

nuea

Naperville Unit Education Association 2024-2025 Member Guide



ILLINOIS
EDUCATION
ASSOCIATION



NATIONAL
EDUCATION
ASSOCIATION

NUEA203.org



Naperville Unit Education Association (NUEA)

West Suburban IEA Office
1240 E. Diehl Rd.
Suite 104
Naperville, IL 60563
(630) 369-1555 (phone)
www.nuea203.org
www.facebook.com/nuea203
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Dates to remember:

**Naperville Unit Education Association
Representative Assembly (NUEA RA):**

4th Monday of every month (August-May)

1240 E. Diehl Rd.
Suite 104
Naperville, IL 60563

Illinois Education Association Representative Assembly (IEA RA):

March 13-15, 2025

Hyatt Regency O'Hare, Rosemont, IL

National Education Association Representative Assembly (NEA RA):

2025 - July 2 - 6 - Portland, OR

2026 - July 3-7 - Denver, CO

2027 - July 1-5 - Indianapolis, IN

2028 - July 1-5 - Washington, DC

2029 - July 1-5 - Kansas City, MO

If you are interested in attending any of these events, please
contact Ross Berkley at rberkley@nuea203.org.



New certified staff members:

NUEA is your sole bargaining agent with District 203. We invite you to join our organization so we may stand united! You must complete **all three steps** to access all chapters of this membership guide online and to receive all benefits entitled to NUEA members.

Step 1: Complete your application to join NUEA, IEA, and NEA all at once using the following URL:

<https://join.ieanea.org/>

Step 2: Complete our NUEA onboarding survey at:

<https://tinyurl.com/NUEA2024>

Step 3: Register for our Members' Only Website

- Visit [NUEA203.org](https://nuea203.org) and click "NUEA Connect" at the top of the page, Click "Register Now" and create your account.
- Please provide your home (*non-district*) e-mail address and choose a password at the prompt.

12 Critical Bookmarks:

Bookmark each site indicated below, then check the box on the left to indicate it is completed.

Association-Related Websites			
	1	NUEA Connect	Our local members' only site nuea203.org/members2/
	2	IEA NEA	Our state organization ieanea.org
	3	NEA	Our national organization nea.org
	4	NEA Member Benefits	Exclusive perks for members neamb.org
District 203 Websites			
	5	District Home	naperville203.org
	6	Staff Logins	tinyurl.com/203Logins
		Check e-mail	District communications
		Inside 203	Shared district resources
		Canvas	Learning Management System
		Infinite Campus	Student grades and attendance
		Employee Benefits	Insurance and wellness
		Lynda.com	Help with common tech/ software issues
		Tienet	Assessment and analytics
		Aesop	Obtain a sub
		Skyward	View your paycheck
		Self-Service	Your address and other personal info
		True North Logic	Professional development portal
		Dist. Resource Center	Help tickets and digital applications
		Career 203	Obtain credit for professional development
		District Print Center	Low cost printing
		Booktracks	Online library system
		Talent Ed	Evaluation documents
		These sites are accessible through "Staff Logins"	
	7	GCN Training	State-mandated trainings site.gcntraining.com
Professional Websites			
	8	ELIS	Il. Educator Licensure Info. System www.isbe.net/Pages/Educator-Licensure-Information-System.aspx
	9	TRS	Illinois Teachers' Retirement System trsil.org
Political Action Websites			
	10	Capwiz	Enter your address/ contact your legislators capwiz.com/nea/il/home/
	11	Legislative Action Center	National issues and perspectives edadvocracy.nea.org/
	12	Education Votes	Compare candidates on real issues edvotes.org

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Membership

“I had always insisted that a good education was a synthesis of book learning and involvement in social action, that each enriched the other. I wanted my students to know that the accumulation of knowledge, while fascinating in itself, is not sufficient as long as so many people in the world have no opportunity to experience that fascination.”

-Howard Zinn

**“The best time to plant a tree
is 20 years ago. The second
best time is now.”**

-Unknown



NUEA Mission: We empower and advocate for each other to cultivate positive, healthy environments that value and strengthen public education.

NUEA Core Values: We value...

Communication: We communicate relevant information, policies, and procedures with integrity.

Empowerment: We are empowered by knowing and upholding our rights and responsibilities.

Advocacy: We advocate for a healthy environment for our members and students.

Growth: We are committed to growth through the cultivation of leadership skills.

Education: We value education as a vehicle to personal and professional success.

Ross Berkley, President
rberkley@nuea203.org
630-369-1555

1240 E. Diehl Rd.
Suite 104
Naperville, IL 60563

Dear New District 203 Staff Member,

Let me be among the first to welcome you to District 203. As I'm sure you are aware, our district has a long and rich history of academic excellence. This excellence is the result of a wonderful partnership between the school board, district administrators, district staff, and the communities of Naperville, Lisle, and Bolingbrook in which we serve. With every decision we make, our students remain our top priority, ensuring that they have the best educational experience now and in the future.

Once the school year begins, I know that your time will become incredibly valuable. I know as a former Middle School educator, the time I spent teaching was dwarfed by the hours I spent preparing to teach; I hope that you keep aside some time to help support the NUEA by becoming an active member of our association. Meetings are held once a month in your school, and we have many opportunities for professional development, committee participation, and political action that I hope will interest you. When working as one, we can be sure that our students continue to get the best education possible. Thank you!

Sincerely,



Ross Berkley
President, NUEA

NUEA Membership: An Investment

NUEA is the sole negotiating agent for all full-time and part-time (25% or more) regularly employed certificated personal, including certified nurses, physical and occupational therapists, and high school instructional coordinators in Naperville District 203.

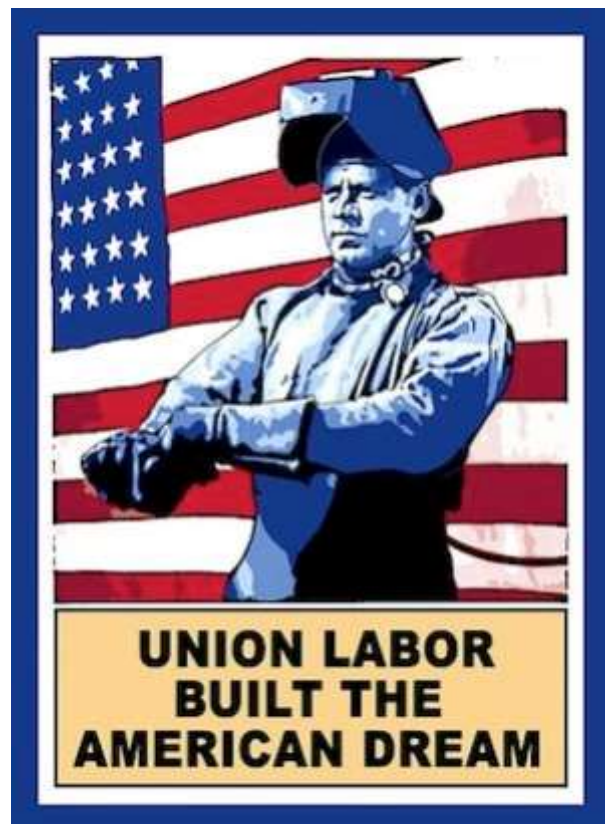
Your membership in the NUEA gives you a voice in the development of your contract, including your salary, benefits, and working conditions.

Your membership in the NUEA is an investment in the long-term advancement of the profession, helping to ensure that the rights and fair treatment of certified staff members are backed by a team of like-minded professionals.

Your membership provides strength and power to our negotiations team that can only be derived when workers unite their voices in solidarity.

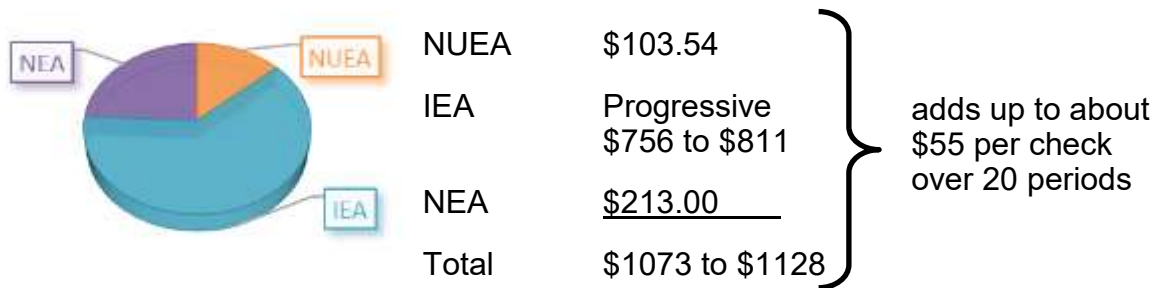
NUEA is the ultimate democratic organization. Any member may suggest an idea or platform at a meeting or assembly, upon which the delegation approves or denies the motion by majority vote.

All representatives and officers are elected, and all are held accountable to NUEA, IEA, and NEA bylaws, which are also created and amended by your vote. The NUEA agenda is YOUR agenda.



NUEA Membership: Costs

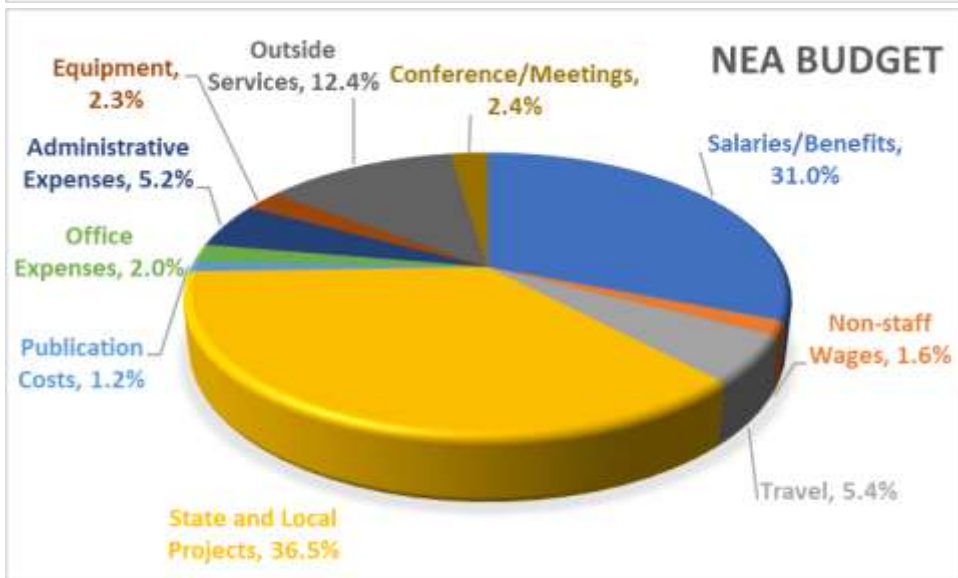
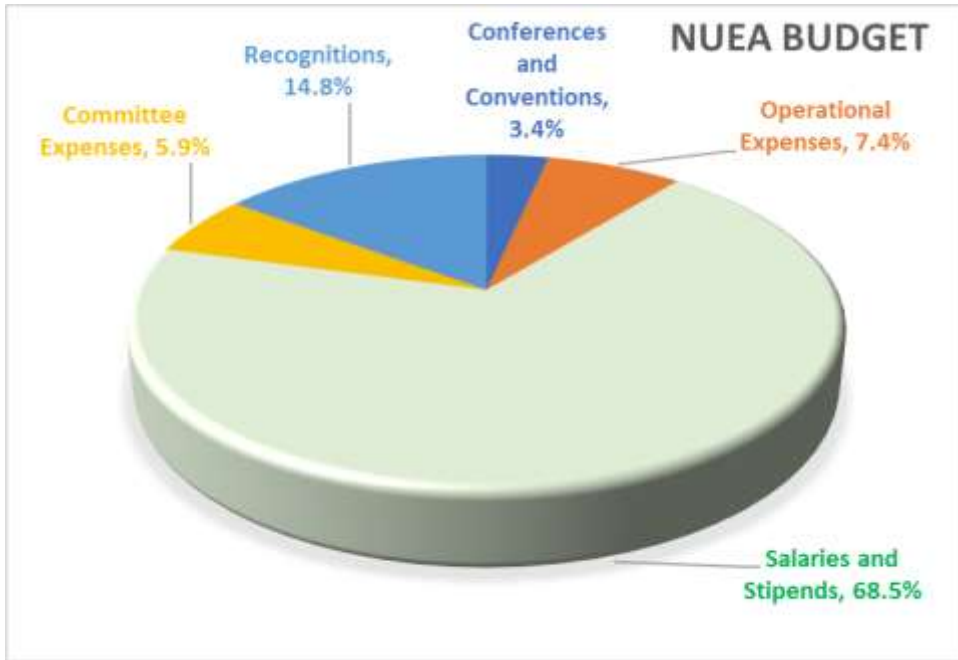
Your annual dues support the high-quality initiatives described on the previous pages. The following amounts are for **full-time** certified staff members for 2024-2025:



The IEA category includes a \$30 political activity contribution that is maintained in a separate account from IEA dues. This account (only) pays for state lobbying, candidate recommendations, and local election support. Dues dollars are not spent on political action at the state or federal levels. As you decide whether you wish to join the organization, please consider that your membership empowers you to influence your profession, and your voice is needed now more than ever. The following chart explores the powers that you earn as a member of the NUEA:

	NUEA Members	Non-Members
Contract	Vote to ratify the contract	Do not get to vote on the
Legal services	May access the IEA network of lawyers who specialize in school	Do not have access to IEA legal council
Building-level Representation	Vote on building representatives	Do not get to vote on building representatives
State-level Representation	Vote on IEA-Rep. Assembly representatives	Do not get to vote on IEA representatives
National-level Representation	Vote on NEA- Rep. Assembly representatives	Do not get to vote on NEA representatives
Eligibility	May run as a candidate for any local, state, or national office or Rep. Assembly delegate	May not run as a candidate for officer or representative
Professional development	May attend any NUEA/IEA/ NEA PD event at low/no cost to mem-	May not attend a PD event sponsored by the association
Communications	Receive monthly newsletters and reports detailing local and state developments related to teaching	Will not receive association communications regarding local and state developments related to District 203

NUEA Membership: Dues Breakdown



NUEA Membership: 8 Financial Benefits

1 Higher Salary

1 Unionized Illinois teachers make an average of \$11,000 a YEAR more than teachers in under-unionized states. Right-to-work laws allow non-members to pay nothing toward the cost of negotiating their contract, which results in lower pay and fewer benefits for all. Greater membership equals more power to negotiate higher salaries.

2 Better Benefits

2 The average cost of a hospital stay is \$26,120. Your contract establishes a joint committee between D203 and its unions that works collaboratively to set our insurance benefits, coverage, and premiums.

The committee has enabled us to keep our excellent coverage with **little to no increases in premiums** over the course of several years. This is highly unusual in the current insurance market. Without the work of this committee, a catastrophic illness could easily bankrupt a typical working family.

3 Liability Insurance

3 IEA Members are eligible for \$1M in liability insurance. This insurance is provided in case you are ever sued for an event in the workplace. This benefit helps pay attorney costs and any judgment against you if District 203 does not cover your costs through its insurance. Coverage is provided by the Nautilus Insurance Company.

4 Auto Buying Program

4 The NEA Auto buying program saves an AVERAGE of \$3,383 off MSRP. The TRUECar Price Curve shows you what others are paying for the car you want in your area so you know you're getting a good deal.

See upfront dealer pricing information and lock in your guaranteed savings on new cars before you visit the dealership. Plus get additional discounts on auto repair reimbursement...just for members!

5 Pension Advocacy

5 Illinois has been spending state worker pensions without their permission. Illinois has never made full statutory pension payments for its workers, yet expects state workers to diminish their benefits to make-up the difference. Our pension benefits are not overly-generous compared to other systems. But the state regularly grants tax waivers to large corporations, diminishing its ability to pay its pension obligations. Alternative pension systems and reduced benefits could cost you hundreds of thousands of dollars over your lifetime. Please help our union fight on your behalf.

7 Complimentary Life Insurance

7 The NEA Members Insurance Trust: Life insurance coverage to members, no additional cost. Many people use their NEA coverage as a supplement to their district coverage. Coverage is provided by Prudential. It includes up to \$1000 of term life insurance plus additional coverages. See details.

8 Online Savings/Money Market

8 NEA members enjoy a \$20 bonus plus one of the highest interest rates in the country. Online accounts are maintained by ICM Investment Bank AG and protected by the FDIC. There are no minimum balance or monthly maintenance fees for the savings account, and customer service representatives are available 24/7. The interest rate is 1.61% APY as of July 2021, which is more than 26 times the national average of .06%.

NUEA Membership: Political Support

NUEA, IEA, and NEA are not affiliated with any political party. The organization supports candidates that favor:

- stronger public schools for all students
- sustainable reform initiatives
- attractive working conditions for current and future educators and students
- the provision of resources to help our most at-risk and needy populations

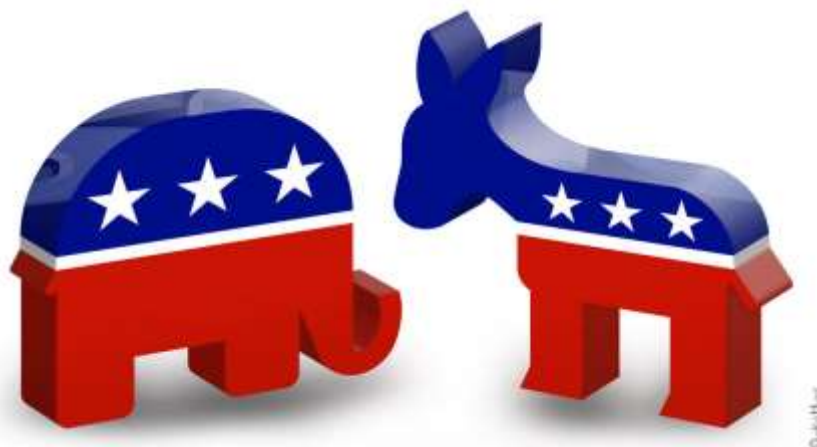
NUEA, IEA, and NEA have supported Republicans, Democrats, and Independents in primary and general elections. We have also helped support ballot initiatives and referenda favorable to public education. We help compile and disseminate important information so members may make informed choices. We also lobby our legislators so they know how pending bills may hurt or help our public schools.

NUEA/IEA/NEA dues DO NOT support political action.

All of the political activity described above comes from a \$30/year political action fund that is collected by IEA and by private donations, then placed in a separate account and managed independently of member dues.

The organization derives political power from **grassroots strength**. Rather than relying on money, we rely on the power of people to meet, e-mail, post, Tweet, and call others to let them know about candidates, bills, and pending legislation that affect public schools.

Education is the key to a **healthy democracy**. We encourage members to be informed about the political process by providing information and resources to members. Anyone may join our Grassroots Political Action (GPA) team...just contact our GPA Chair.



NUEA Membership Information 2024-2025

NUEA, IEA, and NEA are all quintessentially democratic organizations. All officers and representatives are elected, from building representatives to the IEA and NEA presidents. IEA holds its yearly Representative Assembly (RA) in March/April, all delegates are elected and every delegate has a voice. NEA holds its Representative Assembly (RA) in early July, and again, all delegates are elected and every delegate has a voice. Any teacher (including non-tenured teachers) may be a delegate to the IEA RA or the NEA RA. All expenses will be paid for by NUEA or by Region 39.

You:

- If you are able, attend a monthly 10 minute meeting at your school led by your NUEA building representative
- Pay NUEA-IEA-NEA dues, which amount to roughly \$55 per check (for full time staff) from October through May
- Participate in “Calls to Action” or other educational advocacy events as you see fit

If you wish, the following professional development/leadership activities are available to you:

- Participate in a district committee
- Be a building representative (we’ll provide the training)
- Be an IEA RA delegate or an NEA RA delegate (dates are on the inside cover)
- Attend the Summer Leadership Academy (SLA) at ISU, Normal in mid-July or other professional development events

Your building representatives:

- Are elected by the certified staff at your school
- Meet once a month at our Diehl Road Office (4th Monday)
- Hold monthly 10 minute meetings at your school
- Hold Association elections twice a year
- Assist you if you have questions or need support

Your executive board members:

- Are elected to a 3 year term
- Meet three times a month: once as an exec. board, once at the monthly rep. meeting, and once as Region 39 Council members
- Meet with District 203 administrators (IPC Committee) as needed



IEA HAS YOUR BACK

Your IEA membership guarantees representation at the bargaining table and ensures you have access to free legal services should the need ever arise.

UniServ Directors – IEA’s front line

UniServ Directors (UDs), located in 22 offices statewide, are IEA's front-line support for your local association. UD's advocate for your best professional interests and support your efforts to provide high-quality education. Your working conditions are your students' learning conditions. Like you, IEA wants both to be the best they can be.

Contract negotiations

As a public education employee, your union, as your exclusive bargaining representative, has the legal right to negotiate the terms of your employment. Your contract is the basis for most of your employee rights. It spells out your working hours, evaluation process, work/life benefits, job responsibilities, use of social media and school safety.

Your UD supports your local representatives as they negotiate contracts representing your – and ultimately your students’ – best interests.

Other areas of expertise

IEA can also help your local association, at no additional cost, with:

- Contract interpretation
- Grievance processing
- Job security protection
- Training programs to meet local needs
- Employee counseling for work-related problems
- Arbitration case presentations
- Unemployment information
- Bargaining crisis preparation
- Retirement concerns
- Governance matters assistance
- Civil rights violations process
- IEA-NEA benefits access
- Communications
 - Social media
 - Press releases
 - Messaging
 - Graphic design

Legal services – protects members

Protecting your rights as a public school employee is at the core of IEA's mission. IEA employs nine in-house attorneys and legal support staff, and when needed, calls on highly-skilled outside legal expertise – all available to you at no additional cost.

Legal Services staff are experts in education law who work directly with your UD and local leadership on issues such as:

- Wage and hour laws
- Unfair labor practices
- Layoff and recall
- Retirement
- Fringe benefits
- Unemployment compensation
- Education funding
- Negotiation
- Discrimination
- Health and safety
- Civil rights
- Contract enforcement

MORE INFO ON BACK 

Financial safeguard – Educators Employment Liability(EEL)Program

Working with children is one of life’s greatest privileges... and riskiest propositions. Education environments can expose even the best teachers and staff to situations that may give rise to legal actions.

Your IEA membership automatically provides you \$1 million in professional liability insurance coverage through the Educators Employment Liability program. This coverage includes attorneys fees, so you won’t have to pay out of your own pocket to defend yourself from employment-related civil lawsuits.

Training

Legal Services provides extensive training to your local representatives – and you. We ensure teachers understand laws governing their employment and how to steer clear of potential legal situations. When you know your rights and responsibilities, we can often locally resolve, and even entirely avoid, costly and time-consuming legal action.

We also provide extensive training to UD’s on recent education laws and how to identify potential legal issues. Your UD is prepared to evaluate any legal aspect of your work and provide guidance on your options.

Get to know your legal rights

IEA offers “live” training sessions and education-specific legal video courses through the online learning portal, accessible through the Members Only link at ieanea.org.

It could happen to anyone

Legal actions can happen to anyone, even the best employees and staff, through no fault of their own. Here are true stories of how IEA Legal Services has protected IEA members.

Classroom aide gets her job back

A guest in an early childhood classroom falsely accused a classroom aide of slapping a child. The child had spit on the aide who, in response, raised her hand to block herself and to signal the child to stop. The aide wiped the child’s chin and then took his hand to walk to the sink. The classroom teacher and another aide did not witness the event. The school’s special education director and principal interviewed the accuser and the aide, who stated she did not slap the child. Still the school board voted to dismiss the aide. IEA Legal Services arbitrated the case and won an award reinstating the aide to her job with full back pay and benefits.

Threatened teacher is protected

Administrators determined that a high school student’s online threat to kill his teacher wasn’t serious, opting (without informing the teacher of the threat) to give the student a one-day, in-school suspension. IEA Legal Services, acting on the teacher’s behalf, obtained an order of protection against the student and convinced the court to direct the district to present a plan explaining how the student would be escorted while on school property to ensure there was no contact with the threatened teacher.



IEA LEGAL ASSISTANCE

Learn more at ieanea.org/MemberCenter/LegalAssistance or contact **IEA Connect** by phone, email or live chat.



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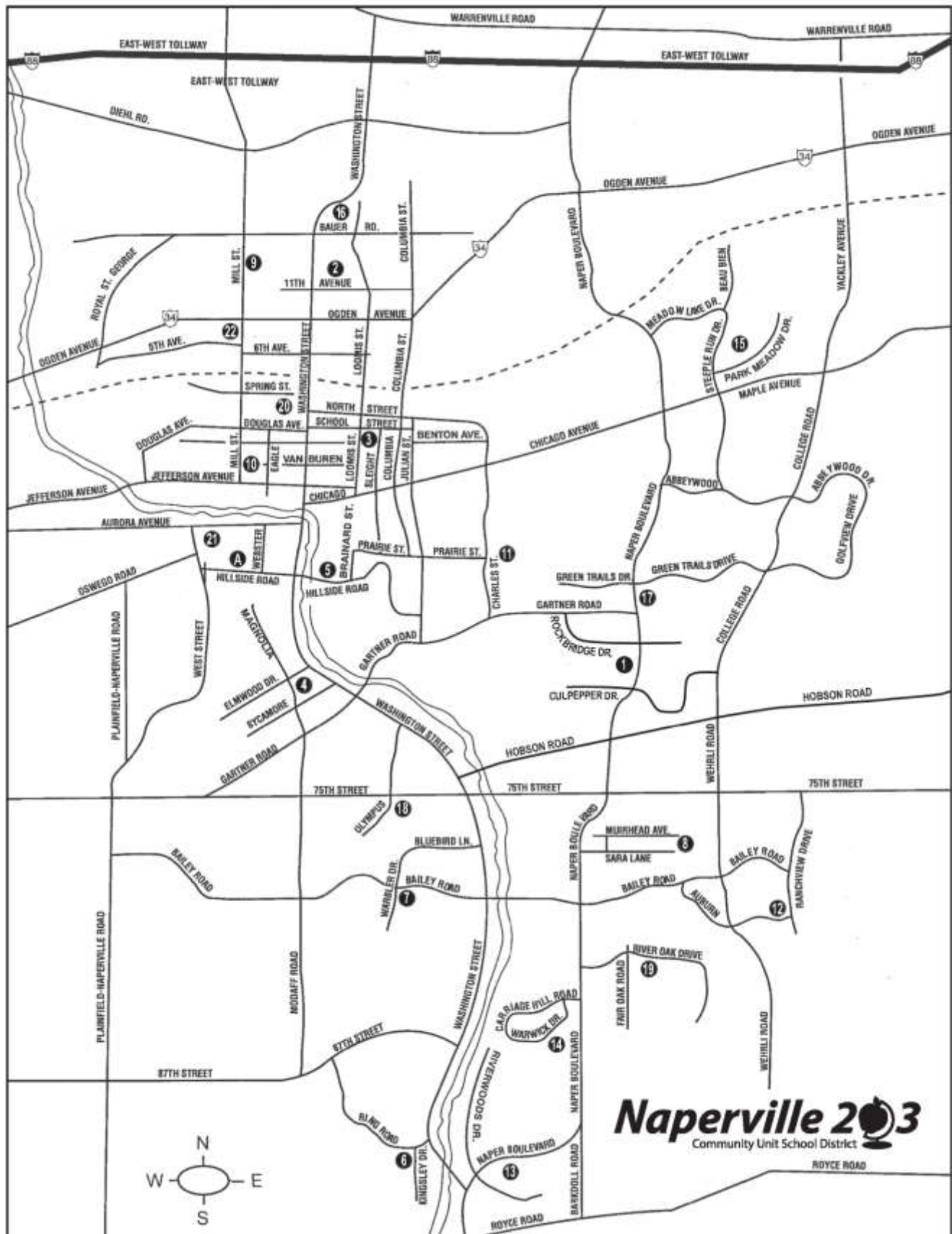


About District 203

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

-John Dewey

Naperville District 203 Map



Naperville District 203 School Addresses and Websites

A Administrative Center
Dan Bridges, Superintendent
203 W. Hillside Road
Naperville IL 60540-6589
(630) 420-6300
Fax (630) 420-1066
www.naperville203.org

1 Ann Reid Early Childhood Center
1011 S. Naper Boulevard
Naperville, IL 60540-8313
(630) 420-6899
Fax (630) 637-4033
www.naperville203.org/annreid

2 Beebe Elementary School
110 E. 11th Avenue
Naperville IL 60563-2797
(630) 420-6332
Fax (630) 420-6962
www.naperville203.org/beebe

3 Ellsworth Elementary School
145 N. Sleight Street
Naperville IL 60540-4700
(630) 420-6338
Fax (630) 637-7321
www.naperville203.org/ellsworth

4 Elmwood Elementary School
1024 Magnolia Lane
Naperville IL 60540-7596
(630) 420-6341
Fax (630) 637-7348
www.naperville203.org/elmwood

5 Highlands Elementary School
525 S. Brainard Street
Naperville IL 60540-6600
(630) 420-6335
Fax (630) 420-6957
www.naperville203.org/highlands

6 Kingsley Elementary School
2403 Kingsley Drive
Naperville IL 60565-3254
(630) 420-3208
Fax (630) 420-3213
www.naperville203.org/kingsley

7 Maplebrook Elementary School
1630 Warbler Drive
Naperville IL 60565-2372
(630) 420-6381
Fax (630) 420-6638
www.naperville203.org/maplebrook

8 Meadow Glens Elementary School
1150 Muirhead Avenue
Naperville IL 60565-1690
(630) 420-3200
Fax (630) 420-6897
www.naperville203.org/meadowglens

9 Mill Street Elementary School
1300 N. Mill Street
Naperville IL 60563-2500
(630) 420-6353
Fax (630) 637-4680
www.naperville203.org/millstreet

10 Naper Elementary School
39 S. Eagle Street
Naperville IL 60540-4400
(630) 420-6345
Fax (630) 637-7328
www.naperville203.org/naper

11 Prairie Elementary School
500 S. Charles Avenue
Naperville IL 60540-6897
(630) 420-6348
Fax (630) 717-0801
www.naperville203.org/prairie

12 Ranch View Elementary School
1651 Ranchview Drive
Naperville IL 60565-1755
(630) 420-6575
Fax (630) 420-0915
www.naperville203.org/ranchview

13 River Woods Elementary School
2607 River Woods Drive
Naperville IL 60565-6336
(630) 420-6630
Fax (630) 420-6961
www.naperville203.org/riverwoods

14 Scott Elementary School
500 Warwick Drive
Naperville IL 60565-2600
(630) 420-6477
Fax (630) 420-6471
www.naperville203.org/scott

15 Steeple Run Elementary School
65151 Steeple Run Drive
Naperville IL 60540-3899
(630) 420-6385
Fax (630) 420-6935
www.naperville203.org/steeplerun

16 Jefferson Junior High School
1525 N. Loomis Street
Naperville IL 60563-1300
(630) 420-6363
Fax (630) 420-6930
www.naperville203.org/jjhs

17 Kennedy Junior High School
2929 Green Trails Drive
Lisle IL 60532-6262
(630) 420-3220
Fax (630) 420-6960
www.naperville203.org/kjhs

18 Lincoln Junior High School
1320 S. Olympus Drive
Naperville IL 60565-6117
(630) 420-6370
Fax (630) 637-4582
www.naperville203.org/ljhs

19 Madison Junior High School
1000 River Oak Drive
Naperville IL 60565-2700
(630) 420-6400
Fax (630) 420-6402
www.naperville203.org/mjhs

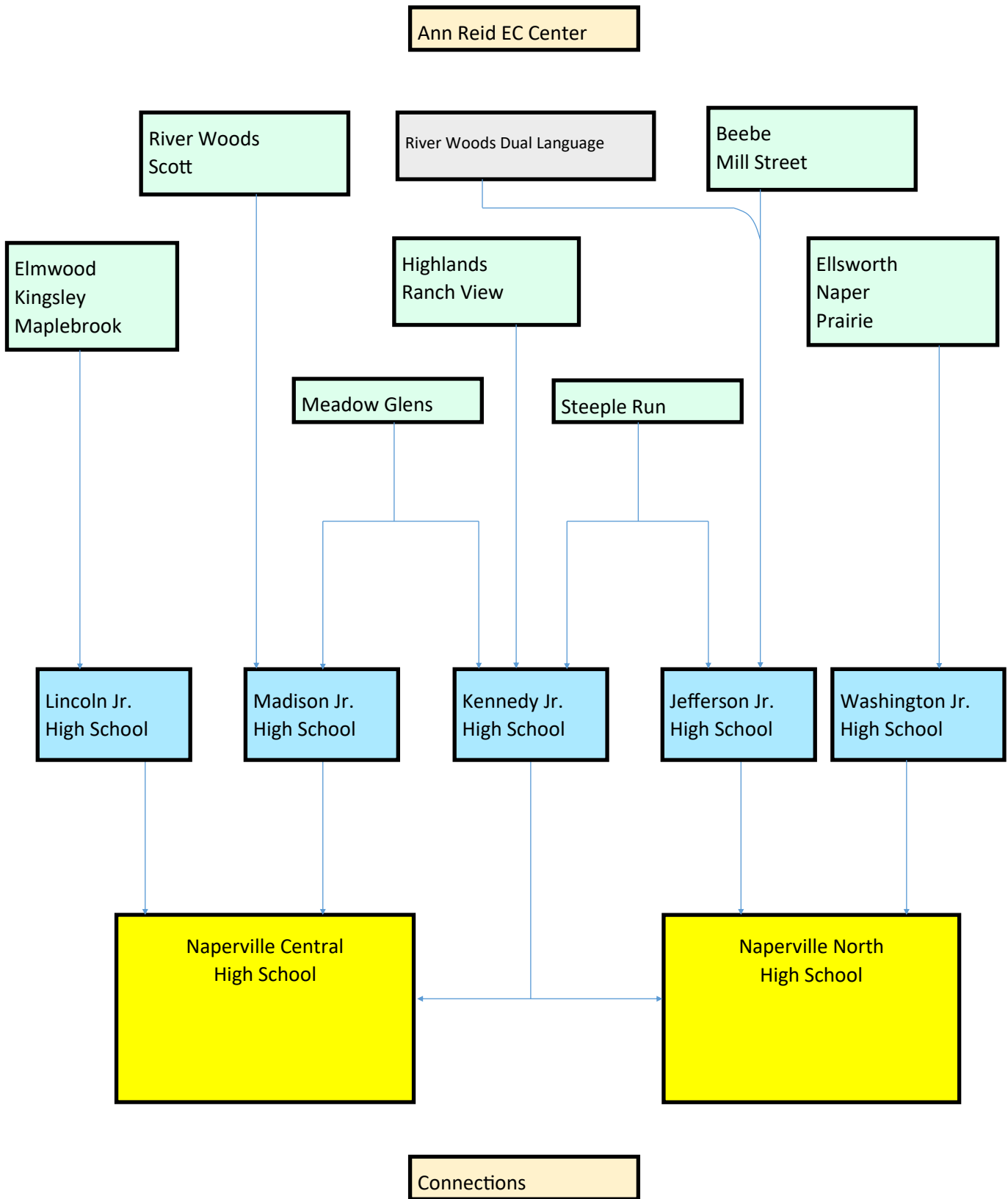
20 Washington Junior High School
201 N. Washington Street
Naperville IL 60540-4594
(630) 420-6390
Fax (630) 420-6474
www.naperville203.org/wjhs

21 Naperville Central High School
440 W. Aurora Avenue
Naperville IL 60540-6298
(630) 420-6420
Fax (630) 369-6247
www.naperville203.org/nchs

22 Naperville North High School
899 N. Mill Street Naperville
IL 60563-8998
(630) 420-6480
Fax (630) 420-4255
www.naperville203.org/nnhs



Naperville District 203 Feeder Structure



Naperville District 203 School Board 2024-2025



President: Kristine Gericke - kgericke@naperville203.org
Term expires: 2027



Kristin Fitzgerald - kfitzgerald@naperville203.org
Term expires: 2025



Charles Cush - ccush@naperville203.org
Term expires: 2025



Melissa Kelley Black - mkelleyblack@naperville203.org
Term expires: 2027



Joseph Kozminski - jkozminski@naperville203.org
Term expires: 2027



Amanda McMillen - amcmillen@naperville203.org
Term expires: 2025



Donna Wandke - dwandke@naperville203.org
Term expires: 2025

Naperville District 203 Administrative Cabinet



Dan Bridges, Superintendent

dbridges@naperville203.org or 630-420-6311

- Ensures all Board policies, state laws, and federal laws are implemented
- Sets the vision and direction of the district according to the community's values



Dr. Mark Cohen, Deputy Superintendent of High Schools

mcohen@naperville203.org or 630-420-6318

- Supports secondary school co-curricular programs
- Oversees the review and administration of student discipline, supervision, and expulsion
- Supports and evaluates secondary principals



Allison Boutet, Assistant Superintendent for Administrative Services/Junior High Schools

aboutet@naperville203.org or 630-420-6215

- Supports all middle school co-curricular programs
- Oversees the review and administration of student discipline, supervision, and expulsion
- Supports and evaluates middle school principals



Katie M. Matthews, Assistant Superintendent for Elementary Education

kmmathews@naperville203.org or 630-420-6318

- Oversees operations at elementary schools and the ECC by supporting and assisting principals
- Assists in the development of elementary school educational programs



Michael Frances, Chief Financial Officer / Chief School Business Official

mfrances@naperville203.org or 630-420-6324

- Supports the District's strategic initiatives through financial oversight and forecasting
- Assures fiduciary compliance
- Manages the budget, investments, operations, transportation, and food service



Chuck Freundt, Assistant Superintendent for Leadership and School Services

cfreundt@naperville203.org or 630-420-6318

- Responsible for the integration and oversight of safety and security, technology, and operational functions within the district including buildings and grounds
- Provides coaching and support to principals and to help develop future leaders in our district



Lisa Xagas, Assistant Superintendent for Strategy and Engagement

lxagas@naperville203.org or 630-420-3439

- Ensures alignment across all departments
- Leads communications, community relations, and engagement
- Facilitates the collaborative design process related to improved morale among all staff



Dr. Rakeda Leaks, Executive Director of Diversity and Inclusion

rleaks@naperville203.org or 630-328-5800

- Identifies and addresses inequities and all forms of discrimination and intolerance
- Reviews curriculum and supporting materials are sensitive to and reflective of the diverse cultures of our student population



Dr. Meredith Haugens, Assistant Superintendent of Human Resources

mhaugens@naperville203.org or 630-420-6300

- Oversees all human resource functions
- Develops staff management strategies, labor and employee relations, compensation and reporting, performance management and systems, and talent management



Melissa McHenry, Assistant Superintendent for Student Services

mmchenry@naperville203.org or 630-420-6465

- Ensures all students have the support and services needed to fully participate in educational and extracurricular opportunities in the district



Dr. Patrick Nolten, Assistant Superintendent for Assessment and Accountability

pnolten@naperville203.org or 630-420-6551

- Prepares and administers universal assessments, distributes data, and supports ongoing research



Jayne Willard, Assistant Superintendent for Curriculum and Instruction

jwillard@naperville203.org or 630-420-6321

- Supervises the K-12 instructional program
- Ensures the curriculum is cohesive and aligned with state and national learning standards
- Oversees instructional improvement, assessment, gifted services, and ELL services

The Organization of NUEA

“I’m an inventor. I became interested in long-term trends because an invention has to make sense in the world in which it is finished, not the world in which it is started.”

-Ray Kurzweil

NEEA Structure

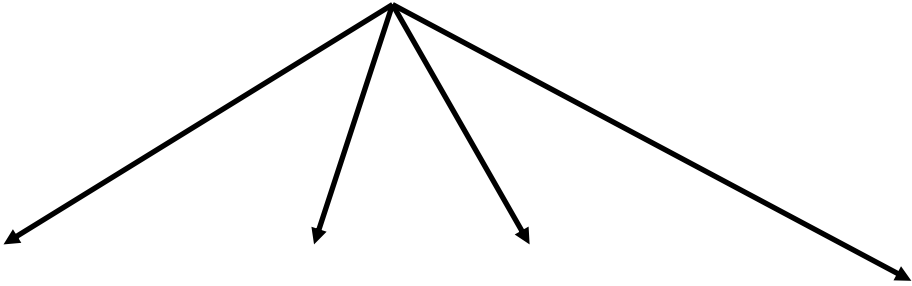
NEA consists of 3 million members, making it the largest professional employee organization in the country. The NEA Convention is the first week of July.
Becky Pringle, President



The IEA (Illinois Education Association) has 133,000 members. It consists of 67 Regions, each with voting rights at the state conference in March or April.
Al Llorens, President



Region 39 represents the four local unions employed by Naperville District 203. Region representatives meet once a month, and are composed of the executive boards from all four locals.
Rob Hunt, Region 39 Chair
Julie Resh-Jelliff, UniServ Director (liaison between Region 39 and the IEA)



NESPA

Naperville Education Support Professionals Association

Sharon Kurolenko, President



Naperville Unit Education Association

Ross Berkley, President

NTA

Naperville Transportation Association

Mark Hanson, President

NUMA

Naperville Unit Maintenance Association

Nicole Weaver, President

NUEA Committee Membership

Grievance Committee

Jen Smith (North)
Exec Board

Stipend Committee

Dan Iverson, Co-chair (HS)
Ross Berkley (NUEA President)
Geoffrey Schmit (HS)
Jay Havenaar (MS)
Nathan Bornancin (EL)
TBA (HS)

Elections Chair

TBA

Calendar Committee

Ross Berkley (NUEA President)
Anne Marie Tomek (Madison)
TBA

Career 203 Review Committee

Dan Iverson (North)
Vicky Curless (Kennedy)
Lisa Wisinski (Highlands)
Merissa Rakes (Central)
Lynn Henz (Elmwood)

Insurance Review Committee

Ross Berkley (NUEA President)
Vicky Curless (Kennedy)
Christine Bell (Central)
Kate Boyens (Scott)

PERA Joint Committee

Ross Berkley (NUEA President)
Jen Smith (North)
Carol Higgins (Lincoln)

Contract Negotiations Team (2025)

Kyle Adams, Chair (Central)
Ross Berkley (NUEA President)
Stacy Cunningham (Central)
Vicky Curless (Kennedy)
Eric Dahn (Mill Street)
Erica Eysturlid (Central)
Jason Kowalkowski (Washington)
Ann Robertson (Kingsley)
Mary Zarembski (ARECC)
Mallory Hashiguchi (Lincoln) - Non-voting secretary

NUEA Executive Board 2024-2025

The **NUEA Executive Board** is elected by the general NUEA membership, consisting of about 1500 teachers and certified staff in District 203. Between them, the Executive Board has over 171 years of experience teaching within our district, with an average career of 20 years.



Ross Berkley, President – IEA Diehl Road Office - Before being elected as President of NUEA, Ross taught vocal music at Lincoln Junior High for 17 years. He was a building representative for over 10 years. Additionally, Ross has been a Negotiations Team member for several contracts, serving as co-lead negotiator in 2021. He is a member of the District 203 Insurance Committee and has served as an NUEA member at large for IEA Region 39. He has a BA in Music Performance with a minor in education from North Central College and a M. Ed in Educational Leadership from Lewis University and an LBS1 endorsement from the University of St. Francis. Ross is also a SHRM-CP (**Certified Human Resources Professional**). **Ross lives within 203's boundaries** with his wife and daughter and is an avid North Central College Football fan; go Cards!



Kyle Adams, 1st Vice President and Negotiations Chair – Naperville Central, Physical Education - Kyle has been teaching Physical Education at NCHS since 2007 and coaches football at LJHS for the 7th grade team. He has a bachelor degree in Kinesiology from the University of Illinois and a masters degree in leadership from Concordia University. On the most recent contract, Kyle served on the negotiations team focusing on the financials. Kyle resides within 203 boundaries with his 3 children and wife. Eric furthered his advocacy for elementary school and the elementary school membership by joining and serving on the executive board since the 2021-2022 school year.



Dan Iverson, 2nd Vice President - Naperville North, Social Studies—Dan is a social studies teacher, cross country and track and field coach at NNHS. He has taught in District 203 since 1994. He is married to Laura, who also teaches at NNHS. Dan and Laura have two children in the district – Colin and Lucy. Dan is passionate about helping the district provide the highest quality of education to the students of District 203.



Dr. Vicky Curless, Treasurer and Membership Chair— Kennedy Junior High, Learning Support Coach - Vicky has been in education for since 1993, with the last 20 years working in District 203. She has a Masters in Public Health from Northern Illinois University and completed her Doctorate in Curriculum Leadership in 2005 from NIU. Her dissertation was entitled "A Case Study about the Perceptions of Effective Building-**Based Professional Development.**" **When she was in the classroom her teaching focus was in the area of 6-8 Health Education** but has also taught Physical Education, World Cultures, American History, and Reading at the 6-8 level.



Christel Mauloff, Recording Secretary – River Woods, 3rd Grade -- Christel has been teaching at River Woods Elementary School since 2014. She has a BA from Eureka College, an MAT from National Louis University, and she is working toward her gifted endorsement from the University of St. Francis. This past school year, Christel served on the District Morale Committee, and the District Portrait of a Learner Design Team. She has been a building representative since 2019, and is honored to join the executive board. Christel is a 203 alumna herself, and is married with two fur-babies.



Kevin Farrell, Corresponding Secretary – Central High School, Business Education – Kevin Farrell has taught AP Physics for Naperville North High-school for the past twenty years. He sponsors the Science Bowl and Table Tennis clubs where his teams each have won five consecutive State titles. He also sponsors the GEMS (Girls Engineering and Science) Club. Kevin now serves as the corresponding Secretary of the NUEA executive Board. Kevin has been a Union Representative for Naperville North for four years and has attended several Regional Assemblies.



Eric Dahn, Elementary Executive – Mill Street, 5th Grade - Teaching is a second career for Eric as he originally worked in the corporate world. Since making the transition to education, Eric has been at Mill Street since the fall of 2007, spending time in 4th grade and 5th grade. After serving as a building representative for several years, Eric joined the contract negotiations team during the 2019-2020 and 2020-2021 years. Eric furthered his advocacy for elementary school and the elementary school membership by joining and serving on the executive board since the 2021-2022 school year



Rob Hunt, Junior High School Executive – Lincoln Jr. High, Language Arts – Rob has been teaching at Lincoln Junior High since 1998, and taught in Roberts, Montana the four years prior. He holds bachelor's degrees in English Teaching and in English Literature from Montana State University, a master's degree from North Central College in Curriculum and Instruction, and has earned his National Board Certification. An active contributor to the District 203 community, Rob has served on numerous committees, including the Evaluations Committee and the ELA Curriculum Team. He has been a building representative since 2011 and the Junior High Executive since 2016. He has two adult children.



Christine Bell, High School Executive – Central High School, Business Education – Christine Bell started her teaching career in 1993 as a Special Education teacher. Since then, she has taught English, FACS, and **Business classes. She earned her BA in Marketing and a Master's degree in Education Leadership from Southeastern Louisiana University.** She has been a National Board Certified teacher since 2006. Additionally, she was Teacher of the Year (1999), High School Advocate of the Year, DuPage Area Partnership for College & Career Success (2009), and Illinois Marketing Educator of the Year (2012). During her early years in education, she learned the importance of being active in her union. Since 2010, she has been an NUEA Building Rep, Elections Chair, Region 39 Vice-Chair, member of the PERA Joint/Evaluation Committee and currently sits on the Insurance Committee. She is excited about being the Recording Secretary for the NUEA, which provides important information to all NUEA members. In her spare time, Christine is a marathoner, and she shares her love for running by volunteering with Team NEF and coaching runners both young and old in her community.

NUEA Executive Board Contact List: 2024-2025

Last	First	School	E-mail
Berkley	Ross	President	rberkley@nuea203.org
Adams	Kyle	1 st Vice President, Negotiations Team Leader	kadams@nuea203.org
Iverson	Dan	2 nd Vice President, Membership Chair	diverson@nuea203.org
Curless	Vicky	Treasurer/Membership	vcurless@nuea203.org
Mauloff	Christel	Recording Secretary	cmauloff@nuea203.org
Farrell	Kevin	Corresponding Secretary	kferrell@nuea203.org
Bell	Christine	High School Executive	cbell@nuea203.org
Hunt	Rob	Jr. High Executive, Region 39 Chair	rhunt@nuea203.org
Dahn	Eric	Elementary Executive	edahn@nuea203.org
Resh-Jelliff	Julie	UniServ Director	julie.resh-jelliff@ieanea.org

NUEA

Local Action, Activities, and Opportunities

“In our glorious fight for civil rights, we must guard against being fooled by false slogans, such as ‘right to work.’ It is a law to rob us of our civil rights and job rights. Its purpose is to destroy labor unions and the freedom of collective bargaining by which unions have improved wages and working conditions of everyone...

Wherever these laws have been passed, wages are lower, job opportunities are fewer and there are no civil rights. We do not intend to let them do this to us. We demand this fraud be stopped. Our weapon is our vote.”

—Dr. Martin Luther King Jr., speaking about right-to-work laws in 1961.

Where do you go with QUESTIONS?

NUEA not only bargains your contract. They also help improve learning conditions, curriculum, professional development, and community initiatives. The following information list represents a small portion of current NUEA projects and their contacts.

Title	Name	Information
Grassroots Political Advocate	TBA	Questions about political candidates, issues, and action (use home e-mail accounts)
Recording Secretary	Christel Mauloff	Questions about the meeting minutes
Stipend Co-Chair	Dan Iverson (North)	Questions about the stipends review process and related research
Elementary Executive	Eric Dahn (Mill Street)	Questions about elementary-specific issues
Junior High Executive Region 39 Chair	Rob Hunt (Lincoln)	Questions about junior-high specific issues Questions about Region 39
High School Executive	Christine Bell (Central)	Questions about high-school specific issues
Elections Chair	TBA	Questions about the NUEA or Region 39 elections process
2nd Vice President	Dan Iverson (North)	Questions about the Naperville Unit Political Action Committee for Education (NUPACE)
Treasurer Membership Chair	Vicky Curless (Kennedy)	Questions about NUEA finances and membership
Communications Region 39 Treasurer	Dave Carroll (Madison/ Maplebrook)	Questions about the web site or newsletter Updated members' home e-mail lists Questions about Region 39 finances
1st Vice President Contract Negotiations Chair	Kyle Adams (Mill St.)	Questions about bargaining or our contract Questions about special education Questions about evaluations
President, NUEA	Ross Berkley (Bond Street)	Disciplinary meetings Contract interpretation
UniServ Director	Julie Resh-Jelliff (Bond Street)	Administrative abuses or harassment Legal referral Remediation plans

Odds and Ends You Should Know

Danielson Evaluation Format: District 203 uses the Danielson framework as the basis of certified staff evaluations. You will receive more training on the Danielson model throughout your new teacher induction and mentoring sessions. The key points to remember are:

1. Evaluations are based on evidence, not hearsay. Provide documentation (records, lesson plans, photos, student artifacts, etc.) whenever possible.
2. Evaluations are holistic, not item-specific. No one item should make or break your evaluation. Don't expect that excellence in a single descriptor means you are an excellent overall teacher. Be sure to read and re-read all of the descriptors and attempt to attend to as many as you can.
3. Evaluations have a strict timeline by law. Do not procrastinate in submitting your paperwork.
4. The final rating on your evaluation cannot be changed or grieved. However, the process can. If you disagree with the rating, you have 10 days to write a rebuttal. If there was an issue with the evaluation *process*, contact the NUEA president immediately.

Career 203: Career 203 is the professional development incentive framework for District 203. To be eligible to fully participate, **you must have your Master's degree.**

Career 203 was jointly developed by District 203 and the NUEA in order to provide a point-based system for advancing lanes through the salary schedule. Prior to Career 203, the only way a certified staff member could advance was by successfully taking graduate level coursework. Now, staff members may do practically anything that helps them grow professionally, including action research, committee participation, pilot studies, district training, coursework, and more. Educators are encouraged to be creative in finding professional growth opportunities most relevant to them.

Many of the options for Career 203 advancement are free to the teacher, unlike graduate-level coursework.

Keep in mind that your building administrator can make recommendations to help you determine a successful career path. However, an administrator cannot deny your path. Your path is your choice as a professional educator.

District 203 Insurance: District 203, NUEA, NUMA, NESPA, and NTA operate a self-funded, self-managed benefit program that is administered through Blue Cross Blue Shield of Illinois. A joint committee annually reviews premiums and benefits to best meet the needs of D203 employees. Our plan includes four medical/RX plan choices (Platinum, Platinum Narrow-Network, Gold, and Gold Narrow-Network), all of which include vision and dental benefits. New employees have 31 days to enroll, and returning employees must re-enroll annually during the open enrollment period (mid-October through mid-November). **Members MUST notify the district of an IRS recognized change-of-life event within 31 days (e.g., birth of a child, marriage, spousal job change, divorce, or death).**

*** [District 203 Benefit Guide](#) ***

<https://tinyurl.com/203BenefitGuide2024>

Teladoc: District 203 subscribes to the Teladoc service (teladoc.com) which allows you **and your family** to skip urgent care or the ER for common ailments by phone, web site, or app! Teladoc Services include both physical and behavioral options. All services are managed by professionals in each field.

For the medial portion, the doctors include practicing PCPs, pediatricians, dermatologists, and family medical physicians. Teledoc doctors can write prescriptions. The behavioral health providers are experienced psychiatrists, psychologists, therapists, and social workers.

True story: One NUEA member called while on vacation. The doctor gave a prescription, which the member picked up immediately at a local pharmacy!

Medical	Behavioral
Cold, flu symptoms	Anxiety, Depression, Abuse
Allergies, Bronchitis, Sinus	Financial Counseling
UTI's, ear infections	Marriage Counseling
Sprains and strains, and more!	Social Workers, and more!

Be sure to preregister on the Teledoc website NOW, and save this number on your phone: **1-800-Teladoc**

FMLA Information

Public elementary and secondary schools must abide by the Family Medical Leave Act (FMLA). FMLA provides employees with certain protections should they need to take a leave of absence from work.

Only **eligible employees** are entitled to FMLA benefits. Employees must:

- Work for their employer for at least 12 months
- Work at least 1,250 service hours during the 12 month period immediately preceding the leave

Eligible employees may take up to **12 work weeks** of leave in a 12 month period for one or more of the following reasons:

- The **birth** of a child or the placement of a child with the employee for **adoption or foster care** (FMLA explicitly permits either parent to take up to 12 weeks of leave any time within the first year following the birth or adoption of a child, without requiring documentation from a physician.)
- To care for a spouse, son, daughter, or parent who has a serious health condition
- For a serious health condition that makes the employee unable to perform certain essential functions of their job
- For any qualifying exigency arising out of the fact that a spouse, son, daughter, parent is a military member covered on active duty or call to covered active duty status
- For a married couple employed by the same employer, the employer can restrict FMLA benefits to 12 weeks combined, unless the leave is to care for a seriously ill child

FMLA benefits are applied **only during the period in which an employee is scheduled to work**. Winter break, spring break, summer break, district-observed holidays, and weekends are not scheduled work days for the majority of education employees, and therefore are not included as FMLA benefits.

Under some circumstances, employees may use FMLA on an **intermittent** or reduced schedule basis. When leave is needed for planned medical treatment, the employee must make a reasonable effort to schedule treatment so as not to unduly disrupt the employer's operations.

The employer is allowed to require an employee to use accumulated sick leave (or sick leave bank) during a leave. Sick leave and/or sick leave bank days cannot be used to extend the period of leave beyond the provisions of FMLA.

Employers are required to continue group health care insurance coverage for an employee on leave under the same terms and conditions prior to the leave.

Employees who wish to use their FMLA benefits are encouraged to call Tiara Morris at 630-420-6614.

Weingarten Rights: For Your Protection

A bargaining unit (NUEA) member is entitled to union representation in an investigatory meeting where the employee reasonably believes that he/she will be disciplined (including a reprimand, letter in your file, loss of privileges, suspensions, deduction of pay, or termination).

- The employee **MUST** request representation. The administrator does not have to “suggest” that a representative be present.
- An employee should never refuse to meet or waive his/her right to representation.
- If compelled to meet without representation, the employee should refrain from answering substantive questions.
- Administrators must tell you the topic of the meeting prior to the meeting.
- An employee is innocent until proven guilty, and the burden of proof is on the administration.
- The employee and the union have a right to all information in which management is basing their discipline (no “hidden letters” or anonymous complaints).
- Employees are highly encouraged to rebut any negative information that is placed in their file within 10 days. Without a rebuttal, no challenge may be made if a termination is requested.

Weingarten Rights

“If this discussion could in any way lead to my being disciplined or terminated, or affect my personal working condition, I respectfully request that my union representative or steward be present at the meeting. Without representation, I choose not to answer any questions.”

Common Fallacies and Potential Trouble Areas

The Social Media Fallacy

Fallacy: Many teachers feel it is within their first amendment rights to post or discuss any topic they choose on Facebook, X, Instagram, Spotify, Blogspot, or any other social media outlook.

Reality: Your first amendment rights only protect you from governmental interference or punishment, not employer interference or punishment. As an employee of District 203, you must adhere to the standards of professionalism as established by your employer and your association. District 203 employees HAVE been reprimanded and even terminated because of a negative social media post. You are not protected in this event.

Advice: Please set your accounts to “private” and carefully monitor who you allow access to your site. Do not allow parents or students access to your personal social media sites. Do not “friend” your students. Do not talk about your students in your updates. And choose your words wisely if you wish to criticize your employer in writing on any online platform.



The Sick Day Fallacy

Fallacy: I have 15 sick days. I’d like to use a sick day whenever I want to, even if I’m not really sick.

Reality: Abuse of sick days is unethical and unfair. However, you CAN schedule a sick day in advance for doctors’ appointments. The district has the right to ask for a doctor’s note after three consecutive sick days. If they find you abused a sick day, you can lose your pay for that time period (around \$280/day for an early-career educator), receive a letter of reprimand, and/or be terminated. Bereavement days are included as sick days, but do not require a doctor’s note after three days. Also, 15 days includes up to five days that may be used to help maintain your mental health.

Advice: Only take a sick day when you are physically or mentally ill, when a loved-one who requires your care is ill, when you have an unavoidable medical appointment, or when there is a death in your family.

The Political Speech Fallacy

Fallacy: I can use school time and resources to promote my favorite political candidate. I send out information using my school e-mail account and the school copy machine.

Reality: You can't use school equipment, school time, or your personal plan time to promote specific candidates or positions. This includes REPLYING TO or FORWARDING a political e-mail sent to your school email address. It also includes using district mailboxes to pass out political flyers advocating for a specific position, candidate, or political party.

Advice: You may wait until after school hours to advocate for your candidates and pass out flyers that you have copied from a shop outside the district. Do not reply to political e-mails. Only use your personal e-mail account, contact lists, and social media if you have a political candidate or topic for which to advocate.

The Defined Contribution Fallacy

Fallacy: I would rather invest my retirement savings in a **defined contribution** plan, where I get to control where my money is invested. This is similar to a 401(k) or 403(b) plan.

Reality: You currently have a **defined benefit** plan (TRS), in which you earn a predetermined benefit when you retire. The amount is based on a percentage of your income, and in Illinois, is earned in lieu of Social Security. Your benefit does not diminish if the market crashes or you run out of savings. The Teacher's Retirement System (TRS) collects contributions, manages investments, and pays retirees.

Advice: The state has historically and systematically failed to pay its share of TRS pension contributions. As a result, Illinois owes TRS over \$118 billion. Some have suggested eliminating TRS and instead offering **defined contribution** plans, in which members invest their own savings in 401(k) or 403(b) programs as they see fit.

There are a number of problems with this solution. First, simply switching plans does not diminish the unfunded liability, nor does it change the irresponsible spending policies that created the mess in the first place. Second, the cost to administer hundreds of thousands of 403(b) portfolios is enormous when compared to managing the combined assets and power of TRS. Members would pay more for less. Lastly, 401(k) and 403(b), or **defined contribution**, programs were designed to supplement a **defined benefit**-type program like social security. In no way should they ever be used as the sole retirement income in the absence of social security.

Keep in mind that investing in a 403(b) or 457(b) program **in addition to** TRS is your choice as a District 203 employee, and we do recommend it. District 203 has nearly a dozen entities that can set up a plan that suits your needs. For more information, please contact Michelle Wavering at mwavering@naperville203.org

NUEA Scholarship Winners 2016-2020

2016



Emily Forsythe

Kurt Simpson

Ashlyn Bell

2017



Philip Dohm
WNHS

Maddison Paladino
DGSHS

Whitney Smith
NNHS

2018



Eddie Forsythe,
Holt Valley H.S.

Esther Park,
Naperville Central H.S.

Anna Seaton,
Naperville Central H.S.

2019



Colin Iverson

Evie Dohm

Jillian Paladino

Alexis Henz

2020



Maria Gabrieli,
NCHS

Kathryn Southon,
NCHS

Mordecai Park,
NCHS

Alexis Henz,
North Central College

NUEA Scholarship Winners 2021-2024

2021



Madeline Sniadecki

Zack Stokes

Samantha Weigel

Kayla Hoffman

2022



Adam Johnson
Neuqua Valley HS

Christopher Comer
Naperville Central HS

Garrett Dahn
Naperville North HS

Cora Ondrus
Quincy University

2023



Mark Park
Naperville Central

Felicity Abbott
Glenbard South

Elijah Matas
Lake Park

Maria Gabrieli
Loyola University

2024



Grace Brady
Neuqua Valley H.S.

Luke Moen
Naperville Central H.S.

Ellie Nungaray
IMSA

Grace Lueken
Loyola University

IEA/NEA

Issues, Advocacy, and Action

Long term solutions,
not band-aid fixes

“Unions are one of the last remaining checks on corporate power, so it’s no surprise that corporate backed extreme special interests are attempting to effectively end unions as we know them.”

-Sarita Gupta, Jobs with Justice

Illinois Educational Unionism: Giving Teachers a Voice

(From IEANEA.org “Mission and History):

In December 1853 a group of educators convened a meeting in the town of Bloomington to discuss the educational needs of the state. As a result, the Illinois State Teachers’ Association, later renamed Illinois Education Association, was formed. The ISTA, comprised of school administrators, classroom teachers, and friends of education, met annually to discuss issues affecting schools, exchange pedagogical views, and determine ways to further the cause of education in the state.

With the new century came technological advances, increased urbanization, and a rapidly expanding population creating many challenges for the state’s public schools. Added to this were expanded employment opportunities outside the teaching profession. Attracting and keeping good people in the profession became a priority. Through its annual deliberations, recommendations to the legislature, and in the pages of the *Illinois Teacher*, the ISTA worked to address these concerns.

The Association sought a minimum salary law for teachers, supported equalized state aid to schools, and encouraged the passage of tenure legislation. Some of the achievements during the first half of the century include: improvements in teacher certification, the school year extended to 8 months, establishment of kindergartens and vocational education schools, enactment of a teacher pension system, and support for school district consolidation.

In 1936 the ISTA changed its name to the current Illinois Education Association, and during this period a teacher tenure law was secured (1941), and a minimum salary law was enacted (1945). In the 1960’s teachers comprised the majority of the membership, but leadership came largely from the ranks of the school administrators. A growing number of classroom teachers, frustrated by their lack of input in classroom matters and seeking improvements in salary and benefits, began asserting themselves in the organization.

After a 1970 constitutional convention, classroom teachers assumed control of the IEA. Administrators gradually left the membership ranks, unified dues with the National Education Association were established, and the UniServ system with field offices was adopted. Additional staff were hired to help negotiate contracts with school boards, and in 1971, the Illinois Political Action Committee for Education was created giving public school employees a stronger voice in the political arena. The signing of the Collective Bargaining Bill in 1983, the culmination of a 15-year lobbying effort, stands out among the many legislative achievements of this new era.

Today the IEA has more than 130,000 members. Twenty-two regional offices serve members throughout the state. We continue a long tradition of advocacy on behalf of the state’s public school employees while supporting innovations that will improve our ability to educate children.

Issues in Education #1: Teacher Accountability/Overtesting

Description: American math, reading, and science scores rank low internationally. Despite continuing calls for educational reform since the 1980's (A Nation at Risk, America 2000, No Child Left Behind, Race to the Top) our ranking has not substantially changed. This low ranking may potentially impact our nation's economic superiority.

Oppositional Viewpoint: Student achievement is poor because students and teachers are not held accountable to higher standards. If teachers were held more accountable (via high-stakes testing, performance-based pay, peer competition, and even termination for low test scores) then teachers would work harder and our test scores would improve.

Our Viewpoint: Most reports concerning international rankings leave out some very crucial information. For example, most nations test only their college-bound students, while the U.S. tests all students. Furthermore, U.S. test scores have remained relatively stable in an environment that is absolutely preclusive to lower scores: greater poverty among children, triple the rate of children living in single parent households, higher crime rates, more teenage pregnancies, and increased gang activity among students over the last 40 years (Tyack and Cuban, 1995, p. 35).

Teachers and teacher unions are absolutely in favor of high standards and always have been. The Common Core standards are very similar to the state and local standards that preceded them. The real change over the past 15 years is the increased demand for standardized testing

as a means to compare students, teachers, schools, and nations, and punish those who fail to make adequate progress (i.e., No Child Left Behind).

But teachers cannot control the "raw materials" with which they work, and basing high stakes decisions on conditions to which teachers have little control is inherently unfair. Teachers have little control over the home-life, health, social influences, or parental support of their students. Most reformers are not interested in providing the comprehensive support needed to address these issues. Firing teachers (and administrators) is far less expensive than providing the resources desperately needed among our nation's most vulnerable communities.



Many see standardized testing as a means to scientifically measure teacher effectiveness. But increased testing leads to narrowing the curriculum and promotes teacher competition, not collaboration (Eisner, 2002, p. 22). Many excellent teachers have been forced to forego dynamic, experiential learning activities in favor of "teaching to the test." Many teachers report losing as much as 20% of their instructional time compared to only five years ago because of in-

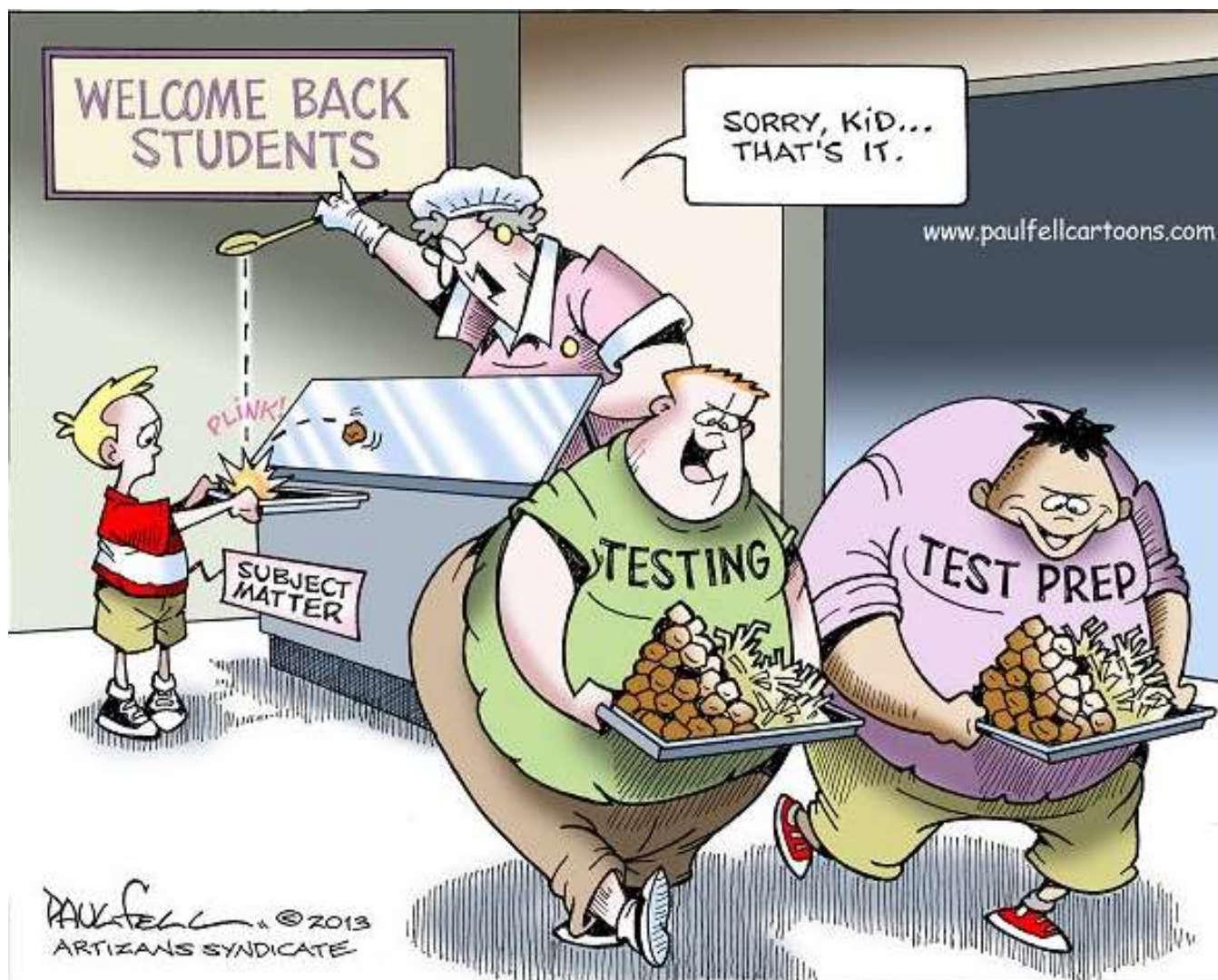
creased time required for testing and test preparation.

Plus, many standardized tests contain biases, design flaws, inconsistencies, or are simply misused or misreported (Ravitch, 2010). And no standardized test measures some of the most important attributes of successful teaching, such as nurturing a student's passion for learning, developing the ability to collaborate, or promoting creativity, empathy, critical thinking, and problem solving skills. Standardized tests reflect only a fraction of the qualities expected of teachers by their evaluators and the community in which they serve.

Most school districts already have an excellent teacher evaluation system in place that does

not rely on test data. The system used in District 203 (the Danielson framework) has been researched and vetted, and provides a holistic panorama of effective teaching. State law (Senate Bill 7) has mandated that a portion of student growth measures will be considered in all teachers' evaluations beginning in 2016. The system will attempt to account for extreme variances in student aptitudes using mostly District- and teacher-developed tests and assessment formulas. NUEA is working with the District in evaluating and maintaining that system (the PE-RA Joint Committee).

Lastly, Berliner (1992) notes that U.S. scores on the National Assessment for Educational Progress (NAEP), one of the most widely used benchmarks for education efficacy, have ranked



low since the test was first implemented in the 1960's. However, during that same time period, the United States has consistently produced the world's leading economy. This finding questions the validity of using the NAEP results to predict economic viability when no correlation remotely exists.

As a result, teacher's livelihoods should not depend on the results of standardized tests. Standardized tests are statistical collection methods used for the purposes of comparing various groups using limited and often misleading information. Purposeful evaluation methods are used by teachers every day, and take the form of formative and summative assessments that are embedded into a rich, experiential curriculum.

Further Resources:

Berliner, D. (1992). *Educational reform in an era of disinformation*. Paper presented at the meetings of the American Association of Colleges of Teacher Education, San Antonio, Texas.

Eisner, E. (2002). *The educational imagination*. Upper Saddle River, New Jersey: Prentice Hall.

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Persus Books Group.

Richardson, M. (2022). *Rebuilding Public Confidence in Educational Assessment*. London, UK: UCL Press.

Tyack, D. & Cuban, L. (1995). *Tinkering toward utopia*. Cambridge, MA: Harvard University Press.

Issues in Education #2: Illinois Taxes

Description: Many Illinois corporations pay little to no state taxes, increasing the burden of funding essential state services to middle-income residents. Illinois' constitution currently requires a flat income tax. But when all state revenue is taken into consideration (sales tax, property tax, utility tax, service fees, license fees, etc.), lower income earners pay a much greater percentage of their income to the state. Higher income earners also **invest** a greater proportion of their income, thereby avoiding many state taxes while withdrawing money from circulation. This presents an unfair tax burden on middle income earners and stagnates consumer spending.

Oppositional Viewpoint: Our state already collects too much tax revenue—Illinois needs to cut services to live within its means. Also, the state's wealthiest earners are likely to be employers, and they will hire more workers if allowed to keep more of their income. Lastly, "punishing" the wealthy by taxing them more discourages economic investment within our state.

Our Viewpoint: Illinois does not live beyond its means. According to the Center for Tax and Budget Accountability we enjoy the 5th highest GDP among all states (IDCEO, 2024), yet we rank 14th in education spending (US Census Bureau, 2024). The CTBA (2024) has outlined four critical state funding categories and their net reductions over the past 14 years:

Pre-K – 12 Education: -9.1%
Higher Education: -34.8%
Services: -28.6%
Safety (fire/police): -27.4%



These are real reductions in state spending, despite an inflation rate of 27.4% during that same time period. Illinois simply cannot cut any more. Our problem is a revenue problem, not a spending problem.

The state's wealthiest companies often claim to reinvest their income by hiring new employees, but records show that many do not. In fact, one independent study (Klinger & McFate, 2013) showed no correlation between tax credits and job creation. To address this issue, the state created EDGE Tax Credits to incentivize those companies that hire at least 25 new employees and invest in capital improvements. EDGE Tax Credits allow private companies to keep their employees' state income tax withholdings. According to a 2012 EDGE Annual Report, 82 companies have earned over \$628M in tax credits through the EDGE program (Pollet, 2013).

Unfortunately, this tax credit is paid directly from employee state income tax withholdings. And this program is the only tax incentive program that holds corporations somewhat accountable for job creation or capital expenditures. Other tax credits, grants, and infrastructure assistance programs have no stipulations, and cost the state over \$669M in 2022 alone,

according to the Illinois Tax Expenditure Report of 2024 (ITER, 2024). For example, the Chicago Mercantile Exchange reported over \$950M in profits in 2010, but was allowed to keep the \$93M it owed in state taxes without stipulation (Martire, 2012). These are programs that are inconsistent, arbitrary, and hurt Illinois.

Lastly, Illinois is an incredibly desirable place to start or expand a business. In 2024, CNBC ranked Illinois in the top 6 states for education, capital, infrastructure, technology, and cost of living. But, according to the Illinois Department of Revenue's 2024 annual report, **over 66% of Illinois corporations pay no tax whatsoever.** Research by *Good Jobs First (GJF)* shows that Illinois' most profitable corporations, including Boeing, Sears, Google/Motorola Mobility, and Navistar International use gimmicks (like the Single Sales Factor and tax credit subsidies) to claim no profits, and then pay no federal or state taxes (GJF, 2024).

This leaves the burden of funding our essential state services to small businesses and middle class residents. *A Better Illinois* has been work-

ing with the IEA to lead the fight to simply ask all businesses and individuals to pay their share. The best way to achieve this goal without completely eliminating all business incentive programs (like EDGE Tax Credits) is to move the state to a progressive tax structure. Economists are increasingly finding that empowering the middle class is the best way to strengthen the economy (Hanauer, 2014), and reducing the tax burden of the middle class while asking corporations to pay their fair share does exactly that.

VIBRANT BUSINESS CLIMATE 2024

- Low Corporate Income Tax Rate Illinois - 5.25%
- Low Personal Income Tax - 4.95%
- Low Commercial Energy Rates - Among the 5 lowest cost states
- Tax-Free Personal Property
- The Illinois Department of Commerce and Economic Opportunity offers free and confidential services for companies looking to grow, expand, or locate in Illinois. For assistance, please reference our statewide and regional [contact information](#).

GLOBAL HEADQUARTERS HUB

- 37 Fortune 500 & 14 Global 500 Companies
- 241 Companies on Inc. 5000 List
- 29 S&P 500 Companies
- 5,600+ Foreign-Owned Company Site Locations

Further Resources/Citations:

Center for Tax and Budget Accountability. (2024). <https://www.ctbaonline.org>

CNBC. (2024). <https://www.cnn.com/2024/07/11/top-states-for-business-illinois.html>

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Hanauer, N. (July/August 2014). The pitchforks are coming... for us plutocrats. *Politico Magazine*. Retrieved from: http://www.politico.com/magazine/story/2014/06/the-pitchforks-are-coming-for-us-plutocrats-108014.html#.U7lzb_k8BL

Illinois Department of Commerce and Economic Opportunity (IDCEO). (2024). <http://dceo.illinois.gov/>

Illinois Tax and Expenditure Report of 2022. (2024). <https://illinoiscomptroller.gov/financial-reports-data/find-a-report/tax-expenditure-report>

Topinka, J.B. (2013). Illinois Tax Expenditure Report. Retrieved from: www.ioc.state.il.us/index.cfm/resources/reports/tax-expenditure/fy-2013

Klinger, S. & McFate, K. (2013). The corporate tax rate debate: Lower taxes on corporate profits not linked to job creation. Center for Effective Government. Retrieved from: <http://www.foreffectivegov.org/files/budget/corp-tax-rate-debate.pdf>

Martire, R. (2012). The case for fundamental tax reform in Illinois: Why we need a graduated state income tax. Center for Tax and Budget Accountability. Retrieved from: <http://ctbaonline.org/reports/case-fundamental-tax-reform-illinois-why-we-need-graduated-state-income-tax>

Pollet, A. (2013). 2012 EDGE Tax Credit Report. Retrieved from: <http://www.illinois.gov/dceo/AboutDCEO/ReportsRequiredByStatute/2012EDGEAnnualReport.pdf>

Issues in Education #3: The Privatization of Education

Description: Public school funds are increasingly being diverted towards charter schools, which are publicly funded but privately managed. Charter schools circumvent the local community's school board by making curricular and administrative decisions in private (with private interests in mind). Most charter schools and private schools are non-unionized, most are not held to the same testing requirements as public schools, and most are owned by for-profit parent companies without any public scrutiny.

Former Secretary of Education Betsy DeVos has vociferously fought in favor of school choice for 30 years. "School choice" allows parents to divert money from public schools to private, for-

profit charter, and religious schools at the taxpayer's expense without taxpayer oversight. DeVos maintained that these schools would have the right to deny student access to marginalized populations if the state allowed it.

Oppositional Viewpoint: Parents have the right to choose a school based on the free market. When they go grocery shopping, they go to the store offering the highest quality and the best value. This same business model may be applied to public schools. When charter schools compete with other public schools, the competition drives up the quality and drives down the cost. Students also may attend the school that best suits their mindset, culture, demographic, or social/economic status.



Our Viewpoint: Education is a fundamental human right. All governments have an obligation to provide funding and resources to schools for the benefit of the community, and public dollars require oversight by a publicly-elected school board.

There is little doubt that public school funding is fundamentally unfair. By basing school budgets primarily on property taxes, Illinois has ensured that the wealthiest communities will continue to have the most educational resources. Regardless, every community still has an obligation to educate its children to the best of its ability so they may participate in the democratic process as informed citizens and so they may lead enriched and fulfilling lives that positively contribute to the community and the economy.

When parents elect to send their children to charter schools (and some private schools) the public school district is required by law to pay their average yearly pupil expenditures to the charter. In Naperville's case, that amounts to over \$10,000 per student. That money is not refunded or pro-rated if the student returns to the public school mid-year. Surprisingly, even though charters are funded with taxpayer money, taxpayers have no say in the school's curriculum or policies. Educational decisions primarily benefit shareholders, not students.

Charter schools strip resources from the public schools in order to provide an alternative educational experience for a select few students. In the meantime, the remaining public school students have less funds for infrastructure, teachers, and supplies. Plus, in an effort to turn a profit, many charters hire inexpensive and inexperienced teachers, diminish non-tested curriculum (arts, PE, etc.), and fail to support students with special needs. We believe school should be about the students, not about profits.

Further Resources:

Fitzpatrick, C. (2023). *The Death of Public School: How Conservatives Won the War over Education in America*. New York, NY: Basic Books.

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Persus Books Group.

Sanders, R., Stovall, D., & White, T. (2018). *Twenty-First Century Jim Crow Schools: The Impact of Charters on Public Education*. New York, NY: Beacon Press.

Issues in Education #4: The Tenure Myth

Description: Many education reformers cite teacher tenure as a reason for low student achievement. They say that tenure laws, which vary by state and which provide job protections for teachers who have seniority, keep unfit teachers in classrooms because they make it extremely difficult to fire teachers who cannot properly do their jobs.

Oppositional Viewpoint: Why should teachers have the right to a “job for life?” Those in the private sector don’t have this luxury. These laws keep bad teachers in schools, and bad teachers are responsible for low student achievement. The recent decision in *Vergara v. California* (2014) supports this claim.

Our Viewpoint: Tenure is *not* a “job for life.” Often confused with the definition of tenure in higher education, pre-K-12 tenure simply means “continued contractual service,” which is earned after a probationary period. Illinois Labor Relations Board laws provide tenured teachers with, among other protections, the right to due process; that is, tenured teachers cannot be fired without being provided a reason for their dismissal and an opportunity to defend themselves. This right is not provided to untenured teachers. Furthermore, teachers are not automatically granted tenure after two or three years of teaching; tenure is granted by school administrators based upon teacher performance in a strict and rigorous evaluation process. No one wants an ineffective teacher to be granted tenure.

Tenure helps protect teachers and certified staff members from management abuses observed in public schools (see Jean Anyon’s *Ghetto Schooling*, 1997). Abuses included firing experienced teachers simply because they made more than the median salary or firing teachers because they reported low grades for

politically connected students. Prior to tenure, men often were paid more than women for doing the same job, and principals frequently hired friends and family over better qualified teacher applicants. Tenure helped to ensure that teachers were not fired for these political or sexist reasons, instead necessitating that teacher firings be based on empirical evidence through a formalized evaluation system.

Tenure also helps support teacher innovation and creativity. John Jacobsen, Social Science Chair at Shorewood High School, WI, maintains a blog at Medium.com, in which he wrote the following comment after Wisconsin abolished tenure in 2011:

Here’s the path good teachers take. They work hard to get tenure because tenure ensures academic freedom. Once they have this academic freedom (underwritten by tenure) they work hard because they have it. They teach on the aforementioned ‘edge,’ where all engaging educational practice belongs. This translates into the teacher being able to take lesson planning risks in order to reach frequently disengaged students. The state of Wisconsin has, all at once, chosen to eliminate the very safety net which allows for this educationally engaging risk taking. [...] The state of Wisconsin has, all at once, lost track of the very reason why its public schools are regarded so highly in the United States of America. Tenure is what provides the underpinning for teaching innovation and creativity. It’s a direct result of collective bargaining and has been developed over the course of decades. (2011)

The 2011 *Vergara* decision incorrectly identifies poor teachers as the sole cause of poor test scores. The decision ignores poor economic and

social environments, unequal school funding formulas, poor administrative record keeping, and a lack of educational resources in blighted communities. Education historian Diane Ravitch notes that the *Vergara* decision falsely implies that “low test scores are caused by bad teachers. Get rid of the bad teachers, replace them with average teachers, and all students will get high test scores. You might call it the judicial version of No Child Left Behind—that is, pull the right policy levels—say, testing and accountability—and every single child in America will be proficient by 2014.”

Ultimately, when tenure is challenged, all teachers and students are harmed. If experienced, effective, and—often—more costly teachers can be fired without due process, and if inexperienced, often less costly teachers can be hired in their stead, more and more students end up being taught by less experienced teachers. Further, those inexperienced teachers lack the resource of more experienced colleagues with whom they might collaborate and hone their craft. Additionally, when teachers are blamed for low student test scores, the real causes of these low scores—poverty, lack of resources, large class size, and so on—are ignored. Teacher termination must be based on their performance evaluation, not on the indefensible whim of their administrator.

Further Resources:

Anyon, J. (1997). *Ghetto schooling: A political economy of urban educational reform*. New York, New York: Teacher’s College.

Jacobsen, J. (2011). Tenure free Wisconsin. Web log. Retrieved from http://open.salon.com/blog/john_d_jacobson/2011/08/01/tenure_free_wisconsin

Ravitch, D. “What was the Evidence in the *Vergara* Case? Who Wins? Who Loses?” *Diane Ravitch’s Blog: A Site to Discuss Better Education for All*. N.p., 11 June 2014. Web. 13 July 2014.

Welner, Kevin. “A Silver Lining in the *Vergara* Decision?” *Washington Post*. 11 June 2014. Web. 13 July 2014

Issues in Education #5: Should Public Unions Collectively Bargain?

Description: Some people claim that public unions should not be able to collectively bargain because they are bargaining against the interests of the taxpayers.

Their Viewpoint: Public unions demand inflated salaries and luxurious working conditions, which artificially raise the cost of doing public and private business. These unions also use their power to influence lawmakers, who pass bills favorable to public unions, and pass budgets unfavorable to businesses. They are the reason our state is broke, and they are the reason businesses continue to leave our state.

Our Viewpoint: Public unions know that maintaining high quality standards and competitive compensation packages attract the best candidates toward the teaching profession.

But public unions are failing. Under-graduate teacher prep programs have been steadily declining--down from 7% to 5% since 2010 (Summer 2015 NEA Today, p. 22). Compensation packages are well below the average package of private sector workers with similar educational levels. Recent teacher strikes in West Virginia, Oklahoma, Kentucky, Arizona, and Kansas have revealed systematic underfunding of public schools.

Clearly, unions are not negotiating extravagant contracts. Furthermore, contracts are mutually agreed upon by School Boards, who represent the taxpayers. This is a balanced system of accountability.

States that have recently eliminated collective bargaining are facing massive teacher shortages. Kansas had to waive all certification requirements to teach in its 6 largest districts, and Wisconsin nearly passed a law that would have

eliminated all requirements to teach, including a high school diploma.

Collective bargaining helps maintain a high quality workforce by incentivizing talented individuals to enter the profession. It provides for due process, for safe working conditions, and for reasonable compensation. The number of strikes actually declined when collective bargaining was introduced in Illinois in 1975.

And the influence of NEA lobbyists is actually quite small. IEA makes up less than 2% of total campaign contributions in Illinois, according to ChicagoBusiness.com.

Public unions are not the reason Illinois is broke. Unequal and unfair taxation is.

Remember this simple axiom: If it is a conflict of interest for public sector employees to bargain collectively, then it is an equal conflict of interest for government entities to grant tax waivers to private businesses.

Yet the public pressure for ceasing government tax credits and incentives to private businesses is relatively low. One cannot argue the public sector employees are responsible for our state's fiscal challenges while ignoring millions of dollars in tax giveaways to our state's wealthiest corporations.

To put it another way...if teachers are not allowed to negotiate a fair wage because they bargain against the interests of the taxpayers, then the same argument should prevent state and local governments from failing to collect valuable tax revenue from every WalMart store in the state (which is currently the case).

Government entities formulate budgets based on a balance between anticipated revenue and expenditures. Included in these budgets are long-term forecasts of population trends. Pension payment plans and annual budgets rely heavily on these forecasts.

Yet, according to the Illinois Department of Revenue, 66% of Illinois corporations pay NO income taxes to the state. This is due to a wide variety of incentives, waivers, deferments, and other tax programs that have wiped away a significant source of Illinois' revenue.

By waiving the tax liabilities for 66% of Illinois corporations, Illinois has destroyed the base of revenue that makes the short- and long-term budget formulas work.

This is a critical reason why Illinois is struggling with its budget obligations. It is not because teachers' pensions or compensation packages are extravagant. Tier I teachers' pensions are slightly higher than Social Security, and below

the national average for public sector pension benefits. Tier II pensions are worse than Social Security. Rather, Illinois fails to collect taxes in proportion to its population.

Until all businesses pay their share of taxes, there will always be a need for public sector employees to bargain for their portion of the state's diminished income. Otherwise, unchecked, corporations will only serve the needs of their shareholders, while ignoring the infrastructural, educational, and medical needs of the community, all funded by taxes.

Look no further than the Mitsubishi plant in Bloomington, Illinois, to find a corporation that lived its entire life on Illinois tax waivers and was offered generous new subsidies in 2014, yet still moved their plant to Thailand in 2015. This is not a facility invested in the needs of the greater public which sustained it for many years.



When Should You Contact Your Building Representative?

Our aim is to preserve our collectively-bargained contract. If you have any questions about the contract, please contact your building rep or check our web site.

Contact your building rep if...

- If you feel that someone or some group is not following the terms of the contract.
- If you feel that building or district leadership is not adequately addressing a concern addressed to them.
- If you have an idea that could improve working conditions for staff or learning conditions of students.
- If you would like to volunteer to be a representative at an IEA or NEA function, including the Representative Assemblies.
- If you would like to assist NUEA leadership with a project or initiative.
- If you would like to run for an NUEA office or become a building rep.
- If you would like to attend an IEA or NEA sponsored professional development activity.
- If you would like to volunteer for political action.

Our contract may be downloaded from NUEA Connect (nuea203.org/login.php).

Becoming an Informed NUEA Member

Please follow us on X @NUEA203.



Please follow us on Facebook at facebook.com/nuea203



Visit nuea203.org often. Go here to find your contract, news, updates, and tidbits about NUEA. Make sure you set-up your personal account so that you may enter the “Member Only” section.

Download the *My IEA* app from the Apple Store or from Google Play.

Please attend your school’s or department’s (at high schools) monthly 10 minute meeting.

Please vote during NUEA, IEA, and NEA elections.

Please vote during your community’s primary and general elections. Download candidate information and fact sheets on pending legislative bills from www.ieanea.org/legislative/ipace

Final Steps: Becoming an Informed NUEA Member

Please sign-in to NUEA203.org and click “NUEA Connect” at the top of the page.

- Click “Register Now” and create your account.
- Please provide your *non-school* e-mail address and choose a password at the prompt.
- You will be sent important announcements and newsletters outlining how NUEA is currently working on your behalf.

Please complete and return today’s NUEA survey. Surveys returned by August 1 will be entered into a drawing to win a \$50 gift card! Everyone who returns their survey will also receive a gift from the NUEA. After you get your gift, please enjoy your lunch, courtesy of the members of NUEA!



Benefits and Resources

“Teachers who love teaching teach children to love learning.”

-Anonymous



Skyward Payroll Report: Your Paycheck Explained

To see your paycheck transaction details, login to "Skyward" and click "Payroll check history."

Pay gross: Includes all earnings

Net check amount: Earning after deductions are applied

Social Security: \$0 since teachers pay into TRS or IMRF instead of Social Security

Medicare, Federal, and State Gross: This amount is your taxable income for each category

Check Number	Check Date	Payment Type	Pay Gross	Net Check Amount	Social Security Gross	Medicare Gross	Federal Gross	State Gross
9000L	05/25/2018	A - ACH	\$xxx.xx	\$xxx.xx	0.00	\$xxx.xx	\$xxx.xx	\$xxx.xx

Position Identifier	Check Stub Description	Rate	Factor	Pay Gross	Times to Apply	Net Pay
Certified - School	Jr High Teacher	\$xxx.xx	1.0000	\$xxx.xx	1	\$xxx.xx

DEDUCTION TRANSACTIONS				
Check Stub Description	Calculated Amount	Decreases Federal Tax	Decreases FICA Tax	Decreases State Tax
403(b)	\$xxx.xx	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Federal Tax	\$xxx.xx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILLINOIS Tax	\$xxx.xx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare	\$xxx.xx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NUEA Dues	\$xxx.xx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plat PPO Ltd EE	\$xxx.xx	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

BENEFIT TRANSACTIONS				
Check Stub Description	Calculated Amount	Increases Federal Tax	Increases FICA Tax	Increases State Tax
Life/Disability	\$xxx.xx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicare	\$xxx.xx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PlatPPO Ltd Dst	\$xxx.xx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
THIS Teacher	\$xxx.xx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRS Teacher	\$xxx.xx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision District	\$xxx.xx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

403(b): Voluntary IRA deductions

NUEA Dues: Typically only taken from 20 pay periods starting in September or October. This includes IEA and NEA dues.

PPO: Your portion of your insurance premium

Federal tax: This is a progressive tax, meaning that tax rate rises when your income rises

Illinois tax: This is a flat tax, meaning it is 4.95%, regardless of your taxable income

THIS: Teacher's Health Insurance Security fund, which uses a % of your earnings to finance TRIP, the Teacher's Retirement Insurance Program

TRS or IMRF: A % of your earnings are paid to TRS or IMRF for your retirement

Life/disability: D203 pays this amount for your life/disability insurance

Medicare: D203 pays this amount on your behalf

PPO: D203's portion of your health insurance premium

Vision: D203's portion of your vision insurance

Note: Beginning in August, 2018, TRS and THIS will appear as Deduction Transactions, not Benefit Transactions.

Your Health



Your **Benefit Guide** contains all of the information you need for exploring your employee benefits, including instructions to:

- access your personal benefits account.
- report an IRS qualifying life event.
- report a leave of absence.
- change your personal information.
- confirm your medical, dental, vision, life, and televisual coverage.

To download this guide, go to
<https://tinyurl.com/203BenefitGuide2024>

Employee Assistance Program

Everyone needs a little help now and then dealing with stress, work or family issues, or personal concerns. Naperville District 203's Employee Assistance Program (EAP) provides confidential services through a network of licensed counselors and professionals to help you get your life back in balance. The EAP is offered at no cost and is available to all employees **and their families**.

The EAP provides in-person or over-the-phone support with short term counseling, referrals to service providers within your insurance network and local area and 24-hour emergency access to licensed professionals on a wide range of issues including but not limited to:

- Marital/Family/Relationship Issues
- Stress
- Depression/Anxiety
- Addiction or substance abuse problems
- Work-related conflicts
- Grief and loss
- Financial problems
- Legal difficulties
- Child care or elder care needs

Participation in the EAP is strictly confidential. All records between you and the EAP counselor remain confidential unless you authorize disclosure in writing. EAP records are not kept in your personnel file.

Member Advocacy

Navigating the world of healthcare is growing more challenging by the day. As a valued Naperville CUSD 203 employee enrolled in employer-sponsored benefits, you have access to AssuredPartners' Member Advocacy Program to give you the support you need when it matters the most.

Through this resource, you have unlimited access to advocacy specialists who understand the intricacies of the healthcare system and can help you with all your healthcare needs. Our team of experts is skilled in working with providers, insurance carriers and other health-related third parties to resolve claim and benefit issues to ensure you and your family get the right care at the right time.

The Member Advocacy Program offers year-round support with the following:

- Open Enrollment Assistance
- Questions on bills received from providers
- Identifying incorrectly processed claims
- Denied claims & authorizations
- Appeals & grievances
- Pharmacy & Rx assistance
- HSA, HRA & FSA reimbursement inquiries
- Expert claim review & analysis
- Clarifying benefits and explaining how they work
- Prior authorization and pre-certification process
- Navigating member portals
- Out of network claim submissions
- Locating network providers

Advocates are available to assist you Monday through Friday from 8am—5pm CST.

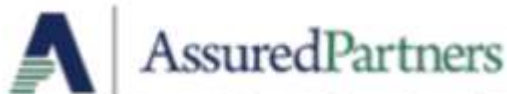


(800) 539-8147



ILCHI-MAP@assuredpartners.com

NOTE: This program is unable to assist with enrollments, terminations, eligibility, contributions (HSA, HRA, FSA, 401K) or retirement plans. Please contact HR for assistance.



NOTE: This Benefits Summary is merely intended to provide a brief overview of the Company's employee benefit programs. Employees should review the Company's employee handbook and actual plan documents for the precise terms of such programs. In the event of any inconsistency between this Benefits Summary and such governing documents, the governing documents will control. The Company reserves the sole and absolute discretion and right to interpret, apply, amend, discontinue or terminate, without prior notice, any and all of the benefit programs referenced herein.

POWER

through Partnership

Benefit Plan Carriers for District 203

Medical (Platinum PPO and Gold HDHP) Blue Cross Blue Shield
1-800-458-6024 or bcbsil.com

Prescription Drugs Prime Therapeutics
1-800-423-1973

Dental Delta Dental
1-800-323-1743 or deltadentalil.com

Vision Humana Vision
1-866-537-0229 or humanavisioncare.com

Health Care Flexible Spending Account Payflex Systems
1-844-729-3539 or payflex.com

Dependent Care Flexible Spending Account Payflex Systems
1-844-729-3539 or payflex.com

Health Savings Account BMO Harris Bank, N.A.
1-800-642-2657 or bmoharris.com

Employee Assistance Program Northwestern Medicine at Central DuPage Hospital
1-888-933-1327

Telehealth Medical Teledoc
1-800-835-2362

Telehealth Behavioral Health Teledoc
1-800-835-2362

Basic Life Insurance Reliance Standard Life Insurance
1-800-351-7500 or customercare.rsli.com

Voluntary Life, Critical Illness, Accident Insurance Reliance Standard Health Insurance
1-800-351-7500 or customercare.rsli.com

Questions

All questions about employee benefits for certified staff members should be directed to your Employee Benefits Coordinator:

Michelle Wavering
630-420-6325



Category	Sub-Category	Name	Benefit
Money	Credit Cards	NEA Customized Cash Rewards Credit Card	\$200 Amazon Gift Card
Money	Credit Cards	NEA Rate Smart Credit Card	Ultra-Low APR
Money	Loans	NEA Personal Loan	Ultra-Low Interest Rates
Money	Loans	NEA Advantage Loan	Improved Interest Rates/Little Credit Experience
Money	Loans	First National Bank of Omaha Mortgage Program	Ultra-Low Rates
Money	Student Loans	NEA Undergraduate Loan Program	
Money	Student Loans	NEA Graduate Loan Program	
Money	Student Loans	NEA PARENT Loan	For parents of college students
Money	Loan Forgiveness	NEA Student Debt Navigator	
Money	Loan Forgiveness	NEA Student Loan Refinance Program	Lower interest or monthly payment options
Auto and Home Insurance	Property Insurance	Home & Auto Insurance Program - Travelers	Save an avg. of \$638
Auto and Home Insurance	Property Insurance	Renters Insurance	
Retirement	Planning	Security Benefit	Do it yourself or assisted options
Shopping		Discount Marketplace	Save at 3,500+ stores, plus cash back
Shopping		Tickets	Deep discounts for events and shows
Shopping		Auto Buying Program	New and used cars
Shopping		Wireless Program - Consumer Cellular	Plans Start at \$20/month
Shopping		Magazine Service	Up to 85% Off on 800+ titles
Shopping		Costco Membership	Receive \$40 Shop Card
Life Insurance		NEA Complimentary Life Insurance	No Cost to You Ever
Life Insurance		NEW Introductory Life Insurance	1 Year free for \$15,000 Term
Travel	Auto	Car Rentals - Alamo, Enterprise, National, Budget	Up to 25% Off
Travel	Flights	NEA Travel Dollars	Earn \$100 Travel Dollars for booking your first flight, \$500 for enrollment
Travel	Where to Stay	Hotels	250,000 Options
Travel	Where to Stay	Resorts	250,000 Worldwide
Travel	Where to Stay	Cruises	25,000 Itineraries on luxury cruise lines
Travel	What to Do	Guided Tours	Guided Vacations Worldwide
Health and Wellness	Health	NEA Mental Health Program	Evidence-based tools for you
Health and Wellness	Health	NEA Dental and Vision Program	Affordable and Comprehensive
Health and Wellness	Hospital	NEA In-Hospital Indemnity Program	A Supplemental Cash Plan for During/After Hospital Stays
Health and Wellness	Hospital	Income Protection Plan	Get Paid if you are Too Sick to Work
Health and Wellness	Hospital	Long-Term Care Program	Protect Against the Cost of Extended Care
Health and Wellness	Hospital	NEA Retirement Health Program	Get Help to Pay Medicare
Health and Wellness	Hospital	NEA Pet Insurance Program	Save 90% on Eligible Vet Bills
Member Assistance		Job Layoff Assistance	
Member Assistance		Disaster Relief Assistance	



Degrees Not Debt is a campaign sponsored by the NEA to help education staff know their rights and options for reducing their student loan payments.

Option 1: Income Based Repayment (IBR)

- Once approved, monthly payments under IBR are:
 - ◇ Always lower than payments on a 10-year standard plan
 - ◇ Adjusted yearly for changes in family size or income
 - ◇ Made over a period of 25 years

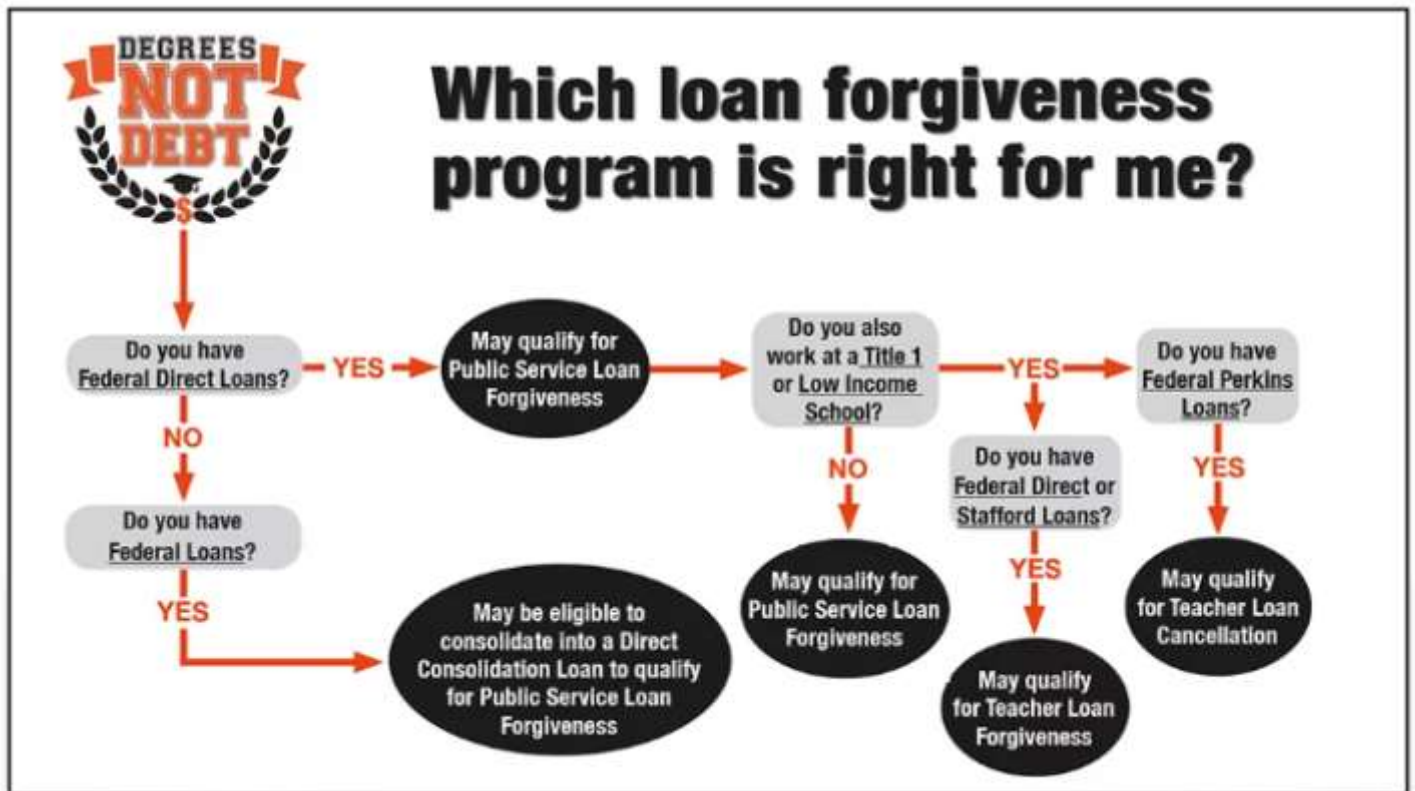
Option 2: Public Service Loan Forgiveness (PSLF)

- Make 120 on-time loan payments (payments that are reduced by the Income-Based Repayment schedule ARE eligible for forgiveness!)
- Maintain employment by an eligible employer, verified by completing an Employment Certification Form (ECF) periodically over the course of 10 years
- Any remaining balance is waived

Option 3: Teacher Loan Forgiveness

- Teach full time for five consecutive years in a low income or Title 1 School
- Eligible for up to \$17,500 forgiveness on your Direct Loan or FFEL Program

Resources: <https://ieanea.org/resources/iea-degrees-not-debt/> and MyFedLoan.org.



Federal student loan types that are not eligible for PSLF may be consolidated into a Direct Consolidation Loan. Thereafter, the loan will qualify for the PSLF program. Ineligible federal loan types are listed at myfedloan.org.

Teachers must apply for loan forgiveness...it is not automatically granted to all applicants.

For those seeking to apply for Teacher Loan Forgiveness, District 203 has six Title 1 schools and one low-income school:*

- Beebe Elementary School
- Elmwood Elementary School
- Mill Street Elementary School
- Scott Elementary School
- Steeple Run Elementary School
- Jefferson Junior High School

- Ann Reid ECC (low income)

*as of June, 2018. A current list of low income Title 1 schools is available from District 203 at naper-ville203.org/domain/857. Additionally, low-income schools are listed in the “Teacher Cancellation Low Income (TLCI) Directory” at <https://tinyurl.com/TCLI-Directory>

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Grant money is available for community service projects



The Illinois Education Association announces the availability of grant funds. All IEA members are encouraged to apply. Grants for up to \$1,000 are available for IEA members and their local associations to collaborate and create opportunities for community service or school projects. View previously funded projects and apply online at www.ieanea.org/score



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