsequent or supplementary agreement must be reduced to writing and executed by both parties to be effective.

3. The parties acknowledge that during the negotiations which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the area of collective bargaining, and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement.

4. It is expressly understood and agreed that all functions, rights, powers or authority of the Administration of the Schools which are not specifically limited by the express language of this Agreement are retained by the Employer provided, however, that no such right shall be exercised so as to violate any of the specific provisions of this Agreement. The Administration shall not unilaterally implement changes which are mandatory subjects for bargaining under applicable laws and could reasonably have been proposed in negotiations leading to this agreement (as specified in Article XIV B.3).

C. Duration

This Agreement shall become effective as of July 1, 2019, and shall continue in effect to and including June 30, 2023, and from year to year thereafter unless, by January 15, 2023, or any subsequent anniversary date thereafter, either party serves written notice upon the other party of its desire to modify or terminate this Agreement. In the event either party gives such notice, negotiations will commence by February 15 of the appropriate year. Both parties will proceed with all due dispatch and diligence to apprise each other of major changes desired in the negotiated agreement.
FOR THE UNIVERSITY OF CHICAGO

By: [Signature]

(Seal)

Signed this 6th day of November, 2019

This document has been executed in triplicate original.
LETTER OF AGREEMENT

Labor-Management Committee

The Faculty Association ("Association") and the Administration of the University of Chicago Laboratory Schools ("Administration") agree to create a Labor-Management Committee. An appropriate number of representatives from the Association and the Administration, but no more than six (6) from each party, will meet monthly, or more often if appropriate, to discuss issues of mutual concern. The Committee will not address grievances.

Both parties will prepare agenda items prior to each meeting. Already agreed upon topics for post-contract committee work were the following:

- Review of unresolved extra service/released time positions
- Improving all-schools communication

[Signatures]

Robin Appleby, Director
Maureen Schmidt, President

Dated 12/1/15
Dated 12/1/2015

December 15, 2015
LETTER OF AGREEMENT

Concerning Construction

Because it is likely that during the term of this Agreement faculty working conditions will be significantly affected by construction and renovation, the Administration agrees to meet and consult with representatives from the Faculty Association and affected members of the faculty to lessen the adverse impact. Specifically, as plans for each phase are being developed, when planning decisions have been finalized, and during various stages of implementation, appropriate Administration and University officials will meet with affected faculty and Faculty Association representatives to present information, hear concerns about impact, and receive suggestions.

Robin Appleby
Dated 12/1/2015

Maureen Schmidt
Dated 12/1/2015

December 1, 2015
LETTER OF AGREEMENT

December 1, 2015 Retirement Incentive/Severance Plan

ELIGIBILITY—Faculty Members whose combined age and years of continuous service as of either September 1, 2012 or as of September 1, 2014 equal or would equal at least seventy-four (74) with at least fifteen (15) years of continuous service (“Eligible Faculty Members”) will be eligible to participate in the December 1, 2015 Retirement Incentive/Severance Plan as detailed below. Those currently employed who do not meet this sum of years as of the dates indicated or who are subsequently hired will not be eligible to participate in the Retirement Incentive/Severance Plan.

BENEFITS—An Eligible Faculty Member’s combined age and years of service as of the last day of the last academic year in which they intend to work will determine the amount of the retirement incentive/severance payment they will receive in accordance with the following schedule:

If eligible as of September 1, 2012

- Between 74—83 combined years will receive a lump sum payment equal to 50% of the faculty member’s final year salary
- Between 84—93 combined years will receive a lump sum payment equal to 75% of the faculty member’s final year salary
- Equal to or above 94 combined years will receive a lump sum payment equal to 100% of the faculty member’s final year salary
- For faculty members who are at least fifty-nine (59) years of age and eligible for this payment but are not yet sixty-five (65) years old will receive a lump sum payment for maintenance of health benefits until age sixty-five (65).

If eligible as of September 1, 2014

- Equal to at least 74 combined years will receive a lump sum payment equal to 25% of the faculty member’s final year salary.

NOTIFICATION—Eligible Faculty Members who are or will turn 65 years of age by June 30, 2023 must indicate if they wish to participate by the end of the Fall Quarter in 2021, or they are no longer eligible to participate. Eligible Faculty Members must indicate if they wish to participate at least 18 months before they intend to retire.

GRANDFATHERING - Eligible Faculty Members who are not yet 65 years of age by June 30, 2023 remain eligible to participate in the December 1, 2015 Retirement Incentive/Severance Pay Plan until the end of the appointment year in which they turn 65.

TERM OF AGREEMENT—This Letter of Agreement / Retirement Incentive/Severance Plan will expire on the last day of the 2022-23 academic year.

Charles Abelmann, Director
Dated November

Jim Catlett, President,
Faculty Association
Dated 11/6/2019

2019
LETTER OF AGREEMENT

2019-2023 Retirement Incentive Plan

Faculty Members who reach sixty-four (64) years of age and achieve at least twenty (20) years of continuous service at the Laboratory Schools during the term of this Agreement will be eligible to participate in the 2019-2023 Retirement Incentive Plan as detailed below.

If a Faculty Member elects to retire within two (2) academic years of first becoming eligible (age 64 + 20 years of continuous service at the Laboratory Schools), the Faculty Member will receive a lump sum payment equal to 75% of the Faculty Member’s final year salary.

Eligible Faculty Members must provide written notice that they wish to participate by the end of the Fall Quarter one-and-one-half (1 ½) years prior to the year in which they wish to retire, and specify the month and year of their participation (months/years available are: September 2020, September 2021, September 2022, September 2023, September 2024, September 2025). Faculty Members must provide this notice prior to June 29, 2023 to receive a benefit under the 2019-2023 Retirement Incentive Plan.

The 2019-2023 Retirement Incentive Plan will only be in effect up to and including June 29, 2023.

Faculty Members eligible pursuant to the December 1, 2015 Letter of Agreement as of September 1, 2014, have the option to elect to participate in either the December 1, 2015 Retirement Incentive/Severance Plan or the 2019-2023 Retirement Incentive Plan.

Charles Abelman, Director
Laboratory Schools
Dated November 6, 2019

Jim Catlett, President,
Faculty Association
Dated 11/6/2019
LETTER OF AGREEMENT

MARCH 31, 2015

This Letter of Agreement ("LOA") is entered into by and between the University of Chicago/University of Chicago Laboratory Schools Administration ("Administration"), and the Laboratory Schools Faculty Association, Local 2063 IFT/AFT ("Faculty Association").

During 2015 negotiations, the parties agreed to address issues of health and safety by taking the following actions:

1. The administration will communicate written construction updates on a quarterly basis to the Health/Safety Committee.
2. The administration remains committed to improving the mobile phone reception at Earl Shapiro Hall and will communicate quarterly updates on progress to date to the Health/Safety Committee.
3. The administration will provide quarterly updates to the Health/Safety Committee of steps taken regarding emergency planning and communication as well as future plans.
4. The Health/Safety Committee will develop and use multiple means of communicating its existence and work.
5. The Health/Safety Committee will establish a quarterly meeting schedule and publish its schedule on the school calendar.
6. The administration will communicate the existence of and how to use the Report of Health/Safety Concern online form.

Dated: March 31, 2015

J. W. Rubinstein
Director,
University Employee & Labor Relations

Maureen Schmidt
President, Laboratory Schools
Faculty Association

Dated: March 31, 2015
LETTER OF AGREEMENT
CONCERNING ATTENDANCE EXPECTATIONS
APRIL 30, 2015

This Letter of Agreement ("LOA") is entered into by and between the University of Chicago/University of Chicago Laboratory Schools Administration ("Administration"), and the Laboratory Schools Faculty Association, Local 2063 IFT/AFT ("Faculty Association").

During 2015 negotiations, the Administration presented the following issue: "What can we do to promote high quality teaching and maximize teachers' time with students?" The parties discussed a number of interests and options, eventually agreeing to enter into this LOA. Accordingly, the parties agree as follows:

1. Article X of the parties' Collective Bargaining Agreement ("CBA") provides for a number of different types of leave, including sick leave and personal leave.

2. Article X permits faculty members to take sick and personal leave when needed during the academic year. The parties recognize that regular attendance by faculty members is crucial to the success of the Laboratory Schools' educational program.

3. Accordingly, the parties agree that sick and personal days are intended for faculty members to miss school in the event of significant or contagious illnesses, to attend to personal medical needs, or in the event of other unusual circumstances.

4. In keeping with the principles stated above, the parties discourage patterned absences such as consistently missing the day preceding a holiday or break, consistently missing his/her first or last assigned period of the workday, frequently missing Fridays, and/or frequent short-term absences not attributable to a medical condition or other unavoidable reason.

5. The parties also recognize that as an exercise of management rights, the Administration has the authority to enforce reasonable attendance expectations, including the authority to take disciplinary/corrective action for just cause to address excessive absenteeism.

 Jake Rubinstein
 Director, University Employee & Labor Relations
 Dated: May 25, 2015

 Maureen Schmidt
 President, Laboratory Schools Faculty Association
 Dated: 4-30-15

(Originally signed 4-30-15)
LETTER OF AGREEMENT

CONCERNING PLACEMENT PROCESS OF NEW FACULTY MEMBERS ON SALARY SCHEDULE

MAY 19, 2015

This Letter of Agreement ("LOA") is entered into by and between the University of Chicago/University of Chicago Laboratory Schools Administration ("Administration"), and the Laboratory Schools Faculty Association, Local 2083 IFT/AFT ("Faculty Association").

During 2015 negotiations, the Faculty Association presented the following issue: "What can we do to ensure the proper placement of new hires on the pay scale?" The parties discussed a number of interests and options, eventually agreeing to enter into this LOA. Accordingly, the parties agree as follows:

1. The Administration will formalize its process for placing new faculty members on the salary schedule.

2. That process will include the following steps:

   A. Prior to extending an offer of employment, the Principal will analyze a candidate's credentials and make a recommendation for the candidate's step placement to the Director or to her designee. The Principal may seek the advice of the department or grade-level chair prior to making her recommendation. The Administrator responsible for official offers of employment will use the recommendation of the Principal, as modified by the Director or her designee, to determine the candidate's step placement. With that determination, the Principal will verbally extend the offer to the candidate. The Administrator will draw up an employment contract and offer it to the candidate.

   B. At the time that a contract is extended, the Administration will provide the candidate with a written explanation of step placement on the salary schedule. This written notification will also include the number of years credited for full-time teaching or other professional experience (up to 20), as well as the relevant non-teaching experience credited (up to 5) that serves as the rationale behind the step placement. Additionally, the candidate will be provided with a copy of the current Collective Bargaining Agreement and the contact information for the Faculty Association president.

   C. Included with a written explanation of the candidate's step placement will be a statement of principle regarding the value of ensuring Lab faculty members are properly compensated for the important work that they do, and that this placement was determined by a holistic review of her experience, as outlined by the Collective Bargaining Agreement and detailed in the accompanying explanation. Furthermore, it will make clear that the Laboratory Schools are committed to faculty member equity and proper placement on the salary schedule, and thus to protect against oversight,
candidate's are encouraged and expected to discuss their placement with their principal or the appropriate Administrator at the time of offer without fear of retribution.

D. In addition, the employment contract will make explicit that the candidate has a protected, 14-day consideration period that extends from the date of offer, regardless of when the employment contract is signed by the candidate, to discuss the terms of his employment contract. Finally, after that 14-day period, the offer is final and shall not be altered if the candidate signed and accepted the offer. If not accepted, the offer shall expire no later than the conclusion of the consideration period.

E. The Administration will inform the Faculty Association of a new hire's placement on the step schedule by October 1st of each new school year.

Jake Rubinstein
Director,
University Employee & Labor Relations
Dated: May 19, 2015

Maureen Schmidt
President, Laboratory Schools
Faculty Association
Dated: 5/19/2015
LETTER OF AGREEMENT

Interactions Between Lab Community Members

Following discussions between the Laboratory Schools Administration and the Faculty Association, the parties acknowledge shared principles and values about interactions between Lab Community Members that will be published for community members on an annual basis.

Charles Abelmann, Director
Laboratory Schools
Dated November

Jim Catlett, President
Faculty Association
Dated 11/6/2019

6th, 2019
LETTER OF AGREEMENT

Sharing Space at Earl Shapiro Hall (N-2 Division) with Extended Day Program

The Faculty Association (“Association”) and the Administration of the University of Chicago Laboratory Schools (“Administration”) agree to the following terms regarding the sharing of space at Earl Shapiro Hall (N-2 Division) with the Laboratory Schools’ Extended Day Program.

Beginning in the 2019-20 academic year and continuing for the duration of this Collective Bargaining Agreement, the Administration and the Association agree that all classroom teachers in the N-2 Division will make their classrooms available for use by the Extended Day Program. However, no single classroom will be used by the Extended Day Program for more than ½ of any academic year. Common rooms shall be utilized first. If additional space is needed, classrooms will be assigned to host the extended day program based on an equitable rotation. New teachers are exempt from having their classroom used during the first half of their first year of employment.

The Administration and the Association will issue a joint memo to N-2 Division faculty and staff and to Extended Day Program staff informing them of this Letter of Agreement (LOA). The parties will attach a copy of this LOA to the joint memo. The Administration and the Association will also hold a joint meeting with faculty in the N-2 Division to discuss the LOA, its implementation and to answer questions.

Charles Abelmann, Director
Laboratory Schools
Dated November

Jim Catlett, President
Faculty Association
Dated 11/6/2019

6th, 2019
LETTER OF AGREEMENT

Service-Learning Teacher Workload

This Letter of Agreement ("LOA") is entered into by and between the University of Chicago/University of Chicago Laboratory Schools Administration ("Administration"), and the Laboratory Schools Faculty Association, Local 2063 IFT/AFT ("FA").

The Administration and the Faculty Association will continue conversation about the growth and development of service-learning programs and agree to keep the potential for workload and/or personnel adjustments in mind if both parties deem it needed.

Charles Abelmann, Director
Laboratory Schools
Dated November

Jim Catlett, President
Faculty Association
Dated 11/6/2019

6th, 2019
LETTER OF AGREEMENT

Phase-In of Self-Evaluation Program

1. The faculty Self-Evaluation Program shall be phased in over four (4) years.

2. In 2019-2020, the Self-Evaluation Program shall include all faculty members in years four (4) and five (5) who volunteer to participate, as well as a group of as many as 20 faculty members, in at least their 8th year of employment as of 2019-2020, who volunteer to pilot the program. This post-year-8 pilot group will consist of faculty with more than 8 years of experience who are in an even-numbered year of employment (i.e.: years 10, 12, 14, etc.) in 2019-2020, and will include faculty from each of the four schools.

3. In 2020-2021, the Self-Evaluation Program shall include all faculty members in years four (4) and five (5) who choose to participate, as well as all faculty members in their 8th year in 2020-2021, and all faculty with more than 8 years of experience who are in an even-numbered year of employment (i.e.: years 10, 12, 14, etc.) in 2020-2021.

4. In 2021-2022, the Self-Evaluation Program shall include all faculty members in years four (4) and five (5) who choose to participate, as well as all faculty members in their 8th year of employment in 2021-2022, and all faculty with more than 8 years of experience who are in an even-numbered year of employment (i.e.: years 10, 12, 14, etc.) in 2021-2022.

5. A joint committee, consisting of an equal number of administrators and faculty association representatives, will meet at least twice in 2019-2020 to oversee the implementation of year one of the program. This committee will jointly select the faculty members of the pilot group if the number of volunteers is greater than 20. The committee will attempt to ensure that the pilot group consists of faculty in all four schools. The committee may make adjustments to the implementation schedule if the committee deems adjustments to be necessary. If no changes are agreed on, the program will maintain the schedule outlined above.

Charles Abelmann, Director
Laboratory Schools
Dated November 6th, 2019

Jim Catlett, President
Faculty Association
Dated 11/6/2019
LETTER OF AGREEMENT

Mentoring Program

The Faculty Association and the Administration agree to continue the First-Year Mentor Program from the 2015-2019 Collective Bargaining Agreement for the duration of the 2019-2023 Collective Bargaining Agreement with the following modifications:

1. Effective in the 2019-20 academic year, the currently existing First-Year Teacher Mentor Program will be extended to a two-year program. Teachers who are in their second year of employment may elect to continue working with their faculty mentor.

2. Effective in the 2020-21 academic year, the Faculty Association and the Administration agree to establish a Mentor Program for assistant teachers.
   a. To design the program, the Faculty Association and the Administration agree to create a committee composed of members of the Administration in the N-2 Division, Assistant Teachers, and Coordinator of the Mentor Program.
   b. The committee will be assembled and begin meeting no later than October 1, 2019 with the goal of having a mentor program for Assistant Teachers ready for implementation in the 2020-2021 Academic Year.

Charles Abelmann, Director
Laboratory Schools
Dated November 6th, 2019

Jim Catlett, President
Faculty Association
Dated 11/6/2019
LETTER OF AGREEMENT

Recruiting for and Hiring Accommodations Coordinator

The Administration will recruit for and hire a non-bargaining unit accommodations coordinator or equivalent title for the 2020-21 academic year.

Charles Abellmann, Director
Laboratory Schools
Dated November

Jim Catlett
President
Faculty Association
Dated 11/6/2019

6th, 2019
LETTER OF AGREEMENT

Further Itemizing Extra-Service Pay

During the term of the 2019-2023 Collective Bargaining Agreement, the Faculty Association and the Administration will continue to discuss further itemizing extra-service pay.

Charles Abelmman, Director
Laboratory Schools
Dated November

Jim Catlett, President
Faculty Association
Dated 11/6/2019

6th, 2019
LETTER OF AGREEMENT

Class Size

During 2019 negotiations, the parties discussed a number of mutual interests and options regarding class size limits and agreed to enter into this Letter of Agreement. Accordingly, the Faculty Association and the Administration agree as follows:

a. The Administration and the Faculty Association have agreed that reasonable limits on class size (Article VII.L) are essential to maintaining the high educational standards of the Laboratory Schools.

b. The Administration and the Faculty Association also recognize that limiting enrollment too severely could weaken the educational program and be unsustainable for the Laboratory Schools.

c. Beginning no later than October 31, 2019 and concluding no later than October 31, 2021, the Administration and the Faculty Association agree to conduct a thorough and objective study of class size at the Laboratory Schools and the feasibility of reducing class size over time. The study will address the impact on student learning and program sustainability. The Administration and the Faculty Association will meet a minimum of four (4) times per year to discuss the study. The Administration and the Faculty Association will jointly provide an update on this work twice per year to the All Schools’ Council.

d. Both parties recognize the shared value of using a data-centric approach to conduct a thorough and objective study of class size.

e. By mutual agreement, the Administration and the Faculty Association may agree to utilize the services of the Federal Mediation and Conciliation Service (FMCS) to facilitate discussions regarding the study.

f. The findings from this study will result in a set of recommendations to the Administration and the Faculty Association to consider in future negotiations.

Charles Abelmann, Director Laboratory Schools
Dated November 6th, 2019

Jim Caitlin, President Faculty Association
Dated 11/6/2019
LETTER OF AGREEMENT

Summer Work Performed By Department Chairs

During the 2015 negotiations, the parties reviewed a list prepared by the Faculty Association of duties typically performed by department chairs during the summer break. During the term of the 2019-2023 CBA, the parties agree to compensate department chairs for such work during summer break. In order to determine the compensation, department chairs will submit to the Office of Educational Program a request for compensation which notes the anticipated number of summer workdays (or partial days) and a brief description of the work to be performed. The Office of Educational Program will evaluate the request and notify the department chair of the number of approved summer workdays. These approved days will be paid at the department chair’s per diem rate. The Office of Educational Program may approve unanticipated summer workdays on a case-by-case basis provided the request for approval occurs before the workday.

Charles Abelmann, Director
Laboratory Schools
Dated November

Jim Calef, President
Faculty Association
Dated 11/6/2019

6th, 2019
LETTER OF AGREEMENT

Faculty Member Supervision

During the term of this Agreement, the Administration will develop and implement a plan to reduce Faculty Members’ supervision duties, which may include assigning non-bargaining unit employees to perform some or all of the following supervision duties: middle school and high school lunch duties, school day test proctoring, middle school tutorials, in house substitute teaching, and high school hallway/café (non-lunch supervision). The Administration will consult with and seek input from the Faculty Association on the plan prior to implementation.

Charles Abelmann, Director
Laboratory Schools
Dated November

Jim Castlett, President
Faculty Association
Dated 11/6/2019

6/4, 2019
APPENDIX

FACULTY EVALUATION POLICY

The essential purpose of evaluation, whether by peers or by principals, is to provide a basis for contractual decisions about a teacher's future at the Laboratory Schools. Throughout the process evaluation should be carried out in a manner that makes it a source of assistance and support to the teacher being evaluated. The following procedures will apply in reaching a decision about whether a faculty member (1) should be retained or (2), in the language of the contract, is "in need of assistance." These procedures are intended to insure that the benefits of evaluation will apply equitably.

Each probationary teacher and each teacher working under his or her first three-year contract will be evaluated both by peers and by the principal of the School to which the teacher is assigned. The faculty and the administration have agreed about the benefits of peer involvement, both for the evaluators and for the teacher being evaluated and, thus, for the school. Because of these benefits and because teachers have a right to a peer component in their evaluation, it is incumbent on teachers to fulfill their duties as evaluators. Administrators have expressed eagerness to include peer judgments in evaluative decisions. In order for this to happen evaluations must be completed in a timely manner.

Before each fall evaluation, the administration will provide training for all evaluators, administrative and peer, to insure consistent preparation for the task of evaluating.

There are two basic forms for evaluation, a long form and a short form. Copies of these forms are attached below. The long form is used by both principals and peer evaluators for a faculty member's first evaluation at the Schools. Thereafter, both principals and peer evaluators use the short form.

At the beginning of an evaluation evaluators will discuss and explain criteria and procedures to those being evaluated. After completing an evaluation form, but before forwarding it to the principal or director, the principal and peer evaluator will present the forms to the teacher being evaluated and discuss the contents. The teacher being evaluated has the right to attach a supplementary or dissenting statement to either form.

The general criteria to be used in both peer and administrative evaluations are described in the long form. Appropriate variations on these criteria appear in the forms for librarians, counselors, and reading specialists. Additional forms may be developed as needed.

Departments and other evaluating units may create their own procedures and criteria for evaluation, but they must be consistent with those outlined below. They must be written and shared each fall with faculty members to be evaluated. Copies of these departmental or other units' instruments will be on file in the libraries, available to all faculty members.

In evaluating members of the faculty we seek to apply clear standards fairly. Description of criteria is offered in an effort to bring consistency to the evaluation process and to help people understand expectations. Criteria for evaluation are divided between two categories, the first applying to the entire faculty and the second more
particularly dealing with classroom instruction. In both categories criteria apply
differently to people working in different departments or at different grade levels. It is
understood that no person can be expected to possess all desired qualities in equal degree.
The presentation of the range of criteria is intended to help us focus on areas of
excellence and areas requiring growth.

Neither the list of criteria nor the clarifying examples should be taken as
exhaustive.
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<tr>
<th>Faculty Evaluation</th>
<th>Nursery School / Kindergarten</th>
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<td>Position</td>
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<td>Division / Dept.</td>
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<td>Evaluator Title</td>
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**DOMAIN 1: PREPARATION AND PLANNING**

A. Demonstrates knowledge of content and pedagogy  
B. Demonstrates knowledge of students

Rating:  
- [ ] Doesn't Meet Expectations  
- [ ] Developing  
- [ ] Meets Expectations

**COMMENTS**

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

A. Organizes physical space  
B. Establishes positive atmosphere  
C. Manages classroom procedures

Rating:  
- [ ] Doesn't Meet Expectations  
- [ ] Developing  
- [ ] Meets Expectations

**COMMENTS**

**DOMAIN 3: CURRICULUM / PEDAGOGY / INSTRUCTION**

A. Takes children's ideas and interests into consideration in planning curriculum / activities  
B. Listens to and observes children in order to plan, support, and guide  
C. Encourages collaboration among teaching team and among children  
D. Encourages children to share thinking ideas  
E. Uses variety of tools to record, document and assess

Rating:  
- [ ] Doesn't Meet Expectations  
- [ ] Developing  
- [ ] Meets Expectations

**COMMENTS**
DOMAIN 4: COMMUNICATION AND COLLABORATION

A. Establishes appropriate, constructive and timely opportunities to engage families in teaching-learning process
B. Demonstrates and encourages respect for and sensitivity to all students, parents, colleagues and administrators
C. Demonstrates patience, caring and enthusiasm
D. Collaborates with grade level

Rating:
☐ Doesn’t Meet Expectations       ☐ Developing       ☐ Meets Expectations

COMMENTS

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

A. Upholds professional standards of punctuality, courtesy and discretion
B. Engages in self-assessment, introspection and reflection
C. Takes part in professional development activities

Rating:
☐ Doesn’t Meet Expectations       ☐ Developing       ☐ Meets Expectations

COMMENTS

RECOMMENDATIONS

Faculty Member Signature ____________________________
Evaluator Signature ____________________________
Date ____________________________

Note: If the faculty member disagrees with elements of this evaluation, he/she has the opportunity to provide a written statement of disagreement. This statement will be attached to the evaluation and will be considered an official part of the employee’s evaluation and record.
University of Chicago Laboratory Schools

Faculty Evaluation

Name ____________________________ Position ____________________________
Evaluator ____________________________

Primary School ____________________________ Date ____________________________

School Year ____________________________ Division / Dept. ____________________________
Evaluator Title ____________________________

DOMAIN 1: PREPARATION AND PLANNING

A. Demonstrates knowledge of content and pedagogy
B. Demonstrates knowledge of students

Rating:
[] Doesn’t Meet Expectations    [] Developing    [] Meets Expectations

COMMENTS

DOMAIN 2: THE CLASSROOM ENVIRONMENT

A. Organizes physical space
B. Establishes positive atmosphere
C. Manages classroom procedures

Rating:
[] Doesn’t Meet Expectations    [] Developing    [] Meets Expectations

COMMENTS

DOMAIN 3: CURRICULUM / PEDAGOGY / INSTRUCTION

A. Plans and executes lessons with definite goals and flexibility
B. Arranges students and uses materials and technology effectively
C. Connects with Students
D. Communicates the expectations and directions clearly

Rating:
[] Doesn’t Meet Expectations    [] Developing    [] Meets Expectations

COMMENTS
DOMAIN 4: COMMUNICATION AND COLLABORATION

A. Establishes appropriate, constructive and timely opportunities to engage families in teaching-learning process
B. Demonstrates and encourages respect for and sensitivity to all students, parents, colleagues and administrators
C. Demonstrates patience, caring and enthusiasm
D. Collaborates with grade level

Rating:
☐ Doesn’t Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

A. Upholds professional standards of punctuality, courtesy and discretion
B. Engages in self-assessment, introspection and reflection
C. Takes part in professional development activities

Rating:
☐ Doesn’t Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

RECOMMENDATIONS

Faculty Member Signature  ______________________________
Evaluator Signature  ______________________________
Date  ______________________________

Note: If the faculty member disagrees with elements of this evaluation, he/she has the opportunity to provide a written statement of disagreement. This statement will be attached to the evaluation and will be considered an official part of the employee’s evaluation and record.
University of Chicago Laboratory Schools

Faculty Evaluation

<table>
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Lower School

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<th>School Year</th>
<th>Division / Dept.</th>
<th>Evaluator Title</th>
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Date

DOMAIN 1: PREPARATION AND PLANNING

A. Designs coherent instruction
B. Responds to individual differences

Rating:

☐ Doesn't Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

DOMAIN 2: THE CLASSROOM ENVIRONMENT

A. Creates a classroom environment characterized by mutual respect and trust
B. Effectively manages student behavior
C. Arranges classroom space in support of focused, productive work, comfort and safety

Rating:

☐ Doesn't Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

DOMAIN 3: INSTRUCTION

A. Communicates effectively with children
B. Uses a variety of instructional methods and materials to engage students
C. Provides opportunities for students to interact with one another
D. Challenges students to think deeply, communicate a point of view, and consider the points of view of others

Rating:

☐ Doesn't Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS
DOMAIN 4: COMMUNICATION, COLLABORATION AND REFLECTION

A. Engages in self-assessment, introspection and reflection  
B. Is respectful of colleagues and open to collaboration

Rating:
☐ Doesn’t Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

A. Upholds professional standards of punctuality, courtesy, and discretion  
B. Keeps track of students’ work and monitors student progress

Rating:
☐ Doesn’t Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

RECOMMENDATIONS

Faculty Member Signature
Evaluator Signature
Date

Note: If the faculty member disagrees with elements of this evaluation, he/she has the opportunity to provide a written statement of disagreement. This statement will be attached to the evaluation and will be considered an official part of the employee’s evaluation and record.
University of Chicago Laboratory Schools

Faculty Evaluation

Middle School / High School

Date

Name
Position
Evaluator

School Year
Division / Dept.
Evaluator Title

DOMAIN 1: PREPARATION AND PLANNING

A. Demonstrates knowledge of content and pedagogy
B. Sets appropriate instructional outcomes
C. Designs coherent instruction
D. Develops assessments that reflect the goals for the class and the instruction

Rating:
[ ] Doesn’t Meet Expectations
[ ] Developing
[ ] Meets Expectations

COMMENTS

DOMAIN 2: THE CLASSROOM ENVIRONMENT

A. Creates an environment of respect for all students
B. Establishes a culture of learning
C. Manages classroom procedures effectively
D. Manages student behavior appropriately
E. Manages physical space effectively in support of student safety

Rating:
[ ] Doesn’t Meet Expectations
[ ] Developing
[ ] Meets Expectations

COMMENTS

DOMAIN 3: INSTRUCTION

A. Communicates effectively with students
B. Engages students in learning
C. Challenges students to think deeply, communicate a point of view, and consider the points of view of others
D. Effectively uses questions, prompts, and discussion strategies
E. Demonstrates flexibility and responsiveness

Rating:
[ ] Doesn’t Meet Expectations
[ ] Developing
[ ] Meets Expectations

COMMENTS
DOMAIN 4: REFLECTION AND COLLABORATION

A. Accurately assesses the effectiveness of instructional activities
B. Welcomes opportunities to collaborate with peers
C. Engages in self-assessment, introspection and reflection

Rating:
☐ Doesn't Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

A. Upholds professional standards of punctuality, courtesy, and discretion
B. Attends professional meetings and appropriately carries out specific assignments, including advisory and supervision
C. Maintains accurate student records

Rating:
☐ Doesn't Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

RECOMMENDATIONS

Faculty Member Signature
Evaluator Signature
Date

Note: If the faculty member disagrees with elements of this evaluation, he/she has the opportunity to provide a written statement of disagreement. This statement will be attached to the evaluation and will be considered an official part of the employee's evaluation record.
University of Chicago Laboratory Schools

Faculty: Teacher-Librarian Evaluation  Middle School/High School  Date

Name  School Year
Position  Division / Dept.
Evaluator  Evaluator Title

DOMAIN 1: PREPARATION AND PLANNING

A. Demonstrates knowledge of content and pedagogy
B. Sets appropriate instructional outcomes
C. Designs coherent instruction
D. Displays full understanding of the library’s instructional goals for all of the disciplines and diverse student population
E. Demonstrates an extensive knowledge of the resources within the school’s library collection
F. Demonstrates an extensive knowledge of current and classic literature of all genres

Rating:
☐ Doesn’t Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

DOMAIN 2: THE CLASSROOM/LIBRARY ENVIRONMENT

A. Creates an environment of respect for all students
B. Establishes a culture of learning
C.Manages classroom/library procedures effectively
D. Manages student behavior appropriately
E. Manages physical space effectively in support of student safety, ease of traffic flow, and optimal learning

Rating:
☐ Doesn’t Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

DOMAIN 3: INSTRUCTION

A. Communicates effectively with students
B. Engages students in learning
C. Challenges students to think deeply, communicate a point of view, and consider the points of view of others
D. Effectively uses questions, prompts, and discussion strategies
E. Demonstrates flexibility and responsiveness

Rating:
☐ Doesn’t Meet Expectations  ☐ Developing  ☐ Meets Expectations
COMMENTS

DOMAIN 4: REFLECTION AND COLLABORATION

A. Accurately assesses the effectiveness of instructional activities
B. Creates opportunities to collaborate with peers in information literacy and readers’ advisory instruction
C. Engages in self-assessment, introspection, and reflection

Rating:
☐ Doesn’t Meet Expectations   ☐ Developing   ☐ Meets Expectations

COMMENTS

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

A. Upholds professional standards of punctuality, courtesy, and discretion
B. Attends professional meetings and appropriately carries out specific assignments, including advisory and supervision
C. Maintains accurate, current, and easily accessible records including a current library catalog of resources; circulation records; and statistics of library use
D. Assesses the library collection, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum

Rating:
☐ Doesn’t Meet Expectations   ☐ Developing   ☐ Meets Expectations

COMMENTS

RECOMMENDATIONS

Faculty Member Signature
Evaluator Signature
Date

Note: If the faculty member disagrees with elements of this evaluation, he/she has the opportunity to provide a written statement of disagreement. This statement will be attached to the evaluation and will be considered an official part of the employee’s evaluation and record.
University of Chicago Laboratory Schools

Faculty Evaluation: School Counselor  Middle School / High School  Date

Name
Position
Evaluator

School Year
Division / Dept.
Evaluator Title

DOMAIN 1: PREPARATION AND PLANNING

A. Demonstrates knowledge of developmentally appropriate characteristics and needs of the students being served
B. Sets appropriate outcomes for counseling activities with students, families and faculty
C. Communicates clearly in a timely and professional manner
D. Uses paradigms and practices that are appropriate and relevant for school counseling
E. Serves as a resource for students, families, faculty, administration, and outside providers

Rating:
☐ Doesn’t Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

DOMAIN 2: THE COUNSELING ENVIRONMENT

A. Creates an environment of respect for all students
B. Maintains a counseling presence that enhances the culture of learning
C. Manages counseling procedures effectively
D. Manages student behavior appropriately
E. Manages physical space effectively in support of student safety

Rating:
☐ Doesn’t Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

DOMAIN 3: COUNSELING ACTIVITIES

A. Communicates effectively with students
B. Engages students in significant interactions that improve student commitment to the educational process
C. Encourages openness, reflection and the ability to consider the points of view of others
D. Effectively uses communicative strategies that enhance the students’ insight on academic and social interactions
E. Demonstrates flexibility and responsiveness

Rating:
☐ Doesn’t Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS
DOMAIN 4: REFLECTION AND COLLABORATION

A. Accurately assesses the effectiveness of counseling activities, using appropriate types of data and reporting styles
B. Welcomes opportunities to collaborate with peers
C. Engages in self-assessment, introspection and reflection

Rating:
☐ Doesn’t Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

A. Upholds professional standards of punctuality, courtesy, and discretion
B. Attends professional meetings and appropriately carries out specific assignments
C. Maintains accurate student records

Rating:
☐ Doesn’t Meet Expectations  ☐ Developing  ☐ Meets Expectations

COMMENTS

RECOMMENDATIONS

Faculty Member Signature
Evaluator Signature
Date

Note: If the faculty member disagrees with elements of this evaluation, he/she has the opportunity to provide a written statement of disagreement. This statement will be attached to the evaluation and will be considered an official part of the employee's evaluation record.
Domain 1: Preparation and Planning

A. Demonstrates knowledge of developmentally appropriate characteristics and needs of the students being served
B. Sets appropriate outcomes for instructional activities with students, families, and faculty
C. Communicates clearly in a timely and professional manner
D. Uses paradigms and practices that are appropriate and relevant for students with learning differences
E. Serves as a resource for students, families, faculty, administration, and outside providers

Rating:
☐ Doesn't Meet Expectations  ☐ Developing  ☐ Meets Expectations

Comments

Domain 2: The Environment

A. Creates an environment of respect for all students
B. Maintains a professional presence that enhances the culture of learning
C. Manages assessment and instructional procedures effectively
D. Manages student behavior appropriately
E. Manages physical space effectively in support of student safety

Rating:
☐ Doesn't Meet Expectations  ☐ Developing  ☐ Meets Expectations

Comments

Domain 3: Learning Coordinator Activities

A. Communicates effectively with students
B. Engages students in significant educational interactions that enhance student achievement and support differentiated instruction
C. Encourages openness, reflection, and the ability to consider the points of view of others
D. Effectively uses communicative strategies that enhance the students’ insight on academic and social interactions
E. Demonstrates flexibility and responsiveness

Rating:
☐ Doesn't Meet Expectations  ☐ Developing  ☐ Meets Expectations
DOMAIN 4: REFLECTION AND COLLABORATION

A. Accurately assesses the effectiveness of instructional activities, using appropriate types of data and reporting styles
B. Welcomes opportunities to collaborate with peers
C. Engages in self-assessment, introspection, and reflection

Rating:
☐ Doesn’t Meet Expectations ☐ Developing ☐ Meets Expectations

COMMENTS

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

A. Upholds professional standards of punctuality, courtesy, and discretion
B. Attends professional meetings and appropriately carries out specific assignments, including advisory and supervision
C. Maintains accurate student records

Rating:
☐ Doesn’t Meet Expectations ☐ Developing ☐ Meets Expectations

COMMENTS

RECOMMENDATIONS

Faculty Member Signature
Evaluator Signature
Date

Note: If the faculty member disagrees with elements of this evaluation, he/she has the opportunity to provide a written statement of disagreement. This statement will be attached to the evaluation and will be considered an official part of the employee’s evaluation and record.
Addendum 3: STATEMENT OF INTENT AS TO ROLLING CONTRACT

The Personnel Policy calls for regular and careful consideration of a teacher's work in the years preceding his designation as senior teacher. It requires thoroughness and a high level of professionalism on the part of the advisory committee which recommends the teacher's appointment as senior teacher.

The criterion for appointment as senior teacher is demonstrated excellence in teaching and in the performance of other professional responsibilities.

Once the teacher has been appointed senior teacher, on the basis of this kind of appraisal, it is reasonable to suppose that he will continue to maintain professionalism. It is supposed also that the institution will maintain a climate supportive of high standards. The Personnel Policy outlines procedures for constructive solutions if problems occur. Thus it is assumed that the occasion to challenge through formal proceedings a senior teacher's competence will arise rarely.

When a claim of incompetence arises against this background, it is reasonable to require the institution to substantiate it in a way consistent with professional and institutional standards. The Personnel Policy is designed to arrange, in the rare cases where the need arises, for the fair and careful appraisal of the evidence on which the claim is based. It thus protects the teacher from capricious or unreasonable demands; it likewise protects the institution from ill-founded charges of unjust and arbitrary behavior. In drawing up some portions of the Personnel Policy, some sections of the Statement on Academic Tenure and Freedom of the American Association of University Professors were used as guidelines.

The procedures of the Personnel Policy are designed to provide for responsible faculty and administrative participation in decisions of great importance both to individuals and to the institution. It is assumed that thoughtful and reasonable interpretations of professional standards and school practices can best be made within the institution.

AMENDMENT TO PERSONNEL POLICY

After senior teacher status has been awarded, continued excellence is assumed, and three-year rolling contracts will be renewed automatically each year. The procedures outlined below are based on the belief that dismissal proceedings are a symptom of failure within the educational system and on the associated desire to work toward the creation of a system in which dismissals of senior teachers are unlikely to occur.

1. In the event that the Director, principal, or department chairman (when applicable) questions the professional competence of a senior teacher, the following procedure shall be followed:
1. Initial informal conversations shall be held between the teacher and the person questioning the teacher's competency. If further conversations are necessary, the Director shall be included.

2. In the event that the question is not resolved, the Director shall send a written statement to the teacher. This notice, indicating that non-renewal of the contract is under consideration, shall include a statement of the concern and shall be as specific as possible. The concern shall be related to departmental or grade level criteria, clearly defined school policy, or generally accepted professional standards. The giving of this notice relieves the institution from the obligation to renew the contract as long as the matter is under consideration as defined in any step below.

3. a) The Director and the teacher may decide upon a program aimed at resolving the matter. This program may take the form of discussions and/or guidance involving persons mutually agreed upon. This program shall not extend beyond one year from the date of the written statement.

b) If both the Director and teacher, or if the teacher alone, decide to by-pass or terminate the one-year program, or if at the end of the year the matter is not resolved, a three-member advisory committee shall be selected from the faculty. The Director shall select one member, the teacher one, and the two selected members shall together choose the third member. This committee shall study the matter and seek to work out a resolution of it with the parties. The work of this committee shall not exceed thirty days unless both parties and the committee believe unanimously that continuation will be fruitful; the length of extension shall be agreed on unanimously.

4. If the problem continues unresolved a formal hearing before a faculty board shall be held. Through this hearing the board shall determine whether or not the institution has demonstrated adequate cause for the termination of the teacher's employment. Cause shall be based on one or more of the following:

   (1) Laboratory Schools departmental or grade level criteria
   (2) Clearly defined school policy
   (3) Standards generally accepted by the teaching profession

a) The board shall consist of five senior or master teachers, none of whom has served on the advisory committee (3.b.). One shall be appointed by the teacher and one by the Director. These two appointees shall select by mutual agreement three other faculty members, at least one of whom shall come from the faculty unit to
which the teacher is assigned. The Nursery School and Lower School faculty shall comprise one unit, the Middle School faculty shall comprise a second unit, and the High School faculty shall constitute a third unit.

If full agreement as to the composition of the board is not reached within two weeks, the remaining vacancies shall be filled by drawing by lot from eligible senior and master teachers. If necessary, a drawing from the teacher’s faculty unit will be made if there is a vacancy in that unit.

The hearing board shall establish its own procedures, consistent with the guidelines which follow and with the desirability of an early conclusion of the matter. A final decision shall be made no later than December 15 of the third year of the teacher’s contract. Normally it would be anticipated that the total procedure would require less time.

b) The hearing shall be private unless the teacher requests that it be public. In a hearing the teacher and Director shall be present at all times except during deliberations of the board. Also, the teacher and Director may each have present no more than two self-chosen advisors.

c) The hearing shall occur at a time and place set by the board. It shall begin within two weeks of the naming of the board.

d) The teacher shall bear any expense incurred if he employs an advisor.

e) Detailed minutes of the hearing will be kept, and the entire proceedings will be taped and transcripts made, if requested by the teacher. Copies of all minutes and transcripts will be made available to the teacher and the Director.

f) The board will be charged with the evaluating of the Director’s complaint, both as to its factual basis and as to whether it constitutes just and sufficient cause for dismissal of the teacher in question.

g) The hearing board will grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.

h) The faculty member and the Director will be afforded an opportunity to obtain necessary witnesses and documentary of other evidence, and the administration will, insofar as is possible for it to do so.
secure the cooperation of such witnesses and make available necessary documents and other evidence within its control. The school will arrange to free members of the hearing board and individuals appearing before it from other responsibility, so as to expedite the matter.

i) The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witness cannot or will not appear, but the board determines that the interests of justice require admission of his statement, the board will identify the witness, disclose his statement and if possible provide for interrogatories.

j) In the hearing of charges of incompetence the testimony shall include that of qualified faculty members from this or other comparable institutions.

k) The hearing board will not be bound by strict rules of legal evidence, and may admit any evidence which is of value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.

l) The findings of fact and the decision will be based solely on the hearing record.

m) Except for such simple announcement as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers will be avoided.

n) The Director and the faculty member will be notified of the decision of the board in writing and will be given copies of the record of the hearing.

5. The majority recommendation of the hearing board shall be binding.

6. In the event that the board recommends the retention of the teacher, the report of the board shall become a part of the teacher's permanent personnel file. It is assumed that in this case all parties will make a strong effort to return to normal and productive working relationships. If a claim of incompetence is again made against the teacher, it must be supported by new and substantial factual evidence relating to the period following the hearing.

II. A senior faculty member will be suspended if his continued teaching threatens the well-being of children. Appropriate grounds for summary suspension by the
Director include cruelty, gross negligence in the care of children, and moral turpitude. During the period of his suspension, the faculty member shall receive full salary. Termination of a contract in such a case will occur only after a hearing conducted in accordance with the hearing procedures above. These procedures are described in I.4.5. Prior steps I.1.2 and 3 will be omitted.

Resolution of the matter will be completed within 60 days or the limits of the academic year, whichever period is longer.

III. Non-renewal of a rolling contract for medical reasons will be based upon professional medical evidence. If the faculty member so requests, the decision not to renew the contract shall be reviewed by the Personnel Policy Coordinating Committee, but its recommendations will not be binding.

IV. Where a rolling contract is not renewed because of termination or curtailment of program, the procedures in I. shall not apply. Instead, the following procedures will be followed.

1. By December 15, the teacher shall be notified in writing of the intent of the administration not to renew the rolling contract. (At this point, the contract in force has more than two years to run.)

2. If the teacher wishes, and so requests in writing, the administration will try to retain the teacher in the Laboratory Schools in a position appropriate to the professional experience and training and/or retraining of that teacher, should such a vacancy occur. In such an event, the administration and teacher will develop a mutually acceptable written plan indicating the steps necessary to make the teacher fully qualified for the proposed new assignment or assignments. The administration may bear some or all of the direct or indirect costs of such retraining, but it has no obligation to do so. If the teacher does not wish to use this opportunity for potential retraining and possible reassignment, the teacher will so indicate in written notice to the administration by the following April 15.

Among the steps included in such a plan might be:

a) Providing a trial period at a different assignment, along with guidance and counseling in it;

b) Instituting arrangements for appropriate in-service training;

c) Making it possible for the teacher to work with an experienced teacher in a team format; and

d) Teaching schedule adjustments to facilitate the teacher's taking planned courses.
In every instance of proposed reassignment either within a department or other faculty unit, or between departments or other faculty units, the administration will consult with the department or faculty unit to be affected. Standard procedures used in the selection of faculty members will be employed by the department or faculty unit in evaluating the proposed reassignment. The administration will make a decision regarding the proposed reassignment after receiving advice from the department or faculty unit.

When a teacher is assigned to a new position, the evaluation procedures for deciding whether the teacher will continue in that assignment (and become a Senior Teacher in that department or faculty unit) are exactly those for any first year teacher, including appropriate departmental or faculty evaluation.

If an appropriate vacancy exists, a request for reassignment to that position made by a Senior Teacher whose rolling contract has not been renewed because of curtailment or termination of program will be considered before any other request for transfer to the position.

3. If during the remaining life of the teacher's rolling contract the teacher's original position again becomes available, the teacher shall be offered that position and a new rolling contract. This offer shall not be contingent on any reevaluation.

4. If a teacher has been notified of the intent not to renew a rolling contract, and a permanent part-time vacancy occurs during the duration of the contract or within two years of its termination, the teacher shall be offered a part-time rolling contract.

5. The date of termination of a rolling contract is that given in the contract. A teacher who goes on leave while under a rolling contract does not thereby defer the expiration date of the contract.

6. IV. 2. above shall be grievable by the in-school grievance procedure currently in effect in the contract between the University of Chicago and the Faculty Association (AFL-CIO Local 2063).

7. During the last year of the rolling contract, should the administration decide not to offer the teacher a new rolling contract, formal notification shall be given in writing by December 15. The teacher may be offered a one-year contract for the following year if only a temporary vacancy exists in the position. If the teacher accepts such a one-year contract, the teacher's status shall be regarded as identical to that of a teacher in the
third year of a rolling contract which has not been renewed because of termination or curtailment of program.

8. If a rolling contract is not renewed because of termination of program, the teacher's place will not be filled by a replacement within a period of two years following the elimination of the position unless the teacher—whether still with the school or not—has previously been offered reappointment and had reasonable time to accept or decline the offer. The responsibility for advising the administration of his or her address shall be that of the teacher, and the administration shall be responsible for notifying the teacher that the vacancy exists. The following shall constitute reasonable efforts on the part of the administration to contact the teacher: notice by certified mail to the last known address; written notice to all current faculty members requesting their assistance in locating the teacher; and written notice to the colleges and/or universities which the teacher has attended (according to the teacher's personnel file) requesting their assistance in locating the teacher. If the reappointment is for a regular full-time position, a rolling contract will be offered to the teacher. If the reappointment is for a temporary position, a contract for the anticipated duration of the position will be offered to the teacher.

9. In every instance of proposed reduction and/or reassignment either within a department or other faculty unit, or between departments or other faculty units, the administration will consult with the department or faculty unit to be affected. Standard procedures used in the selection of faculty members will be employed by the department or faculty unit in evaluating the proposed reassignment. The administration will make a decision regarding the proposed reduction and/or reassignment after considering the advice from the department or faculty unit.

10. Reductions in force shall be by seniority in the department. For the purposes of this section, grade levels N through 5 shall be considered as one department.

V. Amending procedure. It is the intent of the rolling contract policy that the teacher who has come under its provisions by attaining the status of senior teacher or master teacher shall enjoy the job security it provides until he reaches retirement. The procedures for amending the rolling contract policy are designed (1) to protect the teacher holding such a contract from amendments in the substance of the policy while permitting procedural changes and (2) to permit modifications of the personnel policy, as they may be applied to teachers who do not hold rolling contracts at the time of the amendment.

1. Periodic reexamination of the entire policy and amendment will be possible under the general amending procedures of the personnel policy,
provided that no substantive changes will apply to teachers already holding rolling contracts.

2. The substance of the policy is binding insofar as it affects teachers holding rolling contracts. This substance includes the idea of automatic annual renewal of a three-year contract and the assurance that non-renewal of such contracts and subsequent termination can only be made either (a) because of termination or curtailment of program or (b) for reason of incompetency, as defined in 1.4, which must be demonstrated at a formal hearing before a faculty board with adequate protection for the rights of the teacher in an adversary situation.

3. Amendments as to procedures which do not go to the substance insofar as they affect teachers holding rolling contracts, must be approved by the Director and by a two-thirds majority of teachers already holding contracts.

4. In the event that a proceeding leading to the non-renewal of a contract is already under way, no amendment of the policy affecting that individual can be made.

5. During the course of a proceeding, procedural changes which relate solely to the administration of the policy may be made by the Director but only after consultation with the Personnel Policy Committee. This provision is designed to provide for circumstances, such as sudden illness of a hearing board member, problems as to deadlines posed by the timing of school holidays, or other unexpected contingencies, not explicitly covered in other sections.
Addendum 4: CORRESPONDENCE

March 11, 1983

FROM: Mayer, Brown & Platt
231 South LaSalle Street
Chicago, Illinois 60604

TO: Gilbert A. Cornfield, Esq.
Cornfield & Feldman
343 South Dearborn Street
13th Floor
Chicago, Illinois 60604

RE: The University of Chicago Laboratory Schools – The Faculty Association Agreement

Dear Mr. Cornfield:

This will confirm our understanding that non-renewal of a three-year contract of a teacher hired after January 1, 1983 is an appropriate subject to be brought before a meeting of the Faculty Committee and Director under the provisions of Article VII-C of the University proposal of March 11, 1983.

Sincerely,

______________________________
(signed)
Stuart Bernstein

SB: jph
cc: Mr. James Van Amburg
March 30, 1983

FROM: The University of Chicago
The Laboratory Schools
1362 East 59th Street
Chicago, Illinois 60637

TO: Phil Montag
President
Faculty Association

Dear Phil:

The Statement of Intent as to Rolling Contract and to Personnel Policy referred to in my letter of January 26, 1981 to Mary Biblo, then President of the Faculty Association of the Laboratory Schools, will continue to be applicable to all persons employed as of December 31, 1982 who have achieved senior teacher status or who will achieve senior teacher status during the term of the Agreement between The University of Chicago and The Faculty Association dated July 1, 1982. However, the University reserves the right to amend at any time the dispute resolution procedures set out in those documents. As you know, during the course of negotiations leading to the current Agreement, The Association disclaimed any authority or right to negotiate with respect to modification of these documents.

Sincerely,

(signed)
James E. Van Amburg

JVA: dge
Addendum 4: CORRESPONDENCE

March 31, 1983

FROM Faculty Association of the University of Chicago
    Laboratory Schools
    Local 2062
    American Federation of Teachers
    AFL-CIO

TO: Mr. James E. Van Amburg, Director
    University of Chicago
    Laboratory Schools
    1362 East 59th Street
    Chicago, Illinois 60637

Dear Mr. Amburg:

The Association acknowledges receipt of the administrator’s “Statement of Intent”
relative to “rolling contacts,” dated March 30, 1983. I wish to restate the position of the
Association. The Association maintains that all faculty, hired prior to January 1, 1983,
have a vested right in the maintenance of the existing provision of the Personnel Policy
regarding rolling contracts; and, that, the Association is without legal authority to modify
the Policy through negotiations. Therefore, if the administration does, unilaterally,
change the terms of the Policy, the Association will pursue appropriate legal action.

Very truly yours,

(signed)

Philip E. Montag
President

PM: mb
Appendix B: Self-Evaluation Narrative

1. Describe the features of your self-evaluation program. The features will typically align with one or more of the following professional development domains: planning and preparation, classroom environment, instruction, professional responsibility.

2. Describe components of your self-evaluation program, such as:
   a. The program’s scope
   b. Describe whether the self-evaluation project will be completed individually, with a peer, or in a collaborative group
   c. The project’s timeline throughout the year
   d. The anticipated goals
   e. Logical milestones

3. Identify and describe the domains(s) of professional development on which you would like to focus and on which the program will be aligned, which may include the following: planning and preparation, classroom environment, instruction, professional responsibility.

4. How will you continue to develop in this area during your professional tenure?

5. At the conclusion of your self-evaluation project, describe the work that was completed.

Note: Faculty may add to, subtract from, or modify the contents of this Self-Evaluation Narrative throughout the year