

# **TEACHING AND CLERICAL ASSISTANT (TCAP) HANDBOOK**



This handbook and most recent updates can be found online at [www.sd25.org](http://www.sd25.org) under the Personnel Department.

REVISED 2016



## **Arlington Heights School District 25**

Administration Building • 1200 S. Dunton, Arlington Heights, IL 60005 • (847)758-4900 • FAX (847)758-4907

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Fall 2016

Dear TCAP Employee:

Welcome to Arlington Heights School District 25. You have joined a team of individuals who are dedicated to providing the best education possible for each student in our schools.

This handbook is to provide general information and guidelines concerning your employment. Nothing contained in this handbook is intended to create any contractual obligation or other legal obligations on the part of Arlington Heights School District 25. The District reserves the right to deviate from the guidelines in this handbook when appropriate. In addition to this handbook, you may receive from your supervisor, specific rules and regulations relative to your duties.

If there is anything in this handbook that does not correspond with a Board of Education policy, the official Board policy takes precedence. (All Arlington Heights School District 25 Board of Education policies are available online at: <http://www.sd25.org/domain/42>). If you find such a discrepancy, or if you have questions regarding a topic that is not included in the handbook, please contact your immediate supervisor or the Personnel Department.

It is a pleasure to provide this publication for the teaching and clerical assistant personnel. Thank you for taking the time to read this handbook. I hope that you will find its contents informative and that it will provide you with an understanding of basic policies and procedures of our school district.

Sincerely,

Jake Chung

Assistant Superintendent for Personnel & Planning Department

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**PURPOSE**

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**COMMITTEE  
MEMBERSHIP**

## PURPOSE

The purpose of the Teaching/Clerical Assistant Personnel (hereby referred to in this narrative as (TCAP) Committee) shall be to:

1. address issues and concerns voiced by **TCAP** members,
2. serve as a conduit between **TCAP** and Administration and
3. to act as an appeals committee to deal with compensation and placement issues.

## COMMITTEE MEMBERSHIP

The Teaching/Clerical Assistant Personnel Committee shall consist of ten members, one representative from each building and the Assistant Superintendent for Personnel and Planning.

The members of the committee shall serve a 2-year term, with the exception of the Assistant Superintendent for Personnel and Planning. The current committee members will organize and conduct an election designed to fill the open positions on an annual basis.

Half of the membership will rotate off of the committee every year, thereby maintaining some continuity from one year to the next.

Alternates shall be elected at each building to serve in the absence of the duly elected building representative. Elected alternates shall serve the same two-year term as the building representative.



**COMPENSATION**

## **TEACHING/CLERICAL ASSISTANT PERSONNEL COMPENSATION LEVELS**

The following positions are recognized as being part of the Teaching/Clerical Assistant Personnel:

### **LEVEL A:**

Lunch/Play Supervisor

### **LEVEL B:**

Office Clerical Assistants – District and Building  
Special Education Teaching Assistant  
Literacy Teaching Assistant  
Building Support Technician  
Learning Media Center Teaching Assistant  
EL Teaching Assistant  
Bilingual Teaching Assistant



**2016-2017 TEACHING ASSISTANT, CLERICAL ASSISTANT,  
LUNCH/PLAY SUPERVISOR & BUILDING SUPPORT TECHNICIAN  
EMPLOYEE SALARIES**

<b>Teaching and Clerical Assistants</b>		<b>Lunch/Play Supervisors</b>		<b>Building Support Technicians</b>	
<b>Step</b>	<b>Hourly Rate</b>	<b>Step</b>	<b>Hourly Rate</b>	<b>Step</b>	<b>Hourly Rate</b>
1	\$14.30	1	\$14.30	1	\$16.18
2	\$14.48	2	\$14.48	2	\$16.42
3-9	\$14.65	3-11	\$14.65	3	\$16.56
10	\$14.74	12	\$14.74	4	\$16.81
11	\$15.16	13	\$15.12	5	\$17.07
12	\$15.77	14	\$15.64	6	\$17.32
13	\$16.30	15	\$16.11	7	\$17.58
14	\$16.91	16	\$16.60	8	\$17.84
15	\$17.39	17	\$17.07	9	\$18.11
16	\$17.91	18	\$17.59	10	\$18.38
17	\$18.45	19	\$18.11	11	\$18.66
18	\$18.99	20	\$18.67	12	\$18.94
19	\$19.56	21	\$19.25	13	\$19.22
20	\$20.15	22	\$19.79	14	\$19.51
21	\$20.74	23	\$20.41	15	\$19.81
22	\$21.38			16	\$20.10
23	\$22.02			17	\$20.40
24	\$22.67			18	\$20.71
25	\$23.37			19	\$21.02
26	\$24.05			20	\$21.34
27	\$24.34			21	\$21.66
				22	\$21.98
				23	\$22.31
				24	\$22.68
				25	\$23.36
				26	\$24.05

Substitute Clerical and Teaching Assistant employees shall be compensated at the rate of \$14.30/hour. Substitute Lunch/Playground Supervisors shall be compensated at the rate of \$14.30/hour.

Salaries are based on an increase of CPI of 2% over 2015-16.

## EXPLANATION OF COMPENSATION

The Assistant Superintendent for Personnel and Planning will determine placement on the salary schedules. No credit on the salary schedule is given for previous experience in a similar position in another school district.

- A. Each year, the salary increase in compensation will be determined according to funds available and pending Board approval.
  - 1. The employee will increase one step on July 1st if said employee is performing at an acceptable level.
  - 2. New employees: When an individual is hired, said employee will increase one step on July 1st if individual is performing at an acceptable level and was at his/her current step on or before November 1st of the current fiscal year.
  - 3. All TCAP employees shall be compensated based on the attached schedule. Initially, the Assistant Superintendent for Personnel and Planning will determine placement on the salary schedule.
- B. Each employee shall be notified in writing if he/she is not performing at an acceptable level. Should the level of performance warrant, the administrator, with consultation from the Assistant Superintendent for Personnel and Planning, will develop a plan of assistance designed to specify in writing the nature of the concern(s), the resources the district will bring to bear to assist the employee in addressing the concern(s), and the timeline allowable to complete the plan of assistance.

At the end of any plan of assistance, there are three possible outcomes. They are:

  - 1. a return to satisfactory performance and a recommendation of a salary increase for the next fiscal year;
  - 2. a return to satisfactory performance and a recommendation of no salary increase for the next fiscal year; or
  - 3. dismissal.

**EXPLANATION OF COMPENSATION (Continued)**

- C. In the case of items B2 and B3 on page 2.02, the employee may elect to request a hearing with the Superintendent of Schools. The Superintendent will review the case to ensure that: (1) the decision of the administrator was neither arbitrary nor capricious; and (2) all the appropriate procedures were followed. If the employee is not satisfied with the decision of the Superintendent of Schools, the employee may make an appeal to the Board of Education at a closed session. The decision of the Board of Education will be final.
- D. In the case of item B2 on page 2.02, the employee may request that his/her salary increase be reinstated after January 1st following the completion of the plan of assistance. In this instance, the same right to appeal is available to the employee as indicated in section C above.
- E. All employees will receive a copy of the proposed salary schedule for the next fiscal year at least 20 days prior to action taken by the Board.
  - 1. Movement at the beginning of a new school/fiscal year: Should an employee be promoted, transferred, or moved to a higher TCAP level position, the rate of pay shall be to the step which is reflective of the employee's experience level in the District.
  - 2. An involuntary transfer to a lower level will result in no loss of pay to the employee. The salary will be frozen until such time as the salary schedule for the newly assigned level equals or exceeds the frozen salary. Henceforth, the impacted employee's salary will follow the steps associated with the appropriate salary level.
  - 3. An employee who voluntarily applies for and accepts a position at a lower level will assume the pay of the lower level while retaining his/her present step.

## SUMMER PAY/BENEFITS

All full-time TCAP employees (30 hours or more per week) **hired prior to March 1<sup>st</sup>** of any given year will have their compensation distributed through the summer months. It will be necessary to hold back a percentage of the employee's pay during the school year in order to pay the employee throughout the summer.

In addition, all full-time TCAP employees (30 hours or more per week) hired prior to March 1<sup>st</sup> of any given year (and who work through the end of the school year) will be eligible to receive medical, dental, vision, and life insurance coverage through the summer months.

Those individuals hired on or after March 1<sup>st</sup> of any given school year will not have their compensation distributed through the summer months.

If the TCAP employee's start date is between March 1<sup>st</sup> and the last day of the school year AND the employee works until the last day of the school year AND:

1. there is a guarantee of continued employment for the following school year, the employee will be eligible to receive health and life insurance benefits through August 31<sup>st</sup> (Insurance premiums will be invoiced separately for the summer months); or
2. if there is no guarantee of continued employment, the employee receives health and life insurance benefits only through the end of the current school year.

If a guarantee of employment is made to a TCAP employee before the current school year ends, the employee then is eligible to receive health and life insurance benefits through August 31<sup>st</sup>.

If employment for the next school year is offered after the close of the school year in June, health and life insurance benefits will begin with the start of the next school year.

If the TCAP employee starts prior to March 1<sup>st</sup> of the current school year and resigns, retires, or is terminated before the last day of the school year, the employee's health and life insurance coverage will be pro-rated based upon the percentage of work during the school year.

A TCAP employee that starts on March 1<sup>st</sup> or later and resigns, retires, or is terminated before the last day of the school year will lose their health and life insurance coverage on the last day of employment.

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**Arlington Heights, Illinois**

**EARNINGS REPORT**  
**NON-CERTIFIED PART-TIME**  
**LUNCHROOM/PLAYGROUND**

**NAME** \_\_\_\_\_ **BUILDING** \_\_\_\_\_

<u>DATE WORKED</u>	<u>POSITION</u>	<u>TOTAL HOURS WORKED</u>	<u>HOURLY RATE</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**TOTAL HOURS** \_\_\_\_\_ **@ \$** \_\_\_\_\_ **per hour = \$** \_\_\_\_\_  
**Amount Due**

Date of Report \_\_\_\_\_

Due in Payroll 2 days following pay day  
 White

\_\_\_\_\_  
 Employee's Signature

\_\_\_\_\_  
 Principal's Signature

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**Arlington Heights, Illinois**

**EARNINGS REPORT**  
**NON-CERTIFIED PART-TIME**  
**CLERICAL ASSISTANTS**

**NAME** \_\_\_\_\_ **BUILDING** \_\_\_\_\_

<u>DATE WORKED</u>	<u>POSITION</u>	<u>TOTAL HOURS WORKED</u>	<u>HOURLY RATE</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**TOTAL HOURS** \_\_\_\_\_ **@ \$** \_\_\_\_\_ **per hour = \$** \_\_\_\_\_  
**Amount Due**

Date of Report \_\_\_\_\_

Due in Payroll 2 days following pay day  
 White

\_\_\_\_\_  
 Employee's Signature

\_\_\_\_\_  
 Principal's Signature

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**Arlington Heights, Illinois**

**EARNINGS REPORT\***

<b>TEACHING ASSISTANTS</b>
----------------------------

**NAME** \_\_\_\_\_ **BUILDING** \_\_\_\_\_

<u>DATE WORKED</u>	<u>POSITION</u>	<u>TOTAL HOURS WORKED</u>	<u>HOURLY RATE</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**TOTAL HOURS** \_\_\_\_\_ **@ \$** \_\_\_\_\_ **per hour = \$** \_\_\_\_\_  
**Amount Due**

Date of Report \_\_\_\_\_

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Principal's Signature

\*Due in Payroll 2 days following pay day  
Blue

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**Arlington Heights, Illinois**

**EARNINGS REPORT\***

**1:1 Lunch Duty**

**NAME** \_\_\_\_\_ **BUILDING** \_\_\_\_\_

<u>DATE WORKED</u>	<u>POSITION</u>	<u>TOTAL HOURS WORKED</u>	<u>HOURLY RATE</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**PAY RECORD - HLT**

**Account Number 10 E 040 1204 1190 52**

**TOTAL HOURS** \_\_\_\_\_ **@ \$** \_\_\_\_\_ **per hour = \$** \_\_\_\_\_  
**Amount Due**

Date of Report \_\_\_\_\_

\_\_\_\_\_  
 Employee's Signature

\_\_\_\_\_  
 Principal's Signature

\*Due in Payroll 2 days following pay day  
 Blue



## **SENIORITY**

Seniority shall be defined as the continuous length of service within a specific job classification irrespective of the level attained within that classification. Seniority shall accrue annually beginning with the first full year of employment within the district. All those TCAP employees beginning their unbroken service to the district on the 1st day of each new school year or after January 1st of the previous school year shall be deemed to have the same level of seniority.

If a TCAP employee moves to a new job classification, their seniority level starts anew. For example, a lunchroom supervisor who has held that position for three years and becomes a full-time teaching assistant loses seniority as a lunchroom supervisor. Then the employee begins to accrue seniority as a TCAP employee under the TCAP level/step system (without seniority credit being transferred from his/her previous position(s) in the district.) Seniority is nontransferable between a TCAP position and non-TCAP positions. However, employees in TCAP positions may change TCAP positions or steps and still maintain seniority within the TCAP job category.

If a TCAP employee elects to leave the district or a TCAP job classification, said employee loses seniority due to broken service (If TCAP employee resigns a position and then is re-employed in the future, their seniority begins anew. However, because of his/her past experience they will be compensated at a level commensurate with their experience).

If a TCAP employee is reduced in force (RIF), but reemployed off of the legal recall list, the employee does not lose seniority. However, the period of time the employee was on the legal recall list does not count toward his/her accumulated seniority.

## COMPARABLE TIME

When it is necessary for a TCAP employee to work beyond the normal day, the administrator may recognize and reward the said employee by allowing comparable time off from work.

The following guidelines should be noted:

1. to earn comparable time, the employee must have approval from the administrator **before** working;
2. accumulated lunch hours, break time, or non-approved work are not to be considered comparable time;
3. the minimum amount of extra work on any given day that may be considered for comparable time is at least thirty (30) minutes;
4. the employee and his/her supervisor shall keep a record (see next page) of comparable time earned and the hours of comparable time used;
5. the employee must use comparable time as close to the time it was earned as is practicable in so far as the work load of the department permits and personal plans can be made (preferably within 6 months);
6. comparable time will not be accumulated and carried over from one fiscal year to the next, except in unusual circumstances and with the permission of the administrator; and
7. an administrator may not deny use of comparable time in a manner which makes it impossible for the employee to use it before the end of the fiscal year.

For additional information about Compensatory Time-Off, employees should refer to School Board Policy 5:310. All Board of Education policies are available at:

<http://www.sd25.org/domain/42>.

**COMPARABLE TIME RECORDING SHEET**

Name: \_\_\_\_\_

Fiscal Year: \_\_\_\_\_

Admin. Pre- Approval of Comp Time	Date Comp Time Accrued or Used	Reason for Comp Time	Amount of Comp Time Accrued	Amount of Comp Time Used	Balance

Total Comp Time Authorized for Fiscal Year: \_\_\_\_\_

Total Comp time Used for Fiscal Year: \_\_\_\_\_



**BENEFITS**

## BENEFITS - FULL TIME EMPLOYEES

(TCAP employees who work at least 30 hours per week)

Refer to the district web site at: <http://www.sd25.org/Page/877> for information about health insurance, vision insurance, dental insurance, life insurance, COBRA, and Flexible Spending Accounts. Questions regarding insurance information should be forwarded to the Supervisor of Business Services at (847) 758 – 4915.

For benefit information for full-time employees starting after March 1<sup>st</sup> of any given school year, please refer to the Summer Pay/Benefits section on page 2.04.

## BENEFITS - PART TIME EMPLOYEES

TCAP employees who work less than thirty (30) hours per week are considered part-time employees. Part-time employees are not entitled to Medical, Dental, Vision, and Life Insurance Benefits.

TCAP employees **working at least 20 hours per week** are eligible to participate in the District's Voluntary Supplemental Life Insurance Program and the Flexible Spending Program.

TCAP employees **working 17 ½ hours per week** on a regular and continuing basis are entitled to sick leave (see p.3.02) and participation in the Illinois Municipal Retirement Fund (IMRF).

## BENEFITS - ALL EMPLOYEES

All employees can participate in the 403b Program (p.3.10).

All employees are covered by the District's Liability and Worker's Compensation Insurance and are entitled to participate in either of the two credit unions (p.3.11).

## ILLINOIS MUNICIPAL RETIREMENT FUND

TCAP employees **working over 17 ½ hours per week** are enrolled in the Illinois Municipal Retirement Fund (IMRF) at the commencement of employment with the school district. The Board of Education and the employee contribute to IMRF. The contribution is based on the employee's reported creditable earnings. Creditable earnings reported to IMRF are reduced by employee deductions under the district's cafeteria plan. As of 01/01/12, employees will have the ability to opt-out of the district's cafeteria plan. Employees should refer to the IMRF web site at <http://www.imrf.org/> for additional information on benefits.

Employees within five years of retirement are encouraged to make an appointment with the supervisor of Business Services to discuss insurance options. In addition, the employee should attend an IMRF retirement seminar and make an individual appointment with an IMRF representative to determine which IMRF benefits are available to the employee.

## **LEAVES – FULL TIME EMPLOYEES**

All full-time TCAP employees are entitled to the following leaves: Personal Business, Jury Duty, Bereavement, and Sick Leave. **Full time employees are defined as employees working thirty or more hours per week.**

### **PERSONAL BUSINESS**

The Board shall grant three (3) days yearly at full pay that may be used for urgent personal business. Employees who begin after the start of the school year will have their personal days prorated using the table on page 3.02.

Urgent personal business involves situations beyond the ordinary and with real importance or urgency which cannot reasonably be controlled or in which it may be unreasonable to expect matters to be accomplished at times other than school hours. Except in the case of emergency, advance notice of the necessity for personal leave shall be given to the principal or immediate supervisor as soon as possible.

Such leave shall be non-cumulative. The day immediately preceding or immediately following a legal holiday, school recess, or day of non-attendance shall not be recognized as a personal leave day except in the case of emergency or religious holiday. At the end of the school year unused emergency personal business days will automatically be converted into sick days and will be allowed to accumulate as sick days.

For further information regarding personal business, please see your administrator or contact the Assistant Superintendent for Personnel and Planning at (847) 758-4913.

### **JURY DUTY**

The Board shall pay the regular salary to staff members called to serve as jurists or subpoenaed to appear before legal or review panels as witnesses. The employee should submit the documentation from the jury duty to the Supervisor of Business Services at the District Office.

### **BEREAVEMENT**

Two days of paid leave for each incident of death in the immediate family or household shall be allowed. If travel time is needed you may request up to two additional days of paid leave. Immediate family includes: spouse, children, stepchildren, grandchildren, step-grandchildren, father and mother, guardians, brother, sister, grandparents of either the employee or the employee's spouse. Bereavement leave is also allowed for uncles, aunts and cousins of the first degree (and spouses of the aforementioned relatives) of the employee and/or spouse. The employee is required to list the relationship in the AESOP notes when reporting the absence to the supervisor.

### **SICK LEAVE**

Each employee shall be entitled to a total of fifteen (15) sick days with full pay per year. Such sick leave shall be cumulative to 240 days. Each employee with an accumulation of 240 sick days will be granted an additional fifteen (15) days at the beginning of the school year, bringing the possible maximum for that employee to 255 sick days. Sick days used during the course of the school year will be taken from this total. Unused sick days above the 240 cumulative maximum will not be carried over into the next year but are donated to the District 25 Sick Leave Bank.

Full-time employees that begin after the start of the school year will have their sick leave and personal days prorated using the following table:

<b>Month Employment Commenced</b>	<b>Sick</b>	<b>Personal</b>
August	15	3
September	15	3
October	12	3
November	10	2
December	9	2
January	7	2
February	7	1
March	4	1
April	4	1
May	0	0
June	0	0

Sick leave shall be interpreted to mean personal illness, quarantine at home, or serious illness in the immediate family or household. The “immediate family” for purposes of this section shall include parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians.

One sick day will be deducted for each missed day regardless of the number of hours scheduled. One half sick day will be deducted when the employee has worked 50% of his/her scheduled time for that work day.

Employees returning to work from a significant illness or injury must provide the Benefits Office with a release from their physician indicating that they are fit to return to work.

This release is required from the physician if the employee has:

- undergone any surgery, or
- sustained an injury requiring doctor’s care, or
- been admitted to a hospital for any reason, or
- been absent for personal illness requiring doctor’s care of three consecutive days or more that brings into question the employee’s fitness for duty. Should an employee have a question as to whether a release is required, the employee should contact the Supervisor for Business Services at (847) 758 – 4915.

**DISTRICT 25 SICK LEAVE BANK**

The District 25 Sick Leave Bank covers the following employee groups: TCAP, SASP, Food Services, administrators and all other employees not covered under a collective bargaining agreement. All individuals, in one of the above employee groups, entitled to sick leave benefits become members of the Sick Leave Bank upon date of employment.

1. A District 25 Sick Leave Bank Committee will act in all matters that concern the policies and the administration of the Sick Leave Bank and report its decisions in writing to the Assistant Superintendent for Personnel and Planning prior to any payment for extended sick leave. The committee shall be made up of one SASP representative, one TCAP representative, one Food Services representative, one administrative representative, and the Supervisor of Business Services.
2. Employees will enroll in the Sick Leave Bank by donating one sick day to the Bank at the beginning of each fiscal year (7/1 – 6/30) for the first five consecutive years of employment. These days will be automatically deducted from the employee's sick leave day entitlement. Employees who are not eligible for sick leave benefits are not entitled to membership in the District's Sick Leave Bank.
3. The intent of the Sick Leave Bank is to provide extended sick leave to those members who experience an extended absence due to the employee's own prolonged illness or hospitalization, or the prolonged illness or hospitalization of an employee's immediate family member. For the purposes of this policy, "immediate family member" shall be defined as spouse, children (or other dependents living in your home), parents, parents-in-law, sons-in-law, and daughters-in-law. The Sick Leave Bank shall not be available for use in conjunction with any illness due to elective surgery or cosmetic surgery. In order to be eligible to draw from the Bank, a member must:
  - be a contributor to the Bank.
  - present a doctor's certificate of continuing illness, including date that they are anticipated to return to work.
  - have used all of his/her accumulated sick leave and all other available compensation days (i.e. personal business days, vacation days, comp time, etc...).



4. A maximum number of days available annually (July 1 – June 30) to an eligible member shall be as follows:

<u>Employee's Number of Years as a Member of the District 25 Sick Leave Bank</u>	<u>Number of Available Sick Leave Bank Days</u>
0 – 2	5 per year
3 - 4	10 per year
5 to 10	20 per year
11 to 14	40 per year
15+	60 per year

Each member may make application to draw from the Sick Leave Bank the number of sick leave days equal to the lesser of: 1) the number of days remaining until the employee's anticipated date of return to work; 2) the number of employee work days remaining in the term; or 3) the maximum number of available Sick Leave Bank days set forth in the above chart not to exceed twenty days. A member who qualifies for more than twenty days on the above chart, shall be entitled to such additional days upon the submission of a doctor's certificate of continuing illness, including an anticipated date of return to work, to the Supervisor of Business Services.

5. Should the total number of days in the Sick Leave Bank ever fall below 100 days, representatives from the member groups and School District 25 representatives shall meet to assess the viability of the Sick Leave Bank and the potential need for additional days to be contributed by members of the Sick Leave Bank.

6. It shall be noted that any medical documentation required herein is requested at the direction of the Sick Leave Bank Committee for the purpose of determining eligibility for Sick Leave Bank benefits. The Board reserves the continued right to request any medical documentation it deems necessary, and/or to require the employee to submit to additional medical examinations at the District's expense, subject only to any limitations existing under applicable law.

7. Employees who transfer to other positions within the school district that have their own Sick Leave Bank are required to begin their membership anew in the new Sick Leave Bank. No days can be carried over from one Sick Leave Bank to another within the school district. (Example: TCAP employee joins ATA. The employee would become a member of the ATA Sick Leave Bank and would be required to make the initial sick day donation over the first five years and adhere to the contract language in the ATA Professional Agreement.) Donated days are not returned to the employee upon termination of employment from the district or from an employee group enrolled in the District 25 Sick Leave Bank referred to in this handbook.

8. Member employees who have exceeded their maximum sick leave day accrual (that can be carried over into the next fiscal year) as of June 30<sup>th</sup> will automatically have excess days donated to the District 25 Sick Leave Bank.

**Directions for Accessing the Sick Leave Bank:**

An eligible District 25 Sick Leave Bank member who has used all sick days, personal days, vacation days, and comp time, may request days from the Sick Leave Bank by **contacting the Supervisor of Business Services at (847) 758 – 4915** for an application for Sick Leave Bank Days (application on next page). The application is also available on the district's internal web site.

Upon receipt of an application, the Sick Leave Bank Committee will convene within five business days to review the request and determine whether or not to grant the request for Sick Leave Bank days. The Committee Chairperson will contact the employee, the Benefits Department, and the Assistant Superintendent for Personnel and Planning of the Committee's decision.

**District 25 Sick Leave Bank  
Application for Sick Days**

**3.06**

Employee Name \_\_\_\_\_ Date \_\_\_\_\_

Work Location \_\_\_\_\_

Employee Group (please check one)

\_\_\_\_\_ SASP

\_\_\_\_\_ Food Service

\_\_\_\_\_ Admin.

\_\_\_\_\_ TCAP

\_\_\_\_\_ Other

I am applying for available sick leave bank days due to: \_\_\_\_\_ my own illness  
\_\_\_\_\_ illness of immediate family member

If you checked the illness of an immediate family member, please identify the employee's relationship to the family member:

☐ Spouse

☐ Parent – in –law

☐ Child

☐ Son- in-law

☐ Parent

☐ Daughter – in – law

☐ Other dependent living in your home – please explain below

Please list your anticipated date of return to work per your (family member's) doctor: \_\_\_\_\_

You must attach a doctor's certificate of continuing illness, including the date that the employee is anticipated to return to work.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

**RETURN COMPLETED APPLICATION TO THE SUPERVISOR OF BUSINESS SERVICES  
(847) 758 – 4915**

OFFICE USE ONLY

Date when this employee has used all available compensation days: \_\_\_\_\_

Number of available Sick Leave Bank Days to eligible member if the Sick Leave Bank Committee approves this application: \_\_\_\_\_

All TCAP employees are entitled to the following:

**INJURY ON THE JOB**

Any employee injured on the job must contact their building administrator immediately and complete the required District 25 paperwork within 24 hours regarding the details of the injury. Any employee injured while working for the school district qualifies to file a claim with Worker's Compensation. The injured employee will receive full salary for the first twenty (20) working days missed because of the injury, without deduction from the injured employee's accumulated sick leave. After twenty (20) days, the injured employee will be deducted one (1) sick day for every three (3) days missed until he/she returns to work. Further information regarding injury on the job is available from the Supervisor of Business Services at (847) 758-4915.

## PAID HOLIDAYS

The following days will be viewed as paid holidays or days when those **full-time** TCAP employees are not required to work but are paid:

Labor Day	1st Monday in September
Columbus Day	2nd Monday in October
Veteran's Day	This holiday is determined by the district calendar
Thanksgiving	4th Thursday in November
Christmas Day	December 25th
New Year's Day	January 1st
Martin Luther King's Birthday	3rd Monday in January
Lincoln's Birthday	This holiday is determined by the district calendar
Casimir Pulaski Day	This holiday is determined by the district calendar
Memorial Day	4th Monday in May

**SPECIAL NOTE:** A consistent number of workdays will be maintained during the work year regardless of any waivers that may impact the school calendar.

## RETIREMENT

TCAP employees may qualify for an IMRF pension if they have eight (8) years of service credits under Tier 1, or ten (10) years of service credits under Tier 2, and are working at least seventeen and one-half (17.5) hours or more per week.

The tier is determined by the member's *first* IMRF participation date. If you first participated in IMRF on or after January 1, 2011, you participate in Tier 2. If you participated in IMRF before January 1, 2011, and are enrolled in IMRF after January 1, 2011, you participate in Tier 1. For additional information on "tiers" refer to the IMRF website at <http://www.imrf.org/>.

TCAP employees previously employed as Certified Teaching Assistant/Substitutes (a job classification that has expired) may qualify for a Teacher's Retirement System (TRS) pension if they have worked at least five (5) full years in a position that requires a teaching certificate.

Any TCAP employee who meets the following requirements:

- the employee has **worked fifteen or more years for District 25**
- the **last five years of service must be in a TCAP position and must be unbroken service**
- employee must be eligible for retirement under IMRF

is eligible for a retirement incentive based on the following:

- if the employee informs the Department of Personnel and Planning of retirement one (1) year or more prior to the date of retirement a total of a 6% increase over the salary in effect the year prior to retirement
- if the employee informs the Department of Personnel and Planning of retirement between six and twelve months prior to the date of retirement a total of a 3% increase over the salary in effect the year prior to retirement

Employees are encouraged to contact IMRF and schedule a pre-retirement conference for specific information regarding the Illinois Municipal Retirement Fund pension (Refer to page 3.00)

An employee planning to retire should notify his or her supervisor at least 2 months before the retirement date. (Board Policy 5:290)

## **RECOGNITION OF SERVICE**

Recognition of years of service in the District is based on the length of employment irrespective of the job classification held during the course of employment in District 25. The total number of years employed in District 25, regardless of broken service, will be counted toward service recognition.

## **TAX SHELTER ANNUITY 403b**

All employees have the opportunity to enroll in an approved annuity program at anytime throughout the year.

Review the information and forms available on the staff website – <http://www.sd25.org/Page/877>.

Submit a Salary Reduction Agreement to the Supervisor of Business Services.

## CREDIT UNION NON-CERTIFIED STAFF

### MEMBERSHIP REQUIREMENTS

If you are a non-certified employee of District 25, you may join either the METRO Federal Credit Union or AAEC Credit Union. Retirees and family members of current employees are also eligible.

### LOCATIONS

The METRO Federal Credit Union is located at:  
2440 E. Rand  
Arlington Heights, IL 60004  
(847) 670-0456

The AAEC Credit Union is located at:  
115 S. Wilke Road #106  
Arlington Heights, IL 60005-1519  
(847) 392-1922

### SERVICES

The following are some of the services offered by the Credit Unions:

#### METRO

Loans  
Traveler's Checks  
Savings  
Certificates of Deposit  
Payroll Deduction  
Visa Cards  
Cash Cards  
Discount Services  
Checking Accounts

#### AAEC

Loans  
Traveler's Checks  
Savings  
Special Promotions  
Payroll Deduction  
Visa Cards  
Checking Account  
Registered Checks/Notary Service

### HOURS

#### METRO - LOBBY

Monday - Friday: 8:00 a.m. - 6:00 p.m.  
Saturday: 8:00 a.m. - 1:00 p.m.

#### AAEC

Monday - Friday: 9:00 a.m. - 5:00 p.m.

#### METRO – DRIVE THROUGH

Monday – Friday: 7:00 a.m. – 6:00 p.m.  
Saturday: 7:00 a.m. – 1:00 p.m.

### PAYROLL DEDUCTION

If you wish to have your METRO or AAEC deposit made through a payroll deduction, please contact the Payroll Department at 847-758-4885.





**EVALUATION**

## **TEACHING/CLERICAL ASSISTANT EVALUATION PROCEDURES**

- A. It is recognized that a primary objective of the TCAP evaluation process is to improve the quality and efficiency of support to the district. A standardized, consistently implemented evaluation process is essential to the effective operation of the school district.
- B. In order for any evaluation process to be effective, it should be understood by all parties concerned. It is recognized that supervisors and TCAP employees have a mutual responsibility for acquiring the fullest possible understanding of the entire evaluation process. Supervisors are responsible for taking a leadership role in acquainting the TCAP employee under their supervision with the procedures and instruments used in the evaluation process. TCAP employees are also responsible for becoming familiar with and maintaining an understanding of the evaluation procedure.
- C. The TCAP employee will be informed by the supervisor of the specific expectations of the position. This will occur within the first thirty (30) days of employment or the beginning of each new school year. The date of this annual job expectation conference will be documented on the Teaching Assistant Evaluation Form.
- D. For new TCAP employees, or TCAP employees new to a position or building, an evaluation will take place each year of the first two years. After the first two years in the same position, yearly evaluations are optional. A two-year evaluation cycle will be dependent upon satisfactory performance. The evaluation cycle may be adjusted by the administrator/supervisor at any time, based upon job performance, relocation, or reassignment. In all instances, completed evaluations should be turned into the Personnel Office prior to the end of the fiscal year.
- E. It is recommended that the supervisor and the employee complete the Expectations Form (see following page) individually prior to their evaluation meeting to jointly discuss their individual perspectives.
- F. When the Teaching Assistant Evaluation Form is completed, three copies should be made. Both the principal (or the supervisor) and the TCAP should receive a signed copy. The original copy should be forwarded to the Personnel and Planning Office to be placed in the TCAP's personnel file.

**EVALUATION PROCEDURES (Continued)**

- G. Should the TCAP employee believe the Teaching Assistant Evaluation Form to be incomplete, inaccurate, or unjust, the TCAP employee may submit objections in writing to the Assistant Superintendent for Personnel and Planning. The objections will be attached to the Summary Evaluation Report in the individual's personnel file.
- H. TCAP employees may review their personnel file by making an appointment with the Personnel and Planning Department. Materials placed in an individual employee's personnel file may be removed only with the consent of the Assistant Superintendent for Personnel and Planning or the Superintendent of Schools.
- I. When a favorable comment or document is placed in a TCAP personnel file, the said employee will receive a copy of it. Should an adverse comment, document, or reprimand be placed in the permanent file, the employee will be sent a copy of the same. The TCAP employee has the right to respond in writing to any document in his or her personnel file and to have that response made a permanent part of the personnel file.

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**1200 South Dunton Avenue**  
**Arlington Heights, Illinois 60005**

**TEACHING/CLERICAL ASSISTANT PERSONNEL**  
**EXPECTATIONS FORM**

Name: \_\_\_\_\_ Building: \_\_\_\_\_

Assignment: \_\_\_\_\_

Directions: In the space provided below please document the major expectations of the position shown above for the current school year. A copy should be provided to the Teaching/Clerical Assistant and the supervisor should retain one copy.

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Arlington Heights School District 25

## Teaching Assistant Evaluation Form

4.03

Name \_\_\_\_\_

Position \_\_\_\_\_

School Year \_\_\_\_\_

Building \_\_\_\_\_

Performance Category	Needs Improvement	Meets Expectations	Exceeds Expectations	Not Applicable
<b>QUALITY OF WORK:</b> <ol style="list-style-type: none"> <li>1. Completes routine work with minimal supervision.</li> <li>2. Demonstrates initiative when appropriate.</li> <li>3. Makes good use of time and completes tasks in a timely manner.</li> <li>4. Follows teacher directives (assistants are expected to be able to work independently on clerical tasks, one-on-one with students, with students in the regular education setting and/or small groups).</li> <li>5. Meets district standards of performance as outlined in the TCAP expectations form regarding students and curriculum.</li> <li>6. Communicates regularly with classroom teacher(s).</li> <li>7. Works effectively with students and on tasks.</li> </ol>	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
<b>COMMENTS:</b> <i>Comments are <u>required</u> for any "Needs Improvement" rating.</i>				
<b>PROFESSIONALISM:</b> <ol style="list-style-type: none"> <li>1. Reports to work regularly and on time (consistent attendance).</li> <li>2. Assumes responsibility of students if the teacher must tend to a student who is in a crisis situation.</li> <li>3. Demonstrates positive attitude and enthusiasm about the job and assigned duties and cooperative with staff and students.</li> <li>4. Maintains classroom expectations and behavioral expectations as set up by the supervising teacher.</li> <li>5. Works scheduled hours as determined by the principal and/or specific department.</li> <li>6. Develops collaborative relationships with staff members and administration.</li> <li>7. Demonstrates ethical behavior.</li> <li>8. Conforms to a professional standard of conduct.</li> <li>9. Participates in professional growth opportunities as directed.</li> <li>10. Interacts positively with other employees and the public.</li> </ol>	<b>NI</b>	<b>ME</b>	<b>EE</b>	<b>NA</b>
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			
	10.			
<b>COMMENTS:</b> <i>Comments are <u>required</u> for any "Needs Improvement" rating.</i>				

<b>KNOWLEDGE AND SUITABILITY OF POSITION:</b> 1. Demonstrates ability to facilitate learning with small groups or one-on-one situations. 2. Possesses necessary technology skills as required for the position. 3. Possesses and applies math skills as required for the position. 4. Possesses the emotional and physical capabilities necessary to perform duties. 5. Displays proficiency in reading and writing in English. 6. Adapts to change easily (changes in students, environment, and instruction). 7. Personal habits are conducive to a good learning environment. 8. Adheres to all district and school policies-role model for students. 9. Expresses patience and tolerance of student learning and behavioral needs. 10. Possesses sound judgment (i.e.: application of logic and common sense).	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			
	10.			
<b>COMMENTS:</b> <i>Comments are <u>required</u> for any "Needs Improvement" rating.</i>				

**Employee's Comments / Additional information as needed (i.e.: professional goals):**

---

Employee Signature/Date	Evaluator Signature/Date
-------------------------	--------------------------

Signature indicates that the evaluation has been read and discussed, but does not necessarily indicate agreement with the contents.

Copies:                      Employee                      Evaluator                      Employee's personnel file



**JOB VACANCIES**

**\***

**REDUCTION IN  
FORCE**

## JOB VACANCIES

- A. It is incumbent upon staff members interested in seeking new positions or transfers to check the vacancy notices posted on the district's website:  
<http://www.sd25.org>
- B. Should there be any change in the salary level or calendar year for the vacancy once it is posted, that vacancy shall be re-posted.
- C. The job posting shall consist of the following:
  - Name of the position
  - Calendar work year; and
  - Minimum qualifications
- D. Individuals interested in being considered for such openings shall complete an online application and give written notification to the Assistant Superintendent for Personnel and Planning.



## **REDUCTION IN FORCE**

Should a reduction in the TCAP staff be decided upon by the Board of Education, an orderly and well-communicated procedure will be utilized to implement such a decision. Reduction in force of TCAP staff will be based upon seniority as defined on page 2.07 of this manual.

Should a reduction in force be determined necessary, TCAP employees will be honorably dismissed based upon seniority according to the quarter and year in which their employment began. Should the number of TCAP employees beginning employment in a given year exceed the number of positions to be reduced, all individuals employed during the year in question will be reduced in force. The district will then recall individuals from the recall list to fill any vacant positions. Recall of employees will occur by category, FTE, and hire date.

If a reduction in force becomes necessary, the building administrator will meet with the individual(s) to be released before the Board of Education formally takes action. TCAP employees are encouraged to seek further clarification or direction from their immediate administrator or the Assistant Superintendent for Personnel and Planning. The Board of Education will receive for action recommendations of names of TCAP employees to be honorably dismissed and these TCAP employees will receive a certified letter of notification at least 30 days before the end of the school year. The final decision to honorably dismiss any TCAP employee will rest solely with the Board of Education.

If vacancies occur within a period of one year or such periods as may be provided by law, whichever is longer, individuals honorably dismissed will be selected for appropriate positions for which they are eligible and qualified.



**MISCELLANEOUS**

## **ABUSED AND NEGLECTED CHILD REPORTING**

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child shall immediately report such a case to the Illinois Department of Children and Family Services. The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. All District employees shall sign the "Acknowledgement of Mandated Reporter Status" form provided by the Illinois Department of Child and Family Services and the Superintendent or designee shall ensure that the signed forms are retained.

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 800/843-5678, or online at [www.cybertipline.com](http://www.cybertipline.com). The employee shall also promptly notify the Superintendent or Building Principal of the discovery and that a report has been made.

All District employees working with students shall participate in a meeting that specifically addresses and reviews the detection, reporting, and prevention of child abuse and neglect according to the requirements of The Abused and Neglected Child Reporting Act. (Board Policy 5:90)

## **ASSIGNMENT**

The Superintendent is authorized to make assignments and transfers of educational support personnel.

## **ATTENDANCE**

Regular attendance and punctuality are essential components in the satisfactory performance of one's job responsibilities. As an AHSD 25 employee, you are expected to observe working hours and days. Excessive absences are not acceptable.

In case of illness or absence for any reason, an employee must report the absence in the electronic AESOP attendance system. Detailed instructions can be found under the help tab once logged into your AESOP page.

### Emergency Days

TCAP employees may be required to work emergency days if needed. Please refer to the employee calendars for the days that could become required to work if the school district closes school for an emergency day.

## **CHANGE OF ADDRESS OR PHONE NUMBER**

It is important that the District always maintains accurate information with respect to an employee's home address and phone number. This information is necessary for emergency contacts as well as for mailing of paychecks, insurance information, and other items. It is the responsibility of the employee to keep his/her supervisor and the Personnel Department up to date of any changes of address or phone number. Phone numbers that are "unlisted" will be considered confidential and distributed only to appropriate administrators.

## **CONFIDENTIALITY**

In the course of your employment you may have access to information about students, other employees, school district business and/or other school districts. Often this information is to be kept confidential. If you are uncertain about whether information is confidential, check with your supervisor BEFORE discussing it with anyone. Breach of confidentiality could result in disciplinary action up to and including dismissal. (Board Policy 5:130)

## **CRISIS RESPONSE PLAN**

Each building site has an established Crisis Response Plan. In addition, Crisis Response Teams have been established to assist in managing tragedies that have significant impact on the work place/schools (i.e. student or staff deaths, natural disasters, etc...). All crises are reported to the Superintendent. During a crisis staff are not to talk to the media. The Superintendent or administrative designee will distribute all information.

## **DRUG-AND ALCOHOL-FREE WORKPLACE**

All District workplaces are drug- and alcohol-free workplaces. All employees shall be prohibited from:

1. Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance while on District premises or while performing work for the District, and;
2. Distribution, consumption, use, possession, or being under the influence of alcohol while on District premises or while performing work for the District.

For purposes of this policy a controlled substance means a substance that is:

1. Not legally obtainable,
2. Being used in a manner different than prescribed,
3. Legally obtainable, but has not been legally obtained, or;
4. Referenced in federal or State controlled substance acts.

As a condition of employment, each employee shall:

1. Abide by the terms of the District policy respecting a drug- and alcohol-free workplace; and;
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than 5 calendar days after such a conviction.

### District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program. The Board of Education shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a state contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate state or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction. (Board Policy 5:50)

### Smoke-Free Facilities

All District facilities and grounds are designated as smoke-free.

## **EMPLOYMENT AT-WILL**

Unless otherwise specifically provided, District employment is at-will, meaning that employment may be terminated by the District or employee at any time for any reason, other than a reason prohibited by law, or no reason at all. Nothing in Board of Education policy is intended or should be construed as altering the employment at-will relationship.

Exceptions to employment at-will may include employees who are employed annually, have an employment contract, or are otherwise granted a legitimate interest in continued employment. The Superintendent is authorized to make exceptions to employing non-certificated employees at-will but shall maintain a record of positions or employees who are not at-will and the reason for the exception. (Board Policy 5:270)

## **EQUAL EMPLOYMENT OPPORTUNITIES**

Arlington Heights School District 25 provides equal employment opportunities to all persons regardless of their race, color, creed, religion, national origin, sex, sexual orientation, age, ancestry, marital status, order of protection status, arrest record, military status or unfavorable military discharge, citizenship status provided the individual is authorized to work in the United States, use of lawful products while not at work, being a victim of domestic or sexual violence, genetic information, physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation, and other legally protected categories.

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager for the Uniform Grievance Procedure. These individuals are listed below. No employee or applicant will be discriminated against because he or she initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information. (Board Policy 5:10)

Nondiscrimination Coordinator:

Mr. Jake Chung  
(847) 758 – 4900

Complaint Managers:

Mr. Jake Chung  
(847) 758 – 4900

Aimee LeBlanc  
(847) 758 – 4875

## **FAMILY AND MEDICAL LEAVE ACT**

The Family Medical Leave Act (FMLA) applies to all employees and provides for up to twelve (12) weeks of leave time during any 12-month period provided that the employee has worked for at least 12 months and for at least 1,250 hours over the previous 12 months.

Eligible employees may use unpaid family and medical leave, guaranteed by the Family and Medical Leave Act, for up to a combined total of twelve (12) weeks each year, beginning with the first day of the requested leave and ending one calendar year later. Arlington Heights School District 25 uses the “rolling” 12-month period measured backward from the date an employee uses any FMLA leave.

Other available paid vacation, personal, or sick leave will run concurrently for family and medical leave necessitated by birth, adoption/foster care placement, or a family member’s serious health condition. Any substitution required by this policy will count against the employee’s family and medical leave entitlement. (Board Policy 5:185)

### Notice

If possible, employees must provide at least thirty (30) days written notice to the District of the date when a leave is to begin. If thirty (30) days’ notice is not practicable, the notice must be given within two (2) business days of when the need becomes known to the employee. Employees shall provide at least verbal notice sufficient to make the District aware that he or she needs a family and medical leave, and the anticipated timing and duration of the leave. The FMLA Request form is available on the staff website.

### Continuation of Health Benefits

During a family and medical leave, employees are entitled to continuation of health benefits that would have been provided if they were working (with the same employee contribution).

### Return to Work

An employee returning from a family and medical leave will be given an equivalent position to his or her position before the leave, subject to the District’s reassignment policies and practices.

As each employee’s situation is unique, please contact the Supervisor of Business Services at (847) 758 – 4915 for assistance with eligibility, required documentation, and available benefits under FMLA.

## **FINAL PAYCHECK**

A terminating employee's final paycheck will be adjusted for any unused, earned vacation credit. Employees are paid for all earned vacation. Terminated employees will receive their final pay on the next regular payday following the date of termination, except that an employee dismissed due to a reduction in force shall receive his or her final paycheck on or before the next regular pay date following the last day of employment. (Board Policy 5:290)

## **RESIGNATION**

An employee is requested to provide 2 weeks' notice of a resignation. A resignation notice cannot be revoked once given.

## **WORKPLACE HARASSMENT**

The School District expects the workplace environment to be productive, respectful, and free of unlawful harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's race, religion, national origin, sex, sexual orientation, age, citizenship status, disability, or other protected status identified in Board Policy 5:10.

Arlington Heights School District 25 provides employees an employment environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting harassment as defined and otherwise prohibited by State and federal law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, up to and including discharge.

Aggrieved persons, who feel comfortable doing so, should directly inform the person engaging in harassing conduct or communication that such conduct or communication is offensive and must stop.



Employees should report claims of harassment to the Nondiscrimination Coordinator and/or use the Board policy 2:260, *Uniform Grievance Procedure*. Employees may choose to report to a person of the employee's same sex. There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available. (Board Policy 5:20)

## **CARDKEYS**

All TCAP employees will be issued a cardkey to your assigned school. The following is important information regarding the cardkeys:

### Lost Cardkey

Please report lost cardkeys immediately, even if you think it's going to turn up. We can temporarily disable the card and reactivate it if it's found.

### Broken Cardkey

Broken cardkeys will be replaced, but the broken cards must be returned to the District Reception Office in order to be exchanged for a new card. Please periodically check the area where the clip is attached to make sure it is not cracked. This is the biggest reason for lost cards.

### Changes to Access of Buildings

Building access can be changed remotely. Email or call the District Reception Office if you need to change your access due to building transfers, etc. Email [SCraig@sd25.org](mailto:SCraig@sd25.org) or call (847) 506-6904.

### Additional "Holes" in Cardkeys

If a hole is punched in your card in the wrong place, it may be damaged so it will no longer work. There are 4 faint blue dots on the back of the card, along one side, that indicate a "safe" zone for small hole punches. If you have a need for an additional hole in the card, or have a push pin that you need to attach, please try to stay in the area of the blue dots to avoid damaging the ability of the card to work with the card readers. In general, it is best to not put extra holes in the cards if it can be avoided.

### Return of Used Cardkeys

Cardkeys remain the property of School District 25, and must be turned in if you leave District 25 employment. You can leave them with the secretary or principal of your building on your last day, or, if take home inadvertently; mail them to the District Reception Office.

Cards can be reprogrammed and reused, which can save a considerable amount of money for the district. Any extra cards that are not being used by a school should be returned to the Facilities Office.

If you have any questions about Cardkeys please contact the District Reception Office at (847) 506-6904.

## **SUBSTITUTES**

It shall be the responsibility of the building administrator, in consultation with the classroom teacher, to determine if a substitute is required when TCAP employees are absent from work. In some instances (particularly in the case of part-time TCAP employees), the employee may arrange for an alternate work schedule in order to fulfill the hourly requirements of the position for the week rather than hire a substitute.

In special circumstances, it may be necessary to ask Clerical Assistants to fill in for their building secretary for at least a half of a day or more. When this occurs, the building's allocation of clerical support time should not be diminished. When possible, an alternate work schedule should be arranged so that the building receives its full amount of support during the week. In this instance, the Clerical Assistant shall submit the additional hours on his/her time sheet.

Teaching assistants holding a valid Illinois Professional Educator License (PEL) or Substitute Teaching License (SUB) may be used in emergency situations (when no other regular substitute is available) to cover for teachers who are out of the building for at least a half of a day or more. Every effort should be made to cover the teacher's classroom with a regular substitute when the absence is expected to last for a half of a day or more.

When a teaching assistant substitutes for a teacher for half-day or more, the teaching assistant is required to keep a log of the days that he/she took over for a classroom teacher. The log is to be clearly marked with the TCAP employee's name and shall show the actual days (not to exceed 90 (in a long-term assignment) – Substitute Teaching License (SUB) or 120 days (in a long-term assignment) – Professional Educator License (PEL)) that they served in the capacity of a substitute. A log is required since there is a legal limitation of the number of days (90/120) in a long-term assignment that the teaching assistant may substitute during the course of any one school year. Time on the log is to be reported in half-day increments and should be sent to payroll within the pay period the substitute teaching occurred. If the TCAP employee substitutes for less than a half-day, no log of the hours is required.

## **REPORTING ABSENCES**

All TCAP employees should report all absences using the Aesop Electronic Absence Reporting System. Employees may report absences by logging on to the Aesop website at <http://www.frontlinek12.com/Aesop>. or by phone at 1-800-942-3767.

All employees received ID and pin numbers from a personalized Welcome Letter at the beginning of the school year or upon employment. If an employee loses his/her password, he/she should contact the Personnel Department at (847)758-4912 for assistance.



**JOB  
DESCRIPTIONS  
&  
WORK SCHEDULES**

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**1200 South Dunton Avenue**  
**Arlington Heights, Illinois 60005-3122**

**7.00**

**Job Description**  
**Special Education Teaching Assistant**

**Purpose:**

The job of the Special Education Teaching Assistant was established for the purpose(s) of working with individual and/or small groups of students under the supervision of a certificated teacher in the supervision and instruction of students; assisting students by modeling the necessary skills to perform assignments; following educational and specific behavioral plans; modeling appropriate behaviors and interactions with students and staff; and assisting student by providing for special health care needs. Employees in this classification will receive a variety of assignments including classroom support, lunchroom, playground, etc.

**Essential Functions:**

- Adapts classroom activities, assignments and/or materials under the direction of the classroom teacher for the purpose of supporting and reinforcing classroom objectives.
- Communicates with teachers and other district personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Implements under the supervision of assigned teacher, instructional programs and lesson plans (e.g. reading, math, language comprehension, writing, computer, etc.) for the purpose of presenting and/or reinforcing learning concepts.
- Maintains classroom equipment and work area for the purpose of ensuring availability of a safe learning environment and/or meeting mandated requirements.
- Monitors individual and/or groups of students in a variety of settings (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, assemblies, field trips, etc.) for the purpose of maintaining a safe and positive learning environment.
- Promotes good study habits and student independence for the purpose of improving the quality of student outcomes.
- Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. self esteem, behavioral skills, daily living skills, etc.) for the purpose of implementing goals for remediation of student deficiencies and ensuring student's success.
- Documents student's daily activities (e.g. behavior, completed assignments, on/off task times, etc.) for the purpose of completing daily logs and student's hourly activities.
- Implements under the supervision of assigned teacher, behavioral plans designed by IEP team for students with behavior disorders or other special conditions for the purpose of presenting and/or reinforcing learning concepts.
- Models conversation, manners, clean up activities, listening, and everyday interactions for the purpose of demonstrating appropriate social behavior in a culturally sensitive manner.
- Monitors student's daily schedule and behavior plan (e.g. class schedule, toileting, medication, appetite, etc.) for the purpose of maintaining a safe and positive learning environment.
- Responds to emergency situations (e.g. injured students, fights, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.

**Other Functions:**

- Administers tests, homework assignments, make-up work, etc. for the purpose of supporting teachers in the classroom.
- Attends meetings and in-service presentations as assigned for the purpose of acquiring and/or conveying information relative to job functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements:**

Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent job related software applications; and basic mathematical skills (e.g. add, subtract, multiply and divide in all units of measure using whole numbers, common fractions, and decimals; compute rate, ratio, and percent, draw and interpret graphs, etc.).

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: concepts of grammar and punctuation; reading fluency and comprehension; age appropriate activities; and health and safety standards.

Specific ability-based competencies required to satisfactorily perform the functions of the job include: working with emotionally, physically and/or mentally impaired students; maintaining confidentiality; maintaining composure under stressful situations; communicating with diverse groups; adapting to changing work priorities; working as part of a team; applying common sense understanding to carry out instructions; dealing with problems involving a few concrete variables in standardized situations; effectively presenting information in one-to-one and group situations to students; and working with frequent interruptions.

**Working Environment:**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing and/or pulling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. This job is performed in a generally clean and healthy indoor environment with work inside about 85% of the time and work outside about 15% of the work schedule. The employee must frequently move up to 50 pounds such as adaptive equipment and supplies and also work with members of the team to address student's physical needs (e.g. positioning students under the direction of the physical therapist, bathrooms needs, etc.).

**Performance Responsibilities:**

- Assists the assigned staff member(s) in all aspects of daily programming including, but not necessarily limited to: social, academic, behavioral and self-help growth and development
- Assists in the direct supervision of children in the assigned program as directed by the teacher or administrator (e.g. bus loading, classroom assignments, lunch, recess, etc.)
- Demonstrates understanding of students' disabilities; keeps firm hand and is courteous and fair
- Loads/unloads wheelchair bound students on bus, and/or waits with students for transportation
- Participates in physical activities which are part of the students' basic program
- Assists students in the restroom as necessary, and may have to change diapers
- Demonstrates flexibility in schedule and activities throughout the day
- Demonstrates cooperation, openness for growth and willingness to contribute in a team approach
- Communicates, collaborates, and cooperates with colleagues, supervisors, and students
- Maintain confidentiality regarding all aspects of his/her work with special education children and other staff
- Participates in all meetings, training programs, and in-service sessions as assigned by the building or district administrator
- Performs such other duties as may be directed by the building or district administrator

**Education and/or Experience:**

- Valid Illinois Educator License with Stipulations for Paraprofessionals - ELS (PARA)
- Ability to operate a computer and related software such as Microsoft Word, Excel, PowerPoint.
- Use of computers, PC and Mac.

**FLSA Status:** Non-Exempt

**Employee Group:** TCAP

**Work Year:** 10 month work calendar

**Reports to:** Building Principal or District Program Administrator

**PHYSICAL DEMANDS****Strength and Endurance**

Lifting	Occasional – less than 33%
Carrying	Occasional – less than 33%
Pushing	Occasional – less than 33%
Pulling	Occasional – less than 33%

**Mobility**

Standing	40%
Walking	40%
Sitting	20%

**Coordination**

Stooping	Frequent – less than 66%
Kneeling	Frequent – less than 66%
Crouching	Seldom – less than 5%
Crawling	Seldom – less than 5%

**Upper Extremity**

Reaching	Frequent – less than 66%
Handling	Frequent – less than 66%
Fingering	Frequent – less than 66%
Feeling	Frequent – less than 66%

**Climbing and Balancing**

Climbing	Seldom – less than 5%
Balancing	Seldom – less than 5%

**Sensory – Talking**

Ordinary	Constant – more than 66%
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**Sensory – Hearing**

Conversation	Constant – more than 66%
Other Sounds	Constant – more than 66%

**Sensory – Vision**

Acuity – Near	Constant – more than 66%
Acuity – Far	Constant – more than 66%
Depth Perception	Constant – more than 66%
Color Vision	Constant – more than 66%
Field of Vision	Constant – more than 66%

**ENVIRONMENTAL CONDITIONS****Temperature and Moisture**

Extreme Cold	Occasional–less than 33%
Extreme Heat	Occasional–less than 33%
Wet/Humid	Occasional–less than 33%

**Noise and Vibration**

Noise	Constant – more than 66%
Vibration	Seldom – less than 5%

**Hazards**

Mechanical	Seldom – less than 5%
Explosive	Seldom – less than 5%
Electrical	Seldom – less than 5%
Radiation Exposure	Seldom – less than 5%
Burn Exposure	Seldom – less than 5%
Other Hazards	Seldom – less than 5%

**Atmospheric Conditions**

Fumes Exposure	Seldom – less than 5%
Mists Exposure	Seldom – less than 5%
Odors Exposure	Seldom – less than 5%
Gases Exposure	Seldom – less than 5%
Dust Exposure	Seldom – less than 5%
Other Atmospheric	Seldom – less than 5%

**Protective Clothing and Devices**

Not Applicable

**Work Environment**

Inside	85%
Outside	15%

The Physical Demands described in this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**1200 South Dunton Avenue**  
**Arlington Heights, Illinois 60005-3122**

**7.01**

**Job Description**  
**Bilingual Teaching Assistant**

**Purpose:**

The job of the Bilingual Teaching Assistant was established for the purpose(s) of working with individual and/or small groups of students under the supervision of a certificated teacher in the supervision and instruction of students; and assisting students by modeling the necessary skills to perform assignments.

**Essential Functions:**

- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.
- Administers tests, homework assignments, make-up work, etc. for the purpose of supporting teachers in the classroom.
- Assists students, individually or in groups, with lesson assignments for the purpose of presenting and/or reinforcing learning concepts.
- Implements, under the supervision of the teacher, instructional programs and lesson plans for the purpose of presenting and/or reinforcing learning concepts.
- Communicates with teachers and other district personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Monitors individual and/or groups of students in a variety of settings (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, assemblies, field trips, etc.) for the purpose of maintaining a safe and positive learning environment.
- Promotes good study habits and student independence for the purpose of improving the quality of student outcomes.
- Translates verbal and written communication(s) for the purpose of assisting students, teachers and parents in communicating.

**Other Functions:**

- Attends meetings and in-service presentations as assigned for the purpose of acquiring and/or conveying information relative to job functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements:**

Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent job related software applications; and basic mathematical skills (e.g. add, subtract, multiply and divide in all units of measure using whole numbers, common fractions, and decimals; compute rate, ratio, and percent, draw and interpret graphs, etc.).

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: concepts of English grammar and punctuation; age appropriate activities; health and safety standards; and.

Specific ability-based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; communicating with diverse groups; adapting to changing work priorities; working as part of a team; applying common sense understanding to carry out instructions; dealing with problems involving a few concrete variables in standardized situations; effectively presenting information in one-to-one and group situations to students; and working with frequent interruptions.

**Working Environment:**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing and/or pulling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. This job is performed in a generally clean and healthy indoor environment with work inside about 85% of the time and work outside about 15% of the work schedule.

**Performance Responsibilities:**

- Assists the assigned staff member(s) in all aspects of daily programming including, but not necessarily limited to: social, academic, behavioral and self-help growth and development
- Assists in the direct supervision of children in the assigned program as directed by the teacher or administrator (e.g. bus loading, classroom assignments, lunch, recess, etc.)
- Demonstrates understanding of students' language needs
- Demonstrates flexibility in schedule and activities throughout the day
- Demonstrates cooperation, openness for growth and willingness to contribute in a team approach
- Communicates, collaborates, and cooperates with colleagues, supervisors, and students
- Maintain confidentiality regarding all aspects of his/her work with children and other staff
- Maintains confidentiality regarding all aspects of his/her work
- Assists with creation, editing, and proofreading district materials
- Assists with the translation of classroom, building, and district materials
- Participates in all meetings, training programs, and in-service sessions as assigned by the building or district administrator
- Performs such other duties as may be directed by the building or district administrator

**Education and/or Experience:**

- Valid Illinois Educator License with Stipulations for Paraprofessionals - ELS (PARA)
- Ability to operate a computer and related software such as Microsoft Word, Excel, PowerPoint.
- Use of computers, PC and Mac.
- Fluent in Spanish and English (oral and written skills)

**FLSA Status:** Non-Exempt

**Employee Group:** TCAP

**Work Year:** 10 month work calendar

**Reports to:** Building Principal or District Program Administrator



**PHYSICAL DEMANDS****Strength and Endurance**

Lifting	Occasional – less than 33%
Carrying	Occasional – less than 33%
Pushing	Occasional – less than 33%
Pulling	Occasional – less than 33%

**Mobility**

Standing	40%
Walking	40%
Sitting	20%

**Coordination**

Stooping	Frequent – less than 66%
Kneeling	Frequent – less than 66%
Crouching	Seldom – less than 5%
Crawling	Seldom – less than 5%

**Upper Extremity**

Reaching	Frequent – less than 66%
Handling	Frequent – less than 66%
Fingering	Frequent – less than 66%
Feeling	Frequent – less than 66%

**Climbing and Balancing**

Climbing	Seldom – less than 5%
Balancing	Seldom – less than 5%

**Sensory – Talking**

Ordinary	Constant – more than 66%
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**Sensory – Hearing**

Conversation	Constant – more than 66%
Other Sounds	Constant – more than 66%

**Sensory – Vision**

Acuity – Near	Constant – more than 66%
Acuity – Far	Constant – more than 66%
Depth Perception	Constant – more than 66%
Color Vision	Constant – more than 66%
Field of Vision	Constant – more than 66%

**ENVIRONMENTAL CONDITIONS****Temperature and Moisture**

Extreme Cold	Occasional–less than 33%
Extreme Heat	Occasional–less than 33%
Wet/Humid	Occasional–less than 33%

**Noise and Vibration**

Noise	Constant – more than 66%
Vibration	Seldom – less than 5%

**Hazards**

Mechanical	Seldom – less than 5%
Explosive	Seldom – less than 5%
Electrical	Seldom – less than 5%
Radiation Exposure	Seldom – less than 5%
Burn Exposure	Seldom – less than 5%
Other Hazards	Seldom – less than 5%

**Atmospheric Conditions**

Fumes Exposure	Seldom – less than 5%
Mists Exposure	Seldom – less than 5%
Odors Exposure	Seldom – less than 5%
Gases Exposure	Seldom – less than 5%
Dust Exposure	Seldom – less than 5%
Other Atmospheric	Seldom – less than 5%

**Protective Clothing and Devices**

Not Applicable

**Work Environment**

Inside	85%
Outside	15%

The Physical Demands described in this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**1200 South Dunton Avenue**  
**Arlington Heights, Illinois 60005-3122**

**7.02**

**Job Description**  
**EL Teaching Assistant**

**Purpose:**

The job of the EL Teaching Assistant was established for the purpose(s) of working with individual and/or small groups of students under the supervision of a certificated teacher in the supervision and instruction of students; and assisting students by modeling the necessary skills to perform assignments.

**Essential Functions:**

- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.
- Administers tests, homework assignments, make-up work, etc. for the purpose of supporting teachers in the classroom.
- Assists students, individually or in groups, with lesson assignments for the purpose of presenting and/or reinforcing learning concepts.
- Implements, under the supervision of the teacher, instructional programs and lesson plans for the purpose of presenting and/or reinforcing learning concepts.
- Communicates with teachers and other district personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Monitors individual and/or groups of students in a variety of settings (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, assemblies, field trips, etc.) for the purpose of maintaining a safe and positive learning environment.
- Promotes good study habits and student independence for the purpose of improving the quality of student outcomes.

**Other Functions:**

- Attends meetings and in-service presentations as assigned for the purpose of acquiring and/or conveying information relative to job functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements:**

Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent job related software applications; and basic mathematical skills (e.g. add, subtract, multiply and divide in all units of measure using whole numbers, common fractions, and decimals; compute rate, ratio, and percent, draw and interpret graphs, etc.).

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: concepts of English grammar and punctuation; age appropriate activities; health and safety standards; and.

Specific ability-based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; communicating with diverse groups; adapting to changing work priorities; working as part of a team; applying common sense understanding to carry out instructions; dealing with problems involving a few concrete variables in standardized situations; effectively presenting information in one-to-one and group situations to students; and working with frequent interruptions.

**Working Environment:**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing and/or pulling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. This job is performed in a generally clean and healthy indoor environment with work inside about 85% of the time and work outside about 15% of the work schedule.

**Performance Responsibilities:**

- Assists the assigned staff member(s) in all aspects of daily programming including, but not necessarily limited to: social, academic, behavioral and self-help growth and development
- Assists in the direct supervision of children in the assigned program as directed by the teacher or administrator (e.g. bus loading, classroom assignments, lunch, recess, etc.)
- Demonstrates understanding of students' language needs
- Demonstrates flexibility in schedule and activities throughout the day
- Demonstrates cooperation, openness for growth and willingness to contribute in a team approach
- Communicates, collaborates, and cooperates with colleagues, supervisors, and students
- Maintain confidentiality regarding all aspects of his/her work with children and other staff
- Maintains confidentiality regarding all aspects of his/her work
- Assists with creation, editing, and proofreading district materials
- Participates in all meetings, training programs, and in-service sessions as assigned by the building or district administrator
- Performs such other duties as may be directed by the building or district administrator

**Education and/or Experience:**

- Valid Illinois Educator License with Stipulations for Paraprofessionals - ELS (PARA)
- Ability to operate a computer and related software such as Microsoft Word, Excel, PowerPoint.
- Use of computers, PC and Mac.

**FLSA Status:** Non-Exempt

**Employee Group:** TCAP

**Work Year:** 10 month work calendar

**Reports to:** Building Principal or District Program Administrator

**PHYSICAL DEMANDS****Strength and Endurance**

Lifting	Occasional – less than 33%
Carrying	Occasional – less than 33%
Pushing	Occasional – less than 33%
Pulling	Occasional – less than 33%

**Mobility**

Standing	40%
Walking	40%
Sitting	20%

**Coordination**

Stooping	Frequent – less than 66%
Kneeling	Frequent – less than 66%
Crouching	Seldom – less than 5%
Crawling	Seldom – less than 5%

**Upper Extremity**

Reaching	Frequent – less than 66%
Handling	Frequent – less than 66%
Fingering	Frequent – less than 66%
Feeling	Frequent – less than 66%

**Climbing and Balancing**

Climbing	Seldom – less than 5%
Balancing	Seldom – less than 5%

**Sensory – Talking**

Ordinary	Constant – more than 66%
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**Sensory – Hearing**

Conversation	Constant – more than 66%
Other Sounds	Constant – more than 66%

**Sensory – Vision**

Acuity – Near	Constant – more than 66%
Acuity – Far	Constant – more than 66%
Depth Perception	Constant – more than 66%
Color Vision	Constant – more than 66%
Field of Vision	Constant – more than 66%

**ENVIRONMENTAL CONDITIONS****Temperature and Moisture**

Extreme Cold	Occasional–less than 33%
Extreme Heat	Occasional–less than 33%
Wet/Humid	Occasional–less than 33%

**Noise and Vibration**

Noise	Constant – more than 66%
Vibration	Seldom – less than 5%

**Hazards**

Mechanical	Seldom – less than 5%
Explosive	Seldom – less than 5%
Electrical	Seldom – less than 5%
Radiation Exposure	Seldom – less than 5%
Burn Exposure	Seldom – less than 5%
Other Hazards	Seldom – less than 5%

**Atmospheric Conditions**

Fumes Exposure	Seldom – less than 5%
Mists Exposure	Seldom – less than 5%
Odors Exposure	Seldom – less than 5%
Gases Exposure	Seldom – less than 5%
Dust Exposure	Seldom – less than 5%
Other Atmospheric	Seldom – less than 5%

**Protective Clothing and Devices**

Not Applicable

**Work Environment**

Inside	85%
Outside	15%

The Physical Demands described in this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**1200 South Dunton Avenue**  
**Arlington Heights, Illinois 60005-3122**

**7.03**

**Job Description**  
**Library Media Center Teaching Assistant**

**Purpose:**

The job of the Library Media Center Teaching Assistant was established for the purpose(s) of maintaining the library collections at school sites; identifying age appropriate resources for students and teachers utilizing library resources; selecting appropriate items in support of classroom instruction; performing clerical functions related to processing, circulation, maintenance and inventory of library materials; instructing students on the proper use of the library resources; and assist in providing literary resources to students and staff. Employees in this classification may receive a variety of additional assignments including lunchroom, playground, bus duty, etc.

**Essential Functions:**

- Supports classes and/or activities in a variety of formats (e.g. reading, story telling, book talks, reading incentive programs, etc.) for the purpose of promoting the use and enjoyment of literature.
- Evaluates books and/or periodicals, with guidance from the Library Media Specialist, for withdrawal from the collection, recommending items to be weeded for the purpose of assisting in the management of the collection.
- Participates in maintenance of materials inventory (e.g. library books, related instructional materials, etc.) for the purpose of providing an up-to-date reference and ensuring the availability of materials when required.
- Monitors student activities for the purpose of maintaining a safe environment conducive to learning.
- Oversees student aides and/or volunteers for the purpose of providing orientation, training and ensuring assignments are completed.
- Participates in LMC Team meetings, in-service training, workshops, etc. as required for the purpose of conveying and/or gathering information required to perform functions.
- Performs circulation activities (e.g. item check-in and check-out, prepare circulation reports, lists of overdue items, etc.) for the purpose of controlling the use, location and availability of items in the collection.
- Prepares manual and electronic documents and reports (e.g. collection statistics, scheduling reports/requests, overdue lists, etc.) for the purpose of providing documentation and information to others.
- Assists in processing of library books, periodicals, and related media materials (e.g. entering MARC records, barcoding, shelving, producing bibliographic reports, etc.) for the purpose of providing students and staff with required materials.
- Repairs books and materials for the purpose of ensuring the availability of books and library materials.
- Responds to inquiries of students, staff, parents (e.g. availability of books, finding appropriate reference documents, status of overdue books, etc.) for the purpose of providing information and/or direction as required.
- Assists in the training for staff, students, and volunteers on the location and access of library resources (i.e. online catalog, location of books and periodicals, etc.) for the purpose of promoting independent use of the library.
- Utilizes a customer service attitude and positive interpersonal skills to resolve problems and provide information as requested for the purpose of an effectively functioning Library Media Center.

**Other Functions:**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the Library Media Center.

**Job Requirements:**

Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent job related software applications; and preparing and maintaining accurate records.

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: library practices, terminology and procedures; age appropriate literature; computer and Internet operations; concepts of grammar and punctuation; and interpersonal skills using tact, patience, and courtesy.

Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining effective working relationships; communicating with diverse groups, working as part of a team; adapting to changing work priorities; working with frequent interruptions; attention to detail; preparing and maintaining accurate records; and using tact, patience and courtesy to provide a customer service atmosphere in the Library Media Center.

**Working Environment:**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing and/or pulling and significant fine finger dexterity. Generally the job requires 30% sitting, 20% walking, and 50% standing. This job is performed in a generally clean and healthy indoor environment with work inside about 90% of the time and work outside about 10% of the work schedule.

**Performance Responsibilities:**

- Assists students and staff in locating and using library materials
- Assists in the training of teachers, students, and volunteers in the use of the online library catalog and databases
- Assists students in learning basic library skills
- Communicates, collaborates and cooperates with colleagues, supervisors, and students.
- Assists with the management and circulation of library media program materials
- Assists with the ordering and processing of new books, periodicals, and nonprint materials
- Assists with annual inventories and withdrawal of materials
- Repairs books and periodicals as needed
- Assists in training of library media center volunteers
- Assists in preparing instructional materials as well as bulletin boards and book displays
- Informs staff and students of recent acquisitions under the direction of the Library Media Center teacher
- Organizes activities for special projects such as used book drives, summer reading programs, etc.
- Helps to maintain an attractive and inviting school library media center environment
- Promotes a positive relationship with students, staff, and community members
- Participates in scheduled LMC Team Meetings
- Participates in all meetings, training programs, and in-service sessions as assigned by the building or district administrator
- Performs such other duties as may be directed by the building or district administrator

**Education and/or Experience:**

- Valid Illinois Educator License with Stipulations for Paraprofessionals - ELS (PARA)
- Ability to operate a computer and related software such as Microsoft Word, Excel, PowerPoint.
- Use of computers, PC and Mac.

**FLSA Status:** Non-Exempt

**Employee Group:** TCAP

**Work Year:** 10 month work calendar

**Reports to:**

Accountable to the building administrator for attendance, work schedule, and performance review  
Accountable to the LMC teacher for assignment of library duties and job performance

**PHYSICAL DEMANDS****Strength and Endurance**

Lifting	Occasional – less than 33%
Carrying	Occasional – less than 33%
Pushing	Occasional – less than 33%
Pulling	Occasional – less than 33%

**Mobility**

Standing	50%
Walking	20%
Sitting	30%

**Coordination**

Stooping	Frequent – less than 66%
Kneeling	Frequent – less than 66%
Crouching	Seldom – less than 5%
Crawling	Seldom – less than 5%

**Upper Extremity**

Reaching	Frequent – less than 66%
Handling	Frequent – less than 66%
Fingering	Frequent – less than 66%
Feeling	Frequent – less than 66%

**Climbing and Balancing**

Climbing	Seldom – less than 5%
Balancing	Seldom – less than 5%

**Sensory – Talking**

Ordinary	Constant – more than 66%
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**Sensory – Hearing**

Conversation	Constant – more than 66%
Other Sounds	Constant – more than 66%

**Sensory – Vision**

Acuity – Near	Constant – more than 66%
Acuity – Far	Constant – more than 66%
Depth Perception	Constant – more than 66%
Color Vision	Constant – more than 66%
Field of Vision	Constant – more than 66%

**ENVIRONMENTAL CONDITIONS****Temperature and Moisture**

Extreme Cold	Occasional–less than 33%
Extreme Heat	Occasional–less than 33%
Wet/Humid	Occasional–less than 33%

**Noise and Vibration**

Noise	Constant – more than 66%
Vibration	Seldom – less than 5%

**Hazards**

Mechanical	Seldom – less than 5%
Explosive	Seldom – less than 5%
Electrical	Seldom – less than 5%
Radiation Exposure	Seldom – less than 5%
Burn Exposure	Seldom – less than 5%
Other Hazards	Seldom – less than 5%

**Atmospheric Conditions**

Fumes Exposure	Seldom – less than 5%
Mists Exposure	Seldom – less than 5%
Odors Exposure	Seldom – less than 5%
Gases Exposure	Seldom – less than 5%
Dust Exposure	Seldom – less than 5%
Other Atmospheric	Seldom – less than 5%

**Protective Clothing and Devices**

Not Applicable

**Work Environment**

Inside	90%
Outside	10%

The Physical Demands described in this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**1200 South Dunton Avenue**  
**Arlington Heights, Illinois 60005-3122**

**7.04**

**Job Description**  
**Literacy Teaching Assistant**

**Purpose:**

The job of the Literacy Teaching Assistant was established for the purpose(s) of working with individual and/or small groups of students under the supervision of a certificated teacher in the supervision and instruction of students; and assisting students by modeling the necessary skills to perform assignments.

**Essential Functions:**

- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.
- Administers tests, homework assignments, make-up work, etc. for the purpose of supporting teachers in the classroom or the building literacy teacher(s).
- Administers, scores, and records achievement and diagnostic tests/data recommended by the teacher.
- Assists students, individually or in groups, with lesson assignments for the purpose of presenting and/or reinforcing learning concepts.
- Implements, under the supervision of the teacher, instructional programs and lesson plans for the purpose of presenting and/or reinforcing learning concepts.
- Communicates with teachers and other district personnel for the purpose of assisting in evaluating students' progress.
- Monitors individual and/or groups of students in a variety of settings (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, assemblies, field trips, etc.) for the purpose of maintaining a safe and positive learning environment.
- Promotes good study habits and student independence for the purpose of improving the quality of student outcomes.

**Other Functions:**

- Attends meetings and in-service presentations as assigned for the purpose of acquiring and/or conveying information relative to job functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements:**

Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent job related software applications; and basic mathematical skills (e.g. add, subtract, multiply and divide in all units of measure using whole numbers, common fractions, and decimals; compute rate, ratio, and percent, draw and interpret graphs, etc.).

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: concepts of English grammar and punctuation; age appropriate activities; best practices in literacy instruction; and health and safety standards;.

Specific ability-based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; communicating with diverse groups; adapting to changing work priorities; working as part of a team; applying common sense understanding to carry out instructions; dealing with problems involving a few concrete variables in standardized situations; effectively presenting information in one-to-one and group situations to students; and working with frequent interruptions.



**Working Environment:**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing and/or pulling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. This job is performed in a generally clean and healthy indoor environment with work inside about 85% of the time and work outside about 15% of the work schedule.

**Performance Responsibilities:**

- Assists in the direct supervision of children in the assigned program as directed by the teacher or administrator (e.g. bus loading, classroom assignments, lunch, recess, etc.)
- Communicates to the certified teacher any problems or special information regarding students.
- Demonstrates understanding of students' literacy needs
- Demonstrates flexibility in schedule and activities throughout the day
- Demonstrates cooperation, openness for growth and willingness to contribute in a team approach
- Communicates, collaborates, and cooperates with colleagues, supervisors, and students
- Maintain confidentiality regarding all aspects of his/her work with children and other staff
- Maintains confidentiality regarding all aspects of his/her work
- Participates in all meetings, training programs, and in-service sessions as assigned by the building or district administrator
- Performs such other duties as may be directed by the building or district administrator

**Education and/or Experience:**

- Valid Illinois Educator License with Stipulations for Paraprofessionals - ELS (PARA)
- Ability to operate a computer and related software such as Microsoft Word, Excel, PowerPoint.
- Use of computers, PC and Mac.

**FLSA Status:** Non-Exempt

**Employee Group:** TCAP

**Work Year:** 10 month work calendar

**Reports to:** Building Principal or District Program Administrator

**PHYSICAL DEMANDS****Strength and Endurance**

Lifting	Occasional – less than 33%
Carrying	Occasional – less than 33%
Pushing	Occasional – less than 33%
Pulling	Occasional – less than 33%

**Mobility**

Standing	40%
Walking	40%
Sitting	20%

**Coordination**

Stooping	Frequent – less than 66%
Kneeling	Frequent – less than 66%
Crouching	Seldom – less than 5%
Crawling	Seldom – less than 5%

**Upper Extremity**

Reaching	Frequent – less than 66%
Handling	Frequent – less than 66%
Fingering	Frequent – less than 66%
Feeling	Frequent – less than 66%

**Climbing and Balancing**

Climbing	Seldom – less than 5%
Balancing	Seldom – less than 5%

**Sensory – Talking**

Ordinary	Constant – more than 66%
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**Sensory – Hearing**

Conversation	Constant – more than 66%
Other Sounds	Constant – more than 66%

**Sensory – Vision**

Acuity – Near	Constant – more than 66%
Acuity – Far	Constant – more than 66%
Depth Perception	Constant – more than 66%
Color Vision	Constant – more than 66%
Field of Vision	Constant – more than 66%

**ENVIRONMENTAL CONDITIONS****Temperature and Moisture**

Extreme Cold	Occasional–less than 33%
Extreme Heat	Occasional–less than 33%
Wet/Humid	Occasional–less than 33%

**Noise and Vibration**

Noise	Constant – more than 66%
Vibration	Seldom – less than 5%

**Hazards**

Mechanical	Seldom – less than 5%
Explosive	Seldom – less than 5%
Electrical	Seldom – less than 5%
Radiation Exposure	Seldom – less than 5%
Burn Exposure	Seldom – less than 5%
Other Hazards	Seldom – less than 5%

**Atmospheric Conditions**

Fumes Exposure	Seldom – less than 5%
Mists Exposure	Seldom – less than 5%
Odors Exposure	Seldom – less than 5%
Gases Exposure	Seldom – less than 5%
Dust Exposure	Seldom – less than 5%
Other Atmospheric	Seldom – less than 5%

**Protective Clothing and Devices**

Not Applicable

**Work Environment**

Inside	85%
Outside	15%

The Physical Demands described in this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**1200 South Dunton Avenue**  
**Arlington Heights, Illinois 60005-3122**

**7.05**

**Job Description**  
**Building Support Technician**

**Purpose:**

The primary job of the Building Support Technician was established for the purpose(s) of maintaining operation of the technology in the building, complementing classroom instruction with software applications and computer technology; troubleshooting technology problems in the building; providing written support and/or conveying information regarding instructional materials.

**Essential Functions:**

- Assesses malfunctions of hardware and/or software applications for the purpose of determining appropriate actions to maintain building technology operations.
- Coordinates timely repairs and replacements of building technology for the purpose of maintaining building technology operations.
- Prepares documentation (e.g. instructions, memos, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.
- Researches software applications for the purpose of providing recommendations regarding potential applications appropriate for student level.
- Establishes a system of preventative maintenance for the purpose of ensuring equipment is in proper working condition including software updates, maintaining supplies and cleaning.
- Utilizes various programs such as Remote Desktop, backup software and Server Admin Tools for the purpose of remotely managing systems, disaster recovery, and server management
- Administers OS X Server for the purpose of setting up user accounts and troubleshooting account issues
- Provide basic troubleshooting and activate network ports as needed for the building LAN for the purpose of maintaining network connectivity and setting up new systems.
- Update and maintain the building software and hardware inventory for the purpose of managing building assets and licenses.
- Monitors students for the purpose of providing a safe and positive learning environment including addressing inappropriate use and behavior as defined by the District 25 Acceptable Use of Electronic Network procedures.

**Other Functions:**

- Procures supplies and materials for the purpose of maintaining availability of required items.
- Participates in training for the purpose of updating skills as changes occur in District software and building technology.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Assist with educational technology professional development including orienting new staff.

**Job Requirements:**

Specific skill-based competencies required to satisfactorily perform the functions of the job include: communicating with persons of varied cultural and educational backgrounds, operating all technology equipment and software used in the building, operating standard office equipment; performing standard clerical procedures; preparing and maintaining accurate records; and planning and managing projects.

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: pertinent computer hardware and software applications; rules and regulations regarding copyright laws; operation and maintenance of specialized and technologically advanced audio/visual, TV, and computers; methods, techniques, tools and equipment used in the repair and cleaning of building technology equipment; and interpersonal skills using tact, patience, and courtesy.

Specific ability-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; attention to detail; implementing established curriculum; meeting deadlines and schedules; working under time constraints; provide technical assistance and advice to others; establishing and maintaining effective working relationships; communicating with diverse groups; adapting to changing work priorities; working as part of a team; and working with frequent interruptions.

**Working Environment:**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing and/or pulling and significant fine finger dexterity. Generally the job requires 50% sitting, 25% walking, and 25% standing. This job is performed in a generally clean and healthy indoor environment.

**Performance Responsibilities:**

- Provides technology support to staff and students in the building;
- Assists classroom teachers with setting up new technologies and installing software;
- Performs routine maintenance and troubleshooting on all technology in the building;
- Assists classroom teachers/students with technology projects;
- Assists students with Internet use and technology projects/research;
- Maintains building hardware and software inventories; and
- Performs such other duties as may be directed by the Building Principal or the Director of Technology and Assessment.

**Education and/or Experience:**

- High School diploma required. Associates Degree or Bachelor's Degree preferred.
- Valid Illinois Educator License with Stipulations for Paraprofessionals - ELS (PARA)
- Ability to operate a computer and related software including Apple operating system.
- Ability to administer Apple servers and troubleshoot technology issues.

**FLSA Status:** Non-Exempt

**Employee Group:** TCAP

**Work Year:** 10 month work calendar-School days when students are in session, SIP and Institute Days, additional week in August before the school year begins.

**Reports to:** Building Administrator and Director of Technology and Assessment

**PHYSICAL DEMANDS****Strength and Endurance**

Lifting	Frequent – less than 66%
Carrying	Frequent – less than 66%
Pushing	Frequent – less than 66%
Pulling	Frequent – less than 66%

**Mobility**

Standing	25%
Walking	25%
Sitting	50%

**Coordination**

Stooping	Occasional – less than 33%
Kneeling	Occasional – less than 33%
Crouching	Occasional – less than 33%
Crawling	Occasional – less than 33%

**Upper Extremity**

Reaching	Constant – more than 66%
Handling	Constant – more than 66%
Fingering	Constant – more than 66%
Feeling	Constant – more than 66%

**Climbing and Balancing**

Climbing	Seldom – less than 5%
Balancing	Occasional – less than 33%

**Sensory – Talking**

Ordinary	Constant – more than 66%
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**Sensory – Hearing**

Conversation	Constant – more than 66%
Other Sounds	Constant – more than 66%

**Sensory – Vision**

Acuity – Near	Constant – more than 66%
Acuity – Far	Frequent – less than 66%
Depth Perception	Constant – more than 66%
Color Vision	Constant – more than 66%
Field of Vision	Constant – more than 66%

**ENVIRONMENTAL CONDITIONS****Temperature and Moisture**

Extreme Cold	Seldom – less than 5%
Extreme Heat	Seldom – less than 5%
Wet/Humid	Seldom – less than 5%

**Noise and Vibration**

Noise	Constant – more than 66%
Vibration	Seldom – less than 5%

**Hazards**

Mechanical	Seldom – less than 5%
Explosive	Seldom – less than 5%
Electrical	Seldom – less than 5%
Radiation Exposure	Seldom – less than 5%
Burn Exposure	Seldom – less than 5%
Other Hazards	Seldom – less than 5%

**Atmospheric Conditions**

Fumes Exposure	Seldom – less than 5%
Mists Exposure	Seldom – less than 5%
Odors Exposure	Seldom – less than 5%
Gases Exposure	Seldom – less than 5%
Dust Exposure	Seldom – less than 5%
Other Atmospheric	Seldom – less than 5%

**Protective Clothing and Devices**

Not Applicable

**Work Environment**

Inside	100%
Outside	0%

The Physical Demands described in this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**1200 South Dunton Avenue**  
**Arlington Heights, Illinois 60005-3122**

**7.06**

**Job Description**  
**Clerical Assistant**

**Purpose:**

The job of the Clerical Assistant – District Office/Building was established for the purpose(s) of providing clerical support to assigned personnel, communicating information to staff and the public; providing complete and accurate records; and providing information and/or direction as may be requested.

**Essential Functions:**

- Answers telephone calls for the purpose of screening calls, responding to inquiries and/or taking messages.
- Assists with processing of documents, forms, mailings and materials for the purpose of disseminating information to appropriate parties.
- Collects data for the purpose of preparing reports and/or processing forms.
- Maintains inventory of supplies and materials (e.g. forms, office supplies, etc.) for the purpose of ensuring items' availability.
- Maintains manual and electronic documents files and records (letters, forms, reports, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Prepares standardized documents (e.g. form letters and memos, calendars, bulletins, etc. ) for the purpose of communicating information to other parties.
- Participates in training for the purpose of updating skills as changes occur in District software.

**Job Requirements:**

Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent job related software applications; and preparing and maintaining accurate records.

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: business telephone etiquette; common office machines; concepts of grammar and punctuation to write routine reports and correspondence; and office methods and practices.

Specific ability-based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality, establishing and maintaining effective working relationships; communicating with diverse groups; working with detailed information; adapting to changing work priorities; working as part of a team; and working with frequent interruptions.

**Working Environment:**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing and/or pulling and significant fine finger dexterity. Generally the job requires 85% sitting, 5% walking, and 10% standing. This job is performed in a generally clean and healthy indoor environment.

**Performance Responsibilities:**

- Assisting the assigned staff member(s) in all aspects of daily programming including, but not necessarily limited to: word processing and other computerized tasks (i.e. spreadsheets, data bases, etc.), filing, answering telephone calls, organizing and preparing materials, making copies, etc.
- Maintains the department calendar
- Receives e-mail messages; conveys messages and relays responses as appropriate

- Operates a variety of office machines and uses word/data processing software
- Maintaining confidentiality regarding all aspects of his/her work
- Assists with creation, editing, and proofreading district materials
- Performs such other duties as may be directed by the administrator in charge of the department

**Education and/or Experience:**

- High School Diploma and an Associates Degree preferred.
- Ability to operate a computer and related software such as Microsoft Word, Excel, PowerPoint.
- Use of computers, PC and Mac, copiers, fax machines, laminating equipment, and other office equipment.
- Must be able to pass a typing test at 55 words per minute.

**FLSA Status:** Non-Exempt

**Employee Group:** TCAP

**Work Year:** 10 month or 12 month work calendar

**Reports to:** Building Principal or Assistant Superintendent for assigned department in district office

**PHYSICAL DEMANDS****Strength and Endurance**

Lifting	Occasional – less than 33%
Carrying	Occasional – less than 33%
Pushing	Occasional – less than 33%
Pulling	Occasional – less than 33%

**Mobility**

Standing	5%
Walking	10%
Sitting	85%

**Coordination**

Stooping	Seldom – less than 5%
Kneeling	Seldom – less than 5%
Crouching	Seldom – less than 5%
Crawling	Seldom – less than 5%

**Upper Extremity**

Reaching	Constant – more than 66%
Handling	Constant – more than 66%
Fingering	Constant – more than 66%
Feeling	Constant – more than 66%

**Climbing and Balancing**

Climbing	Seldom – less than 5%
Balancing	Seldom – less than 5%

**Sensory – Talking**

Ordinary	Constant – more than 66%
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**Sensory – Hearing**

Conversation	Constant – more than 66%
Other Sounds	Constant – more than 66%

**Sensory – Vision**

Acuity – Near	Constant – more than 66%
Acuity – Far	Frequent – less than 66%
Depth Perception	Constant – more than 66%
Color Vision	Constant – more than 66%
Field of Vision	Constant – more than 66%

**ENVIRONMENTAL CONDITIONS****Temperature and Moisture**

Extreme Cold	Seldom – less than 5%
Extreme Heat	Seldom – less than 5%
Wet/Humid	Seldom – less than 5%

**Noise and Vibration**

Noise	Constant – more than 66%
Vibration	Seldom – less than 5%

**Hazards**

Mechanical	Seldom – less than 5%
Explosive	Seldom – less than 5%
Electrical	Seldom – less than 5%
Radiation Exposure	Seldom – less than 5%
Burn Exposure	Seldom – less than 5%
Other Hazards	Seldom – less than 5%

**Atmospheric Conditions**

Fumes Exposure	Seldom – less than 5%
Mists Exposure	Seldom – less than 5%
Odors Exposure	Seldom – less than 5%
Gases Exposure	Seldom – less than 5%
Dust Exposure	Seldom – less than 5%
Other Atmospheric	Seldom – less than 5%

**Protective Clothing and Devices**

Not Applicable

**Work Environment**

Inside	100%
Outside	0%

The Physical Demands described in this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.



**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**1200 South Dunton Avenue**  
**Arlington Heights, Illinois 60005-3122**

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8/17/95

Adopted

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Code

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Revised

Page 1 of 2

**ADMINISTRATIVE PROCEDURES**

NOON-TIME SUPERVISOR

Reports to:

The Noon-Time Supervisor shall be directly responsible to the Building Administrator.

Qualifications:

The qualifications for Noon-Time Supervisors shall be to:

1. circulate around the lunchroom and playground (including eating areas, green spaces, blacktop, and soft play areas);
2. pass a Red Cross First Aid class within the first six months of employment;
3. supervise students inside and outside during all types of weather conditions;
4. effectively supervise a large number of children over a large area;
5. exercise good judgment, be dependable, emotionally mature, prompt, and flexible;
6. effectively communicate with students and staff;
7. pass the mandated State Police screening for all new employees;
8. pass a physical examination, including a TB test (costs to be borne by the employee);
9. maintain good personal hygiene and grooming;
10. assist in setting up hot lunch tables;
11. lift and move cases of milk, food trays, etc. up to 25 pounds on a regular basis; and
12. assist children with opening milk cartons, pop cans, juice boxes, etc.

**ARLINGTON HEIGHTS SCHOOL DISTRICT 25**  
**1200 South Dunton Avenue**  
**Arlington Heights, Illinois 60005-3122**

8/17/95

Adopted

Code

Revised

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**ADMINISTRATIVE PROCEDURES**

**NOON-TIME SUPERVISOR**

Performance Responsibilities:

The specific duties and responsibilities of Noon-Time Supervisors shall be to:

1. enforce lunchroom and playground rules;
2. provide first aid to students who have been injured and complete necessary accident reports;
3. follow emergency procedures;
4. actively and effectively supervise students in the lunchroom and on the playground;
5. facilitate the resolution of minor interpersonal problems which may occur between students;
6. seek the assistance to resolve more serious interpersonal problems between students;
7. provide for the orderly entrance and egress of students during noon hour activities;
8. assist in setting up lunchroom furniture on an as needed basis;
9. assist with food distribution and sales (at the elementary level) as directed by the Hot Lunch Program Supervisor;
10. help or facilitate the cleaning of lunchroom furniture following each lunch shift and assist in putting away equipment as appropriate;
11. work cooperatively with the cafeteria and other supervisory personnel; and
12. perform such additional duties as may be assigned by the building administrator.

### **Teacher Assistant Work Day/Calendar**

Full-time Teaching Assistants work a six-hour day with no less than a continuous half-hour, nor more than an hour duty free lunch (unpaid). In some instances, full-time assistants may be asked to work (and be paid for) a longer workday to meet the special needs of the building, program, or student(s).

A starting time and ending time of all Teaching Assistants are determined at the building level depending upon the unique needs of the building, program, or student(s).

Teaching Assistants may be assigned to work during the students' noon hour depending upon the needs of the building, program, or student(s). Care must be taken to ensure a minimum of 30 continuous minutes duty-free lunchtime (unpaid) for all Teaching Assistants.

There are no requirements for a mid-morning, mid-afternoon break or a set planning period. Any planning time that is provided shall be dedicated strictly to planning and shall not be used as a break from the work schedule. Time during the workday shall be provided to accommodate "personal needs" as necessary.

Teaching Assistants are provided with a copy of the current work calendar at the end of this handbook. It is also available on the district staff webpage.

### **Clerical Assistant Work Day**

Full-time Clerical Assistants work a six-hour day with no less than a continuous half-hour, nor more than an hour duty free lunch (unpaid). In some instances, full-time assistants may be asked to work (and be paid for) a longer workday to meet the special needs of the building, program, or student(s).

A starting time and ending time of all Clerical Assistants are determined at the building level depending upon the unique needs of the building, program, or student(s).

### **Part-Time Employees**

As the needs of students often change, all part-time employees should contact their building administrator for their schedules. When an employee works at least four hours (and less than six hours) in one day, the employee is entitled to one fifteen-minute break.

### **Time Worked in Addition to Regular Calendar**

When it is necessary for a TCAP employee to work additional days beyond the normal calendar, the following must occur:

- TCAP employee must complete the form on the next page and submit to the building administrator at least five school days prior to the requested workday. All time must be submitted in half-day increments.
- Building administrator must approve, sign and date the employee's request prior to the requested workday.
- After the time worked, the employee should submit the completed form to the payroll department within one week. Compensation will be provided on the next paycheck.

**TCAP Employee  
Request to Work Additional Days  
(SIP or Institute Days)**

Employee Name\_\_\_\_\_

Date Requested\_\_\_\_\_

School\_\_\_\_\_

AM\_\_\_\_\_

PM\_\_\_\_\_

Activity:

Reason/Plan of Action:

Signature of Building  
Administrator: \_\_\_\_\_

Date Approved: \_\_\_\_\_

**Employee must submit completed form to building administrator at least 5 school days prior to the date requested to work. Submission of this request is not a guarantee that the building administrator will approve the request.**



## Arlington Heights School District 25

Administration Building • 1200 S. Dunton, Arlington Heights, IL 60005 • (847)758-4885 • FAX (847)758-4908  
Michele Arrigo, Payroll Manager

MEMO TO: Administrators, Administrative Assistants, Central Office Personnel, Transportation,  
Food Services, Facilities (**Includes Weekends**)

DATE: April 1, 2016

FROM: Michele Arrigo

RE: Payroll Periods

**“Paid on this Date” pertains to all employees.** This information will be helpful in determining which days are covered for payment when **submitting timesheets and absence reports** for full-time or part-time employees working **Monday through Friday.** This information also includes **weekend dates** for those working in Food Services and/or Facilities.

The dates listed below represent the payroll periods for the 2016-2017 fiscal year:

<b><u>Days worked during this period</u></b>	<b><u>Paid on this date</u></b>
07/01 – 07/15/16	07/29/16
<b>07/16 – 07/30/16</b>	<b>08/15/16</b>
07/31 – 08/15/16	08/30/16
<b>08/16 – 08/30/16</b>	<b>09/15/16</b>
08/31 – 09/15/16	09/30/16
<b>09/16 – 09/30/16</b>	<b>10/14/16</b>
10/01 – 10/15/16	10/28/16
<b>10/16 – 10/30/16</b>	<b>11/15/16</b>
10/31 – 11/15/16	11/30/16
<b>11/16 – 11/30/16</b>	<b>12/15/16</b>
12/01 – 12/15/16	12/30/16
<b>12/16 – 12/30/16</b>	<b>01/13/17</b>
12/31 – 01/15/17	01/30/17
<b>01/16 – 01/30/17</b>	<b>02/15/17</b>
01/31 – 02/15/17	02/28/17
<b>02/16 – 02/28/17</b>	<b>03/15/17</b>
03/01 – 03/15/17	03/30/17
<b>03/16 – 03/30/17</b>	<b>04/14/17</b>
03/31 – 04/15/17	04/28/17
<b>04/16 – 04/30/17</b>	<b>05/15/17</b>
05/01 – 05/15/17	05/30/17
<b>05/16 – 05/30/17</b>	<b>06/15/17</b>
05/31 – 06/15/17	06/30/17
<b>06/16 – 06/30/17</b>	<b>07/14/17</b>



## Arlington Heights School District 25

Administration Building • 1200 S. Dunton, Arlington Heights, IL 60005 • (847)758-4885 • FAX (847)758-4908  
Michele Arrigo, Payroll Manager

**DATE:** April 1, 2016

**TO:** Administrators, Administrative Assistants, Central Office Personnel, Food Services, Facilities Department, Transportation

**FROM:** Michele Arrigo – Payroll Manager

**RE:** 2016-2017 Payroll Schedule for Timesheets, Adjustments, Supplementary Payments and Deductions, Additions, or Changes, Absence Reports

**PLEASE NOTE:** Timesheets are due in Payroll two days after payday. AESOP Reports should be “Good To Go” within that same timeframe. Due to P.M. employee hours, timesheets and absence reports for Facilities can be turned in the day following “DUE IN PAYROLL”.

The following schedule will be used for 2016-17 payrolls:

### DUE IN PAYROLL

07/05/16	Tuesday
07/19/16	Tuesday
08/02/16	Tuesday
08/17/16	Wednesday
09/01/16	Thursday
09/19/16	Monday
10/04/16	Tuesday
10/18/16	Tuesday
11/02/16	Wednesday
11/17/16	Thursday
12/02/16	Friday
12/19/16	Monday
01/04/17	Wednesday
01/18/17	Wednesday
02/01/17	Wednesday
02/17/17	Friday
03/02/17	Thursday
03/17/17	Friday
04/03/17	Monday
04/18/17	Tuesday
05/02/17	Tuesday
05/17/17	Wednesday
06/01/17	Thursday
06/19/17	Monday

### PAYROLL DATE

07/15/16	Friday
07/29/16	Friday
08/15/16	Monday
08/30/16	Tuesday
09/15/16	Thursday
09/30/16	Friday
10/14/16	Friday
10/28/16	Friday
11/15/16	Tuesday
11/30/16	Wednesday
12/15/16	Thursday
12/30/16	Friday
01/13/17	Friday
01/30/17	Monday
02/15/17	Wednesday
02/28/17	Tuesday
03/15/17	Wednesday
03/30/17	Thursday
04/14/17	Friday
04/28/17	Friday
05/15/17	Monday
05/30/17	Tuesday
06/15/17	Thursday
06/30/17	Friday