

NEW EDUCATION SUPPORT PROFESSIONALS HANDBOOK



PARAEDUCATORS



CLERICAL SERVICES



CUSTODIAL AND
MAINTENANCE SERVICES



TRANSPORTATION
AND DELIVERY



FOOD SERVICES



SKILLED TRADES
SERVICES



HEALTH AND STUDENT
SERVICES



SECURITY SERVICES



TECHNICAL SERVICES



**ILLINOIS
EDUCATION
ASSOCIATION**
www.ieanea.org



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WELCOME

Congratulations on becoming a part of the education profession! As President of the Illinois Education Association, I welcome you into IEA-NEA and know that our 133,000 members stand with you as we all work to make public education the best it can be for our students. Although demanding, being an educator is also the most rewarding profession because we make a positive difference in the lives of students every day. We know that the challenges and demands are often difficult, and so IEA-NEA wants to make sure we are here to help you be the best you can be in whatever role you have.



IEA-NEA membership makes a real difference for you, for your profession, for our communities and for the children of Illinois. IEA is the voice of educators, and we are committed to ensuring a great public school for every child. All members of our education family must work together and speak with one voice to overcome the increasing number of voices that continue to try to undermine our public schools. We must fight those who would make education better for some, but not for all, children. It is through our collective voice, our collective action, and our community outreach that we become stronger and help our students.

The IEA is active in legislation. We were instrumental in passing three legislative bills positively impacting issues affecting our ESP members:

- ▶ **SB 1560** — Educational Support Personnel Reduction-in-Force/Recall
- ▶ **HB 1847** — ESP School Consolidation/Annexation Seniority Rights
- ▶ **HB 1347** — Third Party Subcontracting of School Services

In addition to joining the education family that speaks for our profession and the preservation of public education, there are many benefits of being a member: online professional development offerings, discounts for products and services, help through your local in contractual issues and personal concerns, plus much more.

IEA-NEA is the largest professional organization for education, and as President of IEA, I encourage you to get active in this great organization, and join us in our efforts to make Illinois public education the best for all children.

I hope that this year is a great one for you and the beginning of a fantastic career.

Best Wishes,

A handwritten signature in black ink that reads "Cinda Klickna". The signature is fluid and cursive.

Cinda Klickna, President

Illinois Education Association-NEA



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Participation in NEA Member Benefits' programs and special promotions is contingent on membership in the Association.

Education Support Professionals

Who we are:

Many different jobs fall under the umbrella term of Education Support Professionals (ESP). The National Education Association (NEA) has identified nine main job groups that include more than 300 categories of ESP positions:

PARAEDUCATORS

Instructional and Non-Instructional Support

CLERICAL SERVICES

Secretarial, Clerical and Administrative Support

CUSTODIAL AND MAINTENANCE SERVICES

Custodial, Building and Grounds Maintenance

TRANSPORTATION AND DELIVERY

Transportation and Delivery Services, Vehicle Services and Vehicle Maintenance

FOOD SERVICES

Food Planning, Preparation and Service

SKILLED TRADES SERVICES

Trades, Crafts and Machine Operations

HEALTH AND STUDENT SERVICES

Nursing, Health and Therapy Support: Community, Family, Parent and Welfare Services

SECURITY SERVICES

School Resource, Guard, Police and Security Specialties

TECHNICAL SERVICES

Computer, Audiovisual, and Language Technical Support; Media, Public Relations, Writing and Art Specialties

Making a Difference in Public Education

Did you know?

40 percent of Education Support Professionals have been with current employer for at least 10 years

42 percent have more than 10 years of experience

65 percent have taken college courses

46 percent take or have taken job-related classes

42 percent have an associate's or more advanced degree

82 percent plan to stay in the profession

53 percent provide care to students with special needs



ESP Council

The **Education Support Professional Council** consists of thirteen (13) people, all of whom are Education Support Professional school employees and members of the Illinois Education Association. All members of the ESP Council are eligible for two (2), three (3) year terms of office. All members of the ESP Council are elected by secret mail ballot. These elections are run in the spring of each year for all positions which expire that year.

Four (4) members of the ESP Council are also voting members of the IEA Board of Directors. These four (4) members are the Chairperson, ESP Southern Central Sectional Representative, ESP Suburban Sectional Representative and ESP Northern Central Sectional Representative. The ESP Council Chairperson is elected by all IEA-ESP members. The three (3) Sectional Representatives are elected by all IEA members within that particular area of the state. One ESP member of the IEA Board of Directors is elected annually by the IEA Board of Directors to serve on the thirteen (13) member IEA Executive Committee.

ESP Council Members include:

Kathy Jesuit	(Region 35), Chairperson
Debra Reuther	(Region 61), Vice-Chairperson
Holly Smigelski	(Region 60), North Central Sectional Representative
Robin Hastings	(Region 2), South Central Sectional Representative
Debra Ward-Mitchell	(Region 27), Suburban Sectional Representative
Jean Soofi	(Region 49) North/Central Sectional Representative Alternate
Vacancy	(Region 14), South Central Sectional Representative Alternate
Vacancy	(Region 59), Suburban Sectional Representative Alternate

Members at Large:

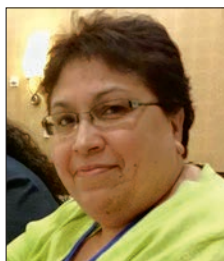
Adam Hazel	(Region 51)	Tina Pizzitola	(Region 63)
Patricia Hendrix	(Region 15)	Mary Ann Rivera	(Region 59)
Kelli L. Hogan	(Region 53)	Vacancy	(Region 61)
Gina Lozano	(Region 51)	Alex Wallace	(Region 65)

What a member and leader has to say ...

“My name is Mary Ann Rivera and I am honored to be a member of IEA-NEA. It has helped me see how valuable my membership is and allowed me to become a better paraeducator for my students. As a member, I have become an active local leader at both state and national levels.

As a local president, I have the opportunity to help our members become more engaged and involved with our association.

As a member of the ESP Council, it helps me to be another voice for ESPs. Often times ESPs are the unsung heroes. It is important to showcase how engaged they are with their students by meeting the needs of the whole student—cognitively, socially, emotionally and physically. IEA-NEA leaders have become more than just leaders to me. They have become mentors who have encouraged me to not be afraid and to be more assertive. I represent my members and take pride in the fact that IEA-NEA is not just a union for me—it is an extended family.”



Mary Ann Rivera
Co-President of IEA/IAPA
Illinois ESP Council Member
NEA Professional Practice Facilitator



ESP of the Year Award

In 1995, the IEA Representative Assembly passed a New Business Item establishing the ESP of the Year Award. This award is meant to further emphasize the contributions of Education Support Professionals to their association, their schools and their communities.



2016 ESP of the Year Nancy Stahlhut

Purpose of the Award

The purpose of this award is to recognize an individual who has shown outstanding accomplishments in the following areas:

- ▶ involvement in his/her local, state and/or national association
- ▶ achievements in his/her professional classification
- ▶ achievements in promoting public education in the community
- ▶ enhancement of the image of Education Support Professionals in the Association, the work site or the community

Criteria

The individual nominated must have been an IEA member for three (3) years as of the deadline for accepting nominations (usually around November 1st). An individual must be nominated by his/her local association president or by a member of the IEA Board of Directors, and must be employed in an ESP position.

Nomination Procedures

To insure the widest possible participation, the nomination procedures for the ESP of the Year Award are as follows:

- ▶ Each local association affiliate can submit one nominee through his or her local president.
- ▶ Any member of the IEA Board of Directors may also submit a nomination.

- ▶ All nominations must be postmarked by November 1st. (The actual date changes from year to year.)

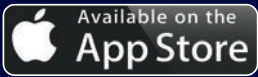
Selection of Award

The IEA-ESP Council serves as the selection committee. Consequently, no member of the IEA-ESP Council is eligible for the Award as long as he or she is a member of the Council. The Award is presented at the annual IEA convention. The individual selected for the IEA-ESP of the Year Award will also be the IEA's nominee for the NEA-ESP of the Year Award and receives an expense paid trip to the annual NEA-ESP Conference.



“The free My IEA mobile app keeps me up to date with the latest news and information on everything from professional development to political advocacy to member benefits. I recommend it to all of my members.”

Craig Burns, technology director at Bushnell-Prairie City Junior High in Bushnell-Prairie City Community Unit School District 170



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Illinois Education Association Education Support Professional of the Year

- 2016** Nancy Stahlhut
- 2015** India Jones
- 2014** Karen Westerman
- 2013** Alex Wallace
- 2012** Sheila Healy
- 2011** Cindy Mitchell
- 2010** Irma Lott
- 2009** Carl Chapman
- 2008** Joyce Sevarino
- 2007** Kathy Jesuit
- 2006** Jessye Skorich
- 2005** John Piechocinski
- 2004** Kathie Lange
Kathie was also the 2005 National
Education Association ESP of the Year
- 2003** Dave Arnold
- 2002** Carolyn Talley
- 2001** Max Bochmann
- 2000** Vickijo Almgreen
- 1999** Shirley Parks
- 1998** Connie Helm
- 1997** Chuck Volker
- 1996** Nancy Kallenbach

ESP Milestones in the IEA

- 2013** Two (2) IEA-ESP members, Natalie Copper and John Piechocinski, serve on the Board of Trustees of the Illinois Municipal Retirement Fund.
- 2011** Record high of eleven (11) ESP elected to IEA Board of Directors.
- 2011** Alex Wallace, Oswego Transportation Association, first ESP elected as NEA Director.
- 2009** Carl Chapman, IEA-ESP of the year, addressed 3,000 fellow IEA members at Lobby Day, as well as Gov. Pat Quinn, to let them all know of ESP's concerns regarding the tense legislative session.
- 2008** IEA-RA establishes Living Wage Task Force, a joint governance/staff group committed to educating and advocating for a Living Wage for all ESPs.
- 2007** Legislation was passed that allows ESPs to carry sick days from one district to another.
- There were 331 ESP Local Associations of which 101 included both ESPs and teachers in the same association and working under the same contract.
- 2007** Jennifer Smith was the first minority ESP to be selected from the Illinois Education Association to participate in the National Education Association Ethnic Minorities and Women UniServ Training Program. Jennifer now works as a UniServ Director for the Mississippi Association of Educators.
- 2007** Three monumental pieces of legislation were passed for ESP
- ▶ PA 95-0241 Subcontracting of School Employees
 - ▶ PA 95-0148 School Consolidation/Annexation
 - ▶ PA 95-0396 Reduction-In-Force/Recall
- 2005** Kathie Lange was the first IEA-ESP to be selected as the NEA-ESP of the Year.

- 2003** Max Bochmann was the first IEA-ESP elected as President of the Illinois Municipal Retirement Fund.
- 2002** Dave Arnold, IEA-ESP, begins publishing a column for NEA called Dave's View. Dave is head custodian at Brownstown Elementary School in Southern Illinois. Look for Dave's inspiring columns at www.nea.org.
- 2001** Region 63 became the first all ESP Region in the IEA. This Region is made up of all four (4) of the IEA-ESP Local Associations in the Elgin S.D. #46.
- 2001** Jessye Skorich was the first ESP to be elected as a Region Council Chairperson.
- 2000** Julie Newell was the first minority elected to the Board of Trustees of the Illinois Municipal Retirement Fund. The IMRF was founded in 1939.
- 1999** Max Bochmann was the first IEA-ESP member to the Board of Trustees of the Illinois Municipal Retirement Fund.
- 1997** Larry Brown was the first minority elected Chairperson of the ESP Council.
- 1996** Nancy Kallenbach was the first IEA-ESP of the Year.
- 1995** The IEA Representative Assembly passed a New Business Item establishing the ESP of the Year Award. This award is meant to further emphasize the contributions of Education Support Professionals to their association, their schools and their communities. This NBI was sponsored by ESP Council members Ed Deprizio and Victoria Landin.
- 1994** Chuck Starke was the first ESP to serve on the IEA Executive Committee.
- 1993** Pat Sloat was the first ESP to Chair an IEA State Committee.
- 1991** Illinois was host to the NEA-ESP Professional Conference. The Conference was held at the Hyatt Regency on Wacker Drive in Chicago.

- 1990** The IEA Representative Assembly voted to add the three Sectional Representative positions to the IEA Board of Directors—for a total of four (4) ESP positions on the IEA Board of Directors.
- 1986** The first annual IEA-ESP Professional Conference was held at the Ramada Inn in Elmhurst, Illinois.
- 1985** The first NEA-ESP Professional Conference was held in Washington, D.C.
- 1984** The first full-time IEA-ESP Director was created by the IEA Representative Assembly. Dr. Stacy R. Burroughs was the first person hired for this position on March 4, 1985.
- 1982** The IEA-ESP membership was 1,289. The ESP membership in 2013 is 28,070.
- 1981** The first ESP Council Chairperson was established by the IEA-Representative Assembly. The first chairperson was Judy Brubaker of the District U-46 Transportation DUTU Association. Judy was the first ESP to serve on the IEA Board of Directors.
- 1974** The first ESP Local Association to be chartered with the Illinois Education Association was the Transportation Employees of the Elgin School District.

Chairpersons of the ESP Council

Judy Brubaker
July 1981-June 1984

Marge Stanton
July 1984-April 1986

Jerry Maierhofer
May 1986-June 1993

Charles Starke
July 1993-June 1997

Larry Brown
July 1997-June 1999

Judi Voller
July 1999-June 2005

Max Bochmann
July 2005-June 2011

Kathy Jesuit
July 2011-

Reasons to Join Your Association

As you begin your career in education, one of the actions you should take early is to join your Association: the National Education Association, the Illinois Education Association and your local association.

Here are some of the reasons you should join:

Legal Assistance. The Association's legal advice goes far beyond liability insurance and attorneys. Any time you have a question about your employment rights or benefits, ask your local UniServ Director. If you need legal assistance, IEA's attorneys are the best in the state in employment-related law and school law. And it's all free to IEA members.

Liability Insurance. If you are sued, IEA's liability insurance may provide you with an attorney and \$1 million in coverage for any judgment against you.

Local Association. Your local association is your very first line of defense. If you have a problem or a question, this is where you start. A strong and viable local association is not important—it is essential. It is also important that you get involved and stay involved.

Networking. Through the Association, and especially NEA On-Line, you will be connected to other school employees from across the state and nation who are dealing with the same joys and frustrations.

Lobbying. The Association is recognized as the single most effective voice for school employees in Springfield, in Washington, D.C. and in local communities.

Information. IEA is your best source of accurate, timely information. The Association keeps on top of all current laws, regulations and policies about education. Information is as close as a toll-free telephone call for any member. (1-800-252-8076)

Publications. All Association members receive regular national, state and local publications with the latest information about education developments.

Representation. Whether it's the State Board of Education, a legislative committee or an education coalition, whenever decisions about school employees and students are being made, IEA is there representing your views.

Public Relations. The Association tells the public the educational views of school employees and builds our image with the public through advertising and public relations activities.

Discounts. Members save through Association discounts on a wide variety of things such as hotels, homeowners insurance, car insurance, credit cards, car rentals, trips, etc.

Professional Development. The Association provides its members with training sessions on all aspects of education, in human and civil rights, in political action, in communications, in negotiations, in classroom management, gender equity and in almost any other area of concern to members. Association workshops are consistently high quality and at low or no cost to members.

Be active in your Association!



Right to Union Representation in Investigations



Whether you work for a public school, which is governed by the Illinois Educational Labor Relations Act (IELRA) or a private school, which is governed by the National Labor Relations Act (NLRA), you are legally entitled to union representation during *any* employer interview that you reasonably fear may result in discipline. However, unless your union’s contract provides otherwise, in order to exercise this right under either law, you *must* request such representation. Because of the importance of this right, all educational employees need to be aware of it, and make appropriate and timely requests for representation.

The right to representation is based upon Section 3(a) of the IELRA and Section 7 of the NLRA. These sections of the laws provide either public or private educational employees the right to organize, form, join or assist in employee organizations or engage in lawful concerted activities for mutual aid and protection. You will sometimes hear this right called a “Weingarten Right” from a 1975 U.S. Supreme Court case that initially identified this right under the NLRA.

If you are being interviewed by a supervisor and you reasonably believe that what you say may lead to discipline, prior to the start of

the interview, you should state something similar to the following to invoke your Weingarten Right: *If this discussion could lead in any way to my being disciplined or terminated or affect my personal working conditions, I respectfully request that a union representative be present at the meeting.* If you failed to request a union representative at the start of the interview, you may do so at any time during the interview.

Union representation serves two important purposes. First, it provides the individual employee with a knowledgeable and articulate spokesperson who can help the employee present the employer with facts in support of his or her position. Second, it allows the union to monitor overall discipline by the employer and make certain that it is applied fairly and uniformly.

To be granted the right to union representation, the employee must request to have the union representative present. This request needs to be made at the earliest opportunity. The employee must also have a reasonable belief that the interview or investigation may result in disciplinary action.

If the employee requests union representation, the employer has the option of agreeing to such representation or proceeding with its investigation without interviewing the employee. The employee, by the same token, can agree to forego union representation if he or she so desires. However, it would be imprudent to do so without first discussing the matter with a union representative. Additionally, the employee should not sign disciplinary documents without first consulting a union representative who can review the documents.

When the union representative is present at the investigatory interview, he or she may not be directed to remain silent or serve merely as a note-taker. Instead, the union representative has the right to engage in the following actions before and during an investigatory meeting:

- ▶ to request information on the general subject of the interview;
- ▶ to privately consult with the employee before the interview begins;
- ▶ to ask the interviewer to clarify or rephrase a question that is unclear;
- ▶ to ask clarifying questions on behalf of the employee;

- ▶ to provide additional information to the interviewer at the end of the employee interview.

In most cases, an employee may not refuse to answer an employer's question. In fact, an employee may be disciplined for such refusal. In all cases, an employee should not provide false information during an interview.

The right to a union representative does not apply under the following circumstances:

- ▶ the employer's meeting is merely for the purpose of communicating general work instructions or training;
- ▶ prior to the meeting, the employee has been specifically advised that no discipline or employment consequences can result from the interview;
- ▶ prior to the interview, the employer has reached a final decision to discipline the employee and the purpose of the interview is only to inform the employee of the employer's decision.

In addition, the Illinois Educational Labor Relations Board (IELRB) has held that the right to representation does *not* apply to a post-observation performance evaluation conference. The reasoning of the Board was that there is no reasonable fear that the conference would lead to discipline. The Board stated, however, that if the parties included a provision for union representation at post-observation evaluation conferences in the collective bargaining agreement, then such representation would be required.

For more information, including video tutorials visit:



Legal Services

RESOURCES AND TRAINING AVAILABLE ONLINE AT:
<https://memberonly.ieanea.org/login.aspx>



Scan the QR code with your mobile device to login to the IEA Members Only section of the website to access the IEA Online Learning Portal.

Liability Insurance Protection

Illinois Education Association's Educators Employment Liability (EEL) Policy

School districts and community colleges must **indemnify** (hold harmless) teachers and other employees against liability arising out of injury, property damage and civil rights claims when damages are sought for negligent or wrongful acts occurring during the scope of employment. This includes the cost of defending such claims and payment of damages that might be awarded. The protection extends to extra-curricular activities. School districts may purchase insurance to protect their employees against such liabilities.



IEA members are covered by the **EEL liability policy** that the National Education Association carries. This policy covers only employment related occurrences and is subject to some restrictions. A copy of the policy and a Q&A brochure are found on the IEA Members Only website (see end of this section).

Additional \$1,000,000 **civil coverage** is provided by EEL as well as monitoring of the legal defense provided by the school district. As with all insurance policies, there are certain exclusions from coverage.

EEL protection extends to members defending themselves against **criminal charges**. Attorney fees and legal costs are reimbursed to a maximum of \$35,000, when the member is found innocent or the charges are dropped.

The EEL policy will reimburse **bail bond** expenses up to \$1,000 and reimburse up to \$500 for damages to **personal property** arising out of an assault.

Members in five **health related fields** may purchase supplemental liability insurance at low cost through NEA. This coverage, beyond the regular EEL policy, provides additional protection for nurses, occupational therapists, physical therapists, dental hygienists and athletic trainers. Application forms are available from the IEA Chicago or Springfield legal offices.

An employee named as a defendant in a suit arising out of their educational work or who has had an incident the employee believes may result in a suit, should contact the UniServ Director for help in **filing a claim** through the Chicago IEA office. The member should provide documents such as copies of court filings.

An employee subject to a **criminal** investigation should immediately get **legal counsel** and not tell ANYONE about any facts. IEA UniServ Directors can usually provide recommendations of criminal defense counsel. The IEA Chicago office should be notified to begin the EEL claim process.

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Workers' Compensation for School Employees

To qualify for benefits under the Illinois Workers' Compensation Act, the employee must establish they were injured in the course of employment by a risk that arises out of such employment. The employee must timely notify the employer of the injury. The employee may be eligible for three major benefits:

1. Medical benefits amounting to 100 percent of all reasonable and necessary medical expenses.
2. Weekly benefits of 2/3rds of the employee's average weekly wage during any period he or she is unable to work.
3. Permanent and temporary, partial or total disability, permanent wage loss or death benefits.

A workers' compensation video on the IEA Learning Portal is available for members by IEA Associate General Counsel Robert Lyons. In addition, a brochure providing further information on the Workers' Compensation Act with a list of laws firms who handle workers' compensation claims for members is also available on the Learning Portal.

Access these benefits by logging into the members' only section of the IEA website at the address below.

For more information, including video tutorials visit:



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Discipline, Discharge and Release of Educational Support Professionals



- ▶ Public employees **suspended without pay** have a right to due process.
- ▶ Districts usually have a **policy** regarding suspensions.
- ▶ An employee **terminated** mid-term of a written or implied contract has a right to due process.
- ▶ **Due process** varies with each situation, but usually requires that the employee be given written notice of the charges, a reasonable opportunity to prepare a defense, an opportunity to respond to the charges, representation by counsel and a fair hearing.
- ▶ If a collective bargaining agreement has a **just cause** provision, the district must have just cause before disciplining or discharging.
- ▶ A suspended or dismissed employee may have an individual **breach of contract** action.
- ▶ An employee is entitled to union representation in an employer **investigation** when the employee reasonably believes discipline may result and the employee requests representation.

- ▶ While an employee may not be disciplined for **speaking** out on matters of public concern unrelated to their employment, they may be disciplined for expressions related to their official duties. Even with matters of public concern, the employer may be able to use its interest in maintaining order and efficient operations to discipline an employee.
- ▶ In **reductions in force** (RIFs), employees must be given written notice by mail or personal delivery within 30 days before dismissal or reduction in hours stating that it is an honorable dismissal and giving the reason for dismissal.
- ▶ RIFs must be done by **seniority** among qualified employees, unless an alternate method has been established in a collective bargaining agreement.
- ▶ RIF'd employees have **recall rights** to vacancies in positions for which they are qualified during the next school year and within one calendar year of the beginning of the next school term.
- ▶ Employees must be dismissed if they have ever been convicted of any of the **criminal offenses** listed in School Code §5/10-21.9 which includes most drug and sex offenses.

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For more information, including video tutorials visit:

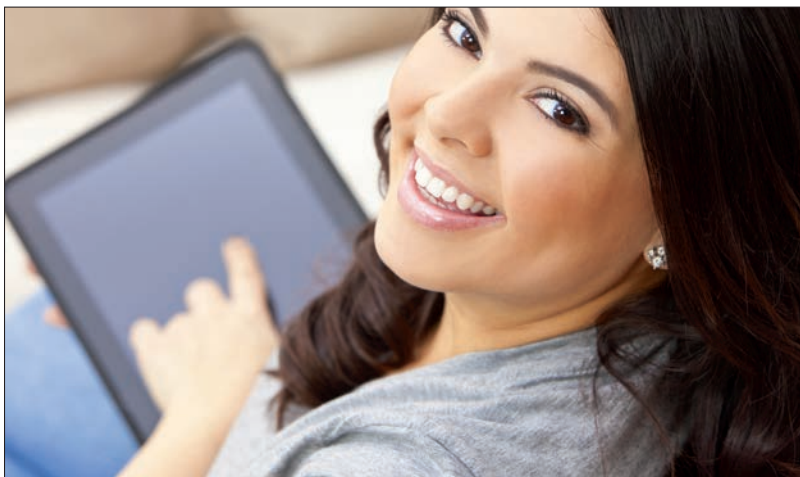


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Educators Practical Guide to On-Line Behavior



1. Read and follow the school's Acceptable Use/Internet Use/Social Networking Policies. Understand how they may apply to both school network equipment and to off duty conduct.
2. Assume no privacy regarding web postings when using employer equipment or network. Only post information you would feel comfortable reading on the front page of your local newspaper.
3. Avoid using employer equipment or systems for personal business. Use alternative email services such as gmail or yahoo and use personal equipment, such as a smart phone, for personal business.
4. Maintain professional boundaries with students and parents in on-line communication, just as you do in-person.
5. Recognize generational & cultural differences in communications. Supervisors, parents and the community may be troubled by personal information you are willing to publicly disclose.
6. It may be easier to get rid of a tattoo than a comment you have posted. Anonymous postings can be traced and a website owner may voluntarily, or be compelled to, identify you.

7. A “deleted” computer file, including email, can often be recovered and computer records may reveal how much time was spent accessing or viewing certain sites.
8. Regularly update your social media privacy settings, but realize you may not know everyone who views your posts. Assume students, parents and supervisors may see them. Private postings may be disclosed by someone you’ve given access or “friended.”
9. Off duty conduct considered immoral or illegal or having a negative connection to your work could subject you to discipline.
10. Do periodic online searches to locate records about yourself and attempt to remove negative information.

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Ten Things You Should Know About The Department of Children and Family Services (DCFS)



1. All school employees are mandated reporters and could be found guilty of a misdemeanor if they suspect a child has been abused or neglected and fail to report to DCFS; employees may notify school administrators, however, administrators may not control, restrain, modify or otherwise change the report or notice to DCFS.
2. State law provides that DCFS must investigate every allegation of abuse or neglect reported to the agency within strict time frames.
3. Employees accused of abuse or neglect should never be interviewed by anyone about their DCFS allegations without their union or legal representative present.
4. DCFS allegations may also result in a disciplinary investigation by the school, a criminal investigation by police, a civil suit by the parents and reports in the press.

5. After investigation, DCFS will issue one of these findings: 1) “Indicated” where there is credible evidence of abuse; 2) “Unfounded” where there is no credible evidence of abuse; or 3) “Undetermined” where there is a lack of evidence.
6. The employee has 60 days from the date of the Indicated letter to file an appeal, and most school employees have a right to have a meeting with a DCFS supervisor before an Indicated report.
7. An employee given an Indicated finding can appeal that determination and receive a hearing where he or she can present evidence and confront accusers who are over age 14. If the employee loses the hearing, it can be reviewed in court.
8. The school employer may choose to take no action against the employee even if DCFS issues an Indicated finding or the school may choose to discipline even after an Unfounded report is issued.
9. Notice of an Indicated report is sent to the Regional and State Superintendents of Education and a license suspension or revocation action can begin.
10. An Indicated finding will stay on the state central registry for a minimum of 5 years and may be disclosed to potential future employers who are responsible for children’s welfare.

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Assault and Battery



Q. What is Battery?

A. A person commits battery if he/she intentionally or knowingly and without legal justification, causes bodily harm to an individual, or makes physical contact of an insulting or provoking nature.

A person commits aggravated battery when he or she commits battery on any person that he or she knows to be a teacher or other person employed in any school, and such person is upon the school grounds or adjacent thereto, or any part of a building or vehicle used for school purposes.

Q. What is assault?

A. Under Illinois law a person commits assault when he or she, without lawful authority, engages in conduct which places another person in reasonable apprehension of battery.

A person commits aggravated assault when in committing an assault, he or she knows the individual assaulted to be an employee or other person employed in any school or grounds adjacent thereto, or is in any part of a building used for school purposes.

Q. Is there anything I can do if I am assaulted by a student, parent or community member?

A. Illinois law provides for the prosecution of assault and battery. Aggravated assault or battery carries substantially larger penalties. In addition, you have the right to pursue civil remedies against an attacker. Further, upon receipt of a written complaint from any school personnel, the School Code obligates the superintendent to report all incidents of battery committed against school personnel to the local law enforcement agency.

Q. What should I do if a student shows up in class with a weapon, such as a knife or brass knuckles?

A. Notify your building administrator immediately. If the building administrator refuses to take action, contact the police.

Q. What are my obligations when a fight breaks out between students?

A. Pursuant to the Illinois School Code, a school employee has an obligation to maintain discipline in the schools, on school grounds and school vehicles. Generally, concern for the safety of students and the maintenance of discipline does not require a school employee to intervene in a fight if there is a reasonable expectation that to do so would place a person in serious physical jeopardy. School Board policy and the collective bargaining agreement should contain the appropriate response to incidents of student violence.

Q. What are my rights for self-defense?

A. The School Code permits school employees to use reasonable force to maintain safety for themselves, students, school personnel or other persons, and for the purpose of self defense or the defense of property.

Q. Can I be reprimanded for contacting the police?

A. If you are assaulted you have the right to contact the police and local State's Attorney. If you are reprimanded, immediately contact your association representative.

Q. What if I am accused of assault by a student?

A. If you are accused of assaulting or battering a child, you need

legal advice quickly. Contact your association representative immediately for assistance, and do not talk to anyone about the charges until you have received advice. Your employer has the right to question you about the incident, but you should request to talk to an attorney first. Even if the charges are groundless, you must proceed with caution if prosecution is a strong possibility.

What a member has to say ...

Soon after I started working in 1985, I joined the IEA. Shortly afterward, I was approached by a union representative and asked if union information could be distributed with my name on it to members in my building. Not knowing what I was getting myself into, I agreed and later learned that this is what's called an IEA Building Representative. That is when I learned I had a voice and could speak up for myself and others.



Vera Gill
ESP Member

In addition to being a building rep, I have served on the negotiation team, region council, ESP council, subcontracting committee, ESP cadre' state delegate (IEA) and national delegate (NEA). I've rallied for education in Springfield, presented at the ESP conference, trained building reps and served as a mentor. I also served on my local board of education for nine years and as secretary for eight years. I have toured and presented at several Chicago Public Schools, teach Sunday school and have been told that I am an encourager—because I encourage others. We all have a voice, we just need a little encouragement.

Being active in IEA-NEA has allowed me to share my voice and experiences. I have attended many excellent conferences and workshops as part of my professional development through IEA-NEA. I have meet many amazing, inspiring, motivated, encouraging, talented and supportive people that I call my friends.

I want to say thank you to my friends at SMA/SPEED and IEA-NEA for helping me realize—I have a voice and for allowing me to use it.

Victim of Violence at School— Possible Actions You Can Take

This is a checklist of actions to consider if you are the victim of violence while at school. Not all actions will be applicable in every situation. You should review the list for possible actions to take and you should seek guidance.

1. Know your collective bargaining agreement and school board policies regarding school violence and discipline.
2. Establish a relationship with the local police and liaison officer.
3. Seek medical treatment by nurse, doctor or emergency room and preserve evidence of injury.
4. Get assistance from your exclusive bargaining representative.
5. Report incident to administration and seek assistance.
6. Contact the police.
7. File criminal charges.
8. Preserve evidence, get witness statements and maintain all records of the incident.
9. File a workers compensation claim for medical reimbursement, temporary and permanent disability.
10. Seek an injunction or order of protection.
11. Be aware of rights under the Illinois Victims Economic Security and Safety Act if you are the victim of sexual or domestic abuse.
12. File a civil suit for personal injury and property damage.
13. Submit an insurance claim for personal injury or property damage with the district, ISBE, homeowners and union liability insurance.

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Ten Things You Should Know About Sexual Harassment



1. Federal and State **law** prohibit sexual harassment and most school boards have **policies** prohibiting sexual harassment.
2. **Quid pro quo** harassment means the harasser seeks sexual favor for some employment benefit. Generally the harasser is a supervisor who makes submission to sexual conduct a condition of employment.
3. The more common and more difficult to identify behavior is **hostile environment harassment** that occurs when the victim is subject to **unwelcome** conduct and the workplace is **permeated** with intimidation, ridicule or insult sufficient to alter the conditions of employment. The harasser is usually a coworker, though it could be a supervisor or even a third party who has access to the workplace.

4. The accuser will want to show that the behavior was **frequent** or **pervasive**. The **more severe** the behavior, the less often it has to occur. The employer needs to be made aware of the harassment and given an opportunity to correct it.
5. **Proof** of sexual harassment is difficult because the conduct is often engaged in privately or discreetly. Witnesses may be able to corroborate some of the conduct or have been subjected to the same conduct. A contemporaneous journal or phone record may help prove the events.
6. **Defending** against an accusation of harassment is similarly difficult. The accused will have to prove what he or she did **not** do, or if there was conduct of a sexual nature, will need to show that the conduct was welcome or invited.
7. **Telling the person to stop** is an effective but little used technique.
8. **Informal complaint** procedures include telling friends, coworkers or Association officials.
9. **Formal complaint** procedures are available under school board policy and state law and often have time limits in which a complaint must be brought.
10. Both making complaints and defending against charges are grueling, painful experiences, but necessary in order to stop unwanted behavior or to defend against false accusations.

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Grievance Processing Basics



Q. What is a grievance?

A. The exact definition of a grievance is set out in the grievance procedure of your collective bargaining agreement (contract). Only those matters which are contained within this definition constitute a grievance. Most commonly, a grievance is defined as a violation, misinterpretation or misapplication of the collective bargaining agreement. However, some contracts allow grievances to be filed on issues outside of the contract.

Q. Who can file a grievance?

A. The collective bargaining agreement generally defines who can file a grievance. Typically, a grievant is defined as an employee, a group of employees or the Association.

Q. Why grieve?

A. Filing a grievance allows an employee or the Association to redress problems affecting the work environment. The Association has a strong interest in enforcing the negotiated terms of the contract and does so through the grievance process.

Q. When do you file a grievance?

A. Timelines for filing a grievance are set forth in the collective bargaining agreement and must be strictly followed. Often

there is only a short time in which to investigate and file the grievance. Failure to file a grievance can result in the claim being lost as untimely filed.

Q. How do you file a grievance?

- A. Timeliness is of the essence. First of all, do not “go it alone.” Contact your Association Grievance Representative. If you believe the timelines have expired, you still may want to file the grievance. Check the grievance procedure in the contract to determine who gets the grievance and when. Hand deliver the grievance to the appropriate person. Have the grievance stamped and received with the date. Obtain a copy of the date-stamped grievance. Note who received the grievance form. If you can’t hand deliver the grievance, mail it via certified mail.

Q. What are the grievance steps?

- A. A grievance procedure usually contains steps or levels at which grievances are processed. Examples of steps are: Immediate Supervisor or Principal; Superintendent; Board of Education; and Arbitration. Check your contract to determine what steps are required.

Q. If it is not a grievance, what are my alternatives?

- A. If it is determined that there is no grievance, a remedy may be found in one or more of the following:
- ▶ Unfair Labor Practice
 - ▶ Alternative Dispute Resolution
 - ▶ Civil Action
 - ▶ Equal Employment Opportunity Commission, Department of Labor and other state or federal agencies
 - ▶ Bargain (either mid-term or wait for successor bargaining)
 - ▶ Organizational Activities (community action, political action, lobbying school board members, etc.)
 - ▶ Other

Q. How should I write a grievance?

A. Remember to review the entire grievance procedure and follow it. Check the time limits and use the appropriate form(s). If there is no form, consult with the Association leadership on past procedure regarding filing procedures.

The actual grievance should include the following basic areas:

1. date of the incident;
2. date the grievance is filed;
3. sections of the contract violated;
4. description of the complaint; and
5. remedy requested.

Q. Do all grievances result in arbitration?

A. No. The grievance procedure is an extension of the collective bargaining process. Many grievances can be “worked out” - or bargained. A grievance reflects a problem. Problems can often times be resolved. What is the nature of the problem? Is it a contract dispute? Is it a personality conflict? Is it a power struggle? Does the organization need to justify its existence or send a message to the employer? Is the grievance winnable? Is it a “frivolous” grievance? Is it really necessary to take this specific grievance to arbitration?

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Prepare for that First Evaluation



Now that you have that brand new job and are ready to start the new school year, what guarantees do you have that you will be asked to return the next year?

Although you will be considered a probationary employee for whatever period of time designated by your collective bargaining agreement, you may have rights when it comes to the renewal or non-renewal of your contract depending upon what has been negotiated in that agreement. It is really important for you to know what your rights are in the whole process of evaluation and the recommendation for renewal or non-renewal.

After you have completed your initial probationary period, most IEA local association Collective Bargaining Agreements (CBA) contain many rights and protections for employees who are facing an evaluation or some type of disciplinary action. Know your contract and all of the protections that it affords. Do not wait until there is a problem before you try to find your contract, let alone concern yourself with its contents.

Many CBAs have provisions which spell out who does the evaluation, when they can do the evaluation, whether prior notification of the evaluation procedure and the instrument used is required, whether a post evaluation conference is held, whether an employee has rights to representation, and your rights to respond to an evaluation. In addition, many CBA contain a procedure regarding your personnel file. This contract provision often spells out what types of documents are allowed in your personnel file. Do you have to be notified before certain documents can be placed in your file, and do

you have to initial such documents indicating your knowledge that they are being placed in your file? Do you have the right to respond to and/or grieve the placement or accuracy of such documents?

Things that you should be aware of prior to your first evaluation include:

- ▶ What are the specific procedures and policies regarding the employment location where you work?
- ▶ Do you have a specific job description? If so, know what it says. What is expected of you on a daily basis?
- ▶ To whom do you report? More than one person?
- ▶ How much discretion are you allowed in the responsibilities you perform on a daily basis?
- ▶ Does your evaluator want to see some type of documentation of those job functions that you have performed which they may not know about?

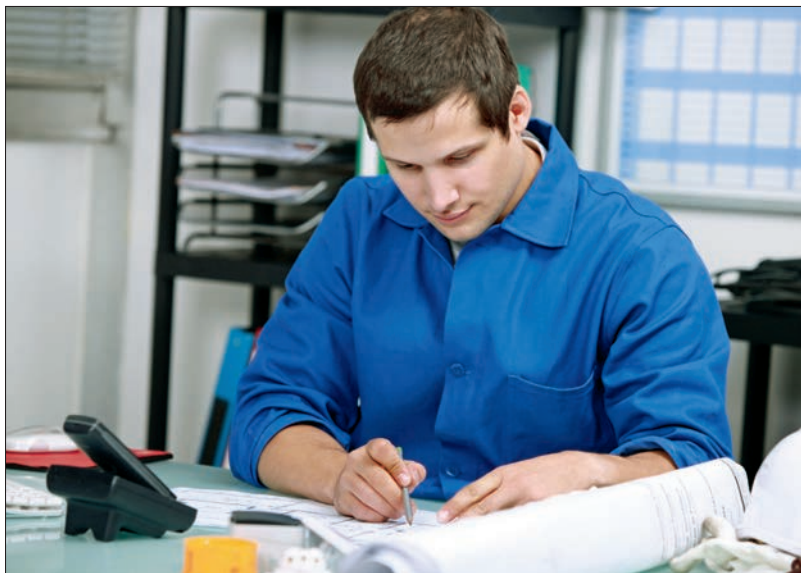
You should know your rights regarding evaluation procedures, evaluation instruments, who is responsible for doing the evaluation, your right to respond to your evaluation and whether your Collective Bargaining Agreement has a Just Cause/Due Process clause.

You may find answers to some of your questions in an employee handbook, department handbook and/or job description.

Before talking to the evaluator, ask other employees who have had experience with this evaluator what to expect. Early in your first year you may have been assigned an experienced employee to serve as your mentor. Ask to see his/her daily plans, their "To Do Lists," and other documents that might be helpful in preparing for your evaluation. Prior to your first observation, ask another employee to observe and critique your work and how you interact with other school employees, students and the public.

If the evaluation clearly indicates unsatisfactory performance, or if you feel that the evaluation could be construed as unsatisfactory, contact your local association. Do not try to go it alone. The role of the association is to assist you and make sure you are treated fairly. Your Local Association can also contact IEA to schedule an evaluation seminar to help you and your colleagues prepare for local evaluations.

Protect Yourself . . . Make a Professional Papers File



In case of a problem affecting your position, salary, reputation or financial status, you may be required to produce any or all of the following documents. Once a problem occurs, there is usually not time to search out these records.

Members are urged to keep an up-to-date “Professional Papers” file of documents pertinent to employment. This information provides an organized record if a crisis arises. Check the items once they are complete.

- Your letter of employment
- College transcripts
- Records relating to retirement benefits
- Your school district’s salary schedule and yearly salary notice
- Any letters of praise
- Any letters of reprimand

- All evaluations
- Records of any job-related seminars, workshops or conferences that you attended
- Brief accounts of conferences attended arising out of your employment
- Proof of your membership in IEA
- Job history
- Your employment contract and any supplemental contracts
- Sick leave records
- Copies of your work schedule, job description and assignments
- Any correspondence to or from the school administration
- Summaries of any conferences with supervisors
- Documentation of awards, honors or commendations you have received
- Letters to and from parents of students
- Record of any incidents that may increase liability, such as disciplinary actions, accidents, etc.

In addition to saving these papers, you may want to review the school district's personnel policies and collect any school policies on discipline, corporal punishment, etc. Many of these documents will probably be in your personnel file and you may also want to review your personnel file on a regular basis.

Safety Data Sheets (SDS)



The purpose of the OSHA (Occupational Safety and Health Administration) HCS (Hazard Communication Standard), is to inform all employees about any hazardous chemicals to which they may be exposed in the workplace.

OSHA has established Safety Data Sheets (SDS) as the primary instrument for transmitting detailed information about any and all chemicals used in the school environment. Almost every education support professional employee will work with or handle chemicals in the course of their employment. SDS will be sent to the school district by the company producing the chemical. These sheets should be sent with the first shipment of any chemical and with the first shipment after an SDS has been updated. These SDS must be kept on file and readily available at all regular work sites and storage facilities.

A safety data sheet is a written description of each hazardous chemical used in a workplace. SDS are the primary source of information about workplace chemicals for employers and workers. Each contains comprehensive technical information about a particular substance and explains the risks, precautions and potential solutions related to hazardous chemicals, both during normal work and in emergency situations. The SDS is at the heart of OSHA's Hazard Communication standard.

Many school districts are remiss when it comes to making this information readily available for the viewing by school employees. Your local association can be very helpful by working with the employer to make them realize the importance of all employees having knowledge about and access to SDS. However, this should not prevent you from asking your supervisor and/or principal to see a copy of all SDS. Carefully look through all of those sheets and determine which chemicals you work with or which chemicals may be used by other school employees in your work area. Ask for a copy of all of those data sheets.

If a student is exposed to a chemical for which you are responsible or which is used in your work area, and that student suffers an adverse reaction, you may be liable even if you had no knowledge of these adverse reactions or that these chemicals were being used in your work area. Ignorance may be no excuse. An SDS often contains at least nine (9) sections of very important information which you should know:

1. Name of Product including the name of the chemical and/or trade name.
2. Hazardous Ingredients section actually lists the names of all the chemicals that can be harmful.
3. Physical and chemical characteristics including appearance, odor, boiling point, solubility in water, vapor pressure, etc.
4. Fire and Explosion Hazard Data includes the temperature at which the product ignites (flash point), extinguishing media, special fire fighting procedures, and unusual fire and explosion hazards.
5. Health Hazard Data lists symptoms of overexposure (skin rash, dizziness, headache, etc.) and emergency first aid procedures.
6. Reactivity Data includes information about the stability of the chemical and how it reacts to such changes as heat and sunlight, conditions to avoid, other chemicals with which this chemical is incompatible, hazardous decomposition products, etc.

7. Spill or Leak Procedures includes steps to be taken in case the material is released or spilled, and waste disposal method.
8. Special Protection Information includes information about respiratory protection, ventilation required and personal protection items necessary for safe use (rubber gloves, respirator, eye protection and other protective equipment).
9. Special Precautions is a section which usually lists precautions to be taken in handling and storing of this chemical and any other precaution of which the company producing the chemical believes that the consumer should be aware.

In addition, the chemical company will most often have information at the bottom of the SDS on how to make contact with the company in an emergency medical situation. The chemical company will often include a cover letter reviewing such information as how to best use this product. Take the time to ask for and to read all SDS for any chemical for which you are responsible or which may be used in your work area.



You Are Political Action



As a well-established organization with over 130,000 members (all of whom are public school employees) and six full-time lobbyists, the Illinois Education Association is publicly recognized as the most effective and powerful advocate for public education employees in Illinois. That reputation is built on five (5) components:

- ▶ a statewide network capable of mobilizing **MEMBERS** to elect recommended candidates in every legislative and congressional district;
- ▶ the ability to quickly activate **MEMBERS** to lobby legislators on issues;
- ▶ a network of Grassroots Political Activists (GPA);
- ▶ highly skilled and experienced professional lobbyists; and
- ▶ **MOST IMPORTANT — YOU!**

No other organization has as much influence or the lobbying strength as the IEA-NEA when it comes to effectively lobbying for the interests of school employees. Effective lobbying is based on long-term, bi-partisan relationships with legislators and other elected officials. That can only be accomplished with you—the member.

Without the grassroots IEA member there is no Political Action. It is essential that you—the member—become involved in Political Action. If your voice is not heard, then someone else will speak for you.

Part of the IEA's effectiveness is due to the fact that they are more successful than any other advocate organization in developing and nurturing these bi-partisan relationships. Building these relationships begins with YOU because candidates don't forget those who help them get elected and talk with them on a regular basis.

Legislators also respond to constituents who contact them regularly, particularly those constituents who provided campaign support. When an important issue arises in the legislature, the IEA, through its network, can generate thousands of cards, letters, emails, phone calls and personal contacts to/with legislators and other elected officials. The call to action goes out via statewide governance and staff structures, both of which are supported through regional offices located across the state.

The image is a composite graphic on a teal background. At the top left, a smartphone displays the Illinois Education Association's website. The website header includes the IEA logo, the text "Illinois Education Association", and a search bar. Below the header, there are navigation links for "Find", "Get Mobile?", and "National Brands". The main content area features a large promotional banner for "SAVE 10% ON ALL SUMMER CONCERTS!" with a "BUY TICKETS NOW" button. To the right of the banner is a "TICKET MONSTER" logo. Below the banner, there are sections for "FEATURED BRANDS" and "GLASSES". At the bottom of the website, there is a section titled "DEALS NEAR YOU. ALL DAY. EVERY DAY." with a "SAVE 10%" badge. In the bottom left corner, a green starburst graphic contains the text "USE YOUR MEMBERSHIP CARD AND SAVE!". In the bottom right corner, a white membership card with a red border displays the IEA logo and the text "ILLINOIS EDUCATION ASSOCIATION NATIONAL EDUCATION ASSOCIATION" and "SAVE MONEY WITH YOUR MEMBERSHIP CARD".

IEA has contracted with Access Development Corp. to offer our members discounts at more than 100,000 merchants internationally. Save on goods and services like automotive, dining, shopping and travel. Whether you save on your next oil change, or on your spring getaway, discounts offset your dues dollars! Merchants are constantly being added, so check back frequently!

Illinois Municipal Retirement Fund

Can you picture yourself at age 60? Do you know your monthly income after you retire? Or is retirement a fuzzy concept just too far away or too overwhelming to think about?



One IMRF member puts it this way:

“When I was in my earlier years of working life, I had the feeling that retirement was something that happens to other people, but not to me. Well, it finally came to me ...”

As a member of IMRF, you’ve already begun planning and saving for your retirement.

What IMRF means to you

With assets of approximately \$29 billion and funding of 88%, IMRF offers its members a safe, secure and guaranteed benefit plan.

- ▶ As a member of IMRF, you earn service credit toward a future pension.
- ▶ Once you are “vested,” your future pension is guaranteed and payable for the rest of your life.
- ▶ If you become disabled for more than 30 days, you may be eligible for IMRF disability benefits.
- ▶ Your family is protected by the IMRF member death benefit.

Your disability and survivor benefits are provided at no cost to you.

- ▶ If you have service credit with any of the 13 reciprocal retirement systems in Illinois, you may be able to “combine” all of your service for a larger pension.
- ▶ You will receive a quarterly newsletter that provides information about your IMRF benefits package and other retirement and budgeting information.
- ▶ You and your spouse will have the opportunity to attend retirement planning workshops.

Participating in IMRF

Participation in IMRF is not optional; if you meet the “600-hour standard,” you must be enrolled by your district. Your employer cannot excuse you from participating in IMRF.

- ▶ You must be working in a position that normally requires 600 or more hours in the next 12 months. It is the expected annual hourly requirement that determines whether or not you participate in IMRF. The actual hours may be more or less than what is expected.
- ▶ If you were hired during the school term, the 600-hour standard is applied based upon the expected number of hours for the next 12 months, not for the remainder of the school term or calendar year.
- ▶ If you are a part-time employee but you meet the 600-hour standard, you must participate in IMRF, even if you are not entitled to other fringe benefits such as hospitalization insurance, group life insurance, etc.

How IMRF is organized

IMRF administers benefit plans for nearly 3,000 units of local government across Illinois, including approximately 900 school and other special educational districts. More than 409,000 active, retired and inactive members participate, including more than 88,400 school district employees.

- ▶ As a school district employee participating in IMRF, you contribute 4.50% of your pay. The entire 4.50% is applied toward the cost of your future pension.
- ▶ The amount your school district contributes varies from year to year. Its contributions cover most of the cost for your retirement benefit and all of the costs for your disability and survivor benefits. In 2013, districts will contribute, on average, 12.85% of pay.
- ▶ When you retire, it is estimated that the money you contributed over your career will cover about one-fifth of the cost of your pension.

- ▶ Your school district and investment returns pay for the balance, or about four-fifths (80%) of the cost of your pension.
- ▶ In other words, for every 20 cents you contribute to IMRF for your pension, you'll get \$1 back in pension benefits when you retire.

Questions?

If you have questions about your IMRF benefits, you can get answers by:

- ▶ Meeting with your school district's IMRF Authorized Agent—every IMRF employer appoints an IMRF Authorized Agent who administers the program for that unit. Your school district may also have other employees who help administer the program, such as Human Resources or Payroll staff. If your Authorized Agent has signed up for IMRF “Employer Access,” he or she will be able to access information about your IMRF account via the World Wide Web.
- ▶ Visiting the IMRF web page, www.imrf.org, you can read about your benefits, download blank forms and benefit booklets, locate other IMRF employers, and learn about pending legislation and upcoming retirement planning workshops. You can even estimate your future pension using the IMRF pension calculator. With “Member Access” you will access specific information about your own account through the web.
- ▶ Calling your area IMRF Field Representative to learn who your Representative is, calling IMRF, visiting the IMRF web page, or asking your school district's IMRF Authorized Agent.
- ▶ Talking with an IMRF Member Service Representative at 1-800-ASK-IMRF (1-800-275-4673) 7:30 AM. to 5:30 P.M. Monday through Friday.





Unlock all the benefits of your NEA membership

FINANCE

Credit & Loans

- ▶ NEA credit cards give you a choice of great rewards and competitive rates. With the **NEA® Cash Rewards Card**, for example, you earn 1% cash back on purchases everywhere, everytime. Earn 2% at grocery stores and 3% on gas for the first \$1,500 in combined purchases in these categories each quarter.¹ Visit neamb.com/cashrewards
- ▶ The **NEA Home Financing Program**² offers purchase and refinance mortgages, home equity loans and lines of credit. Visit neamb.com/hf
- ▶ The **NEA Personal Loan**[®] can be a faster way to pay off your higher-interest-rate balances. If you owe from \$5,000 to \$25,000, this loan could be a great way to consolidate it—and take control of your finances. Visit neamb.com/debtconsolidation
- ▶ The **NEA® Smart Option Student Loan**[®] by Sallie Mae[®] lets you borrow up to 100% of college tuition, room, board and other costs—and you can defer payments until after graduation.³ Visit neamb.com/studentloan



Prepaid

- ▶ The **NEA® Visa® Prepaid Card**⁴ helps you manage your money and control spending. Add money to the card account, then use it every day to shop online or pay bills (fees may apply). You can even set a budget and track your monthly spending. No credit check† or minimum balance is required. Start making life easier, today. Visit neamb.com/prepaid



Retirement

- ▶ Our **Online Retirement Planning Center** provides timely tips and tools for every member, whether you are just starting a career, already retired or somewhere in between. The center also offers access to a specialized Retirement Income Calculator that knows details of your state pension plan, and tells you if you're saving enough. And you even get **Kiplinger's Retirement Report** FREE every month.
- ▶ The **NEA® Retirement Program** offers a suite of products to help you manage your retirement savings and income needs. Visit neamb.com/retire for information designed to help you prepare for the changing and challenging retirement landscape.



Savings*

Get more for your money through our high-performing savings products, which include:

- *NEA® Certificate of Deposit*
- *NEA® IRA Certificate of Deposit*
- *NEA® Money Market Account*
- *NEA® Online Savings Account*



INSURANCE

NEA Members Insurance Trust®

It provides valuable insurance coverage to members like you:

- *NEA® AD&D Insurance*
- *NEA® Complimentary Life Insurance*
- *NEA® Group Term Life Insurance*
- *NEA® Guaranteed Issue Life Insurance*
- *NEA® Introductory Term Life Insurance*
- *NEA® Level Premium Term Life Insurance*



Health Insurance



- ▶ **NEA® Retiree Health Program⁵** helps retired members save with lower rates, on average, than the leading plan. It's provided by the NEA Members Insurance Trust and underwritten by United American Insurance Company.
- ▶ **NEA® Group Part D Program⁵** helps manage the costs of a wide variety of prescription drugs. Visit neapartd.com
- ▶ **America's leading insurers provide these member-only plans at preferred rates.** They make the best care more affordable for you, your family and even your pets:
 - *NEA® Dental & Vision Insurance Plans*
 - *NEA® Group Hospital Indemnity Insurance Plan*
 - *NEA® Hospital Income Insurance*
 - *NEA Income Protection® Plan (Disability Insurance)*
 - *NEA® Long-Term Income Care Insurance*
 - *NEA® Pet Insurance*



Auto & Home Insurance

- ▶ The **NEA® Auto & Home Insurance Program** provided by California Casualty offers coverage designed for educators. Drivers who switch save an average of \$443 a year. Combine your auto and homeowners/renters and take advantage of even greater savings.
- ▶ **NEA also offers** coverage for floods, earthquakes, mobile homes, personal umbrella, recreational needs, auto insurance for antique and classic cars, motorcycles, recreation vehicles, boats and snowmobiles.

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Save on everything from clothes to electronics at thousands of merchants—from top online stores like Macy's and Toys "R" Us to many of your favorite local stores and restaurants, too. Earn WOWPoints on most things you buy, and redeem them like cash!



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Whether you need it or want it, we'll get you a great deal on it.

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- Extended auto warranties
- Cell phone service
- Heating oil⁶
- Magazines
- Flowers & gifts
- Wholesale club membership

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- ▶ **Head to NEA Click & Save for four kinds of savings:** (1) Browse through exclusive offers from airlines, hotel chains, cruise lines and resorts. (2) Add special discounts at Florida theme parks and other attractions. (3) Book virtually any flight or hotel room and get the same great deals offered on the most popular sites. (4) Sweeten the deals with WOWPoints. Earn WOWPoints with most dollars you spend, then redeem them like cash at thousands of merchants!
 - ▶ **Get VIP savings when you book directly** with car rental companies and motel chains, too. Enjoy exclusive rewards at **Hertz, Alamo, Enterprise, National, Dollar and Red Roof Inn.**
-

- ▶ **Trafalgar:** NEA members and their traveling companions receive an additional 10% savings on a choice of 230 guided vacations to Europe, North and South America, Asia, Australia and New Zealand in a variety of trip styles.
- ▶ **G Adventures:** Explore the world with an experiential, small-group travel company offering great adventures. NEA members and up to three travel companions can receive a 15% NEA discount off their next trip OR any other single G Adventures offer, whichever is greater.

PROFESSIONAL



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- ▶ The NEA Academy® Degree & Continuing Education Program offers undergraduate and advanced degrees, along with hundreds of continuing education courses—all online. You save 5% to 15% on tuition and fees, and scholarships are available to members.
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- ▶ **It's all complimentary!** Update your skills at neaacademy.org or find the perfect job at Teachers-Teachers.com.

Classroom Resources

- ▶ **Enjoy no-cost benefits, too.** Get practical tips shared by other teachers in the Works4Me e-newsletter.
- ▶ Stay connected at gpsnetwork.org, NEA's community and social networking system, featuring group discussions on such topics as classroom tips and community engagement.

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Managing Your Money



As we all quickly realize, there's a big difference between the salary we agree to when hired, and the amount of cash available to spend each pay period after taxes, insurances, and retirement.

Some reminders on the information listed on a paycheck:

1. **GROSS PAY** is what you wish you were getting. It's the total amount the district pays you based on the salary schedule negotiated by your local association.
2. **FIT or Fed. Inc. Tx. or FEDERAL INCOME TAX** is the amount deducted from your pay and withheld by the IRS. The percentage taken from your gross pay depends on your personal tax bracket and the number of exemptions you indicated on your W-4.
3. **FICA** is the government name for **SOCIAL SECURITY** taxes. You should check your FICA record every three or four years to be sure your account is being credited accurately. Your retirement benefits are affected by the accuracy of this account.
4. **RETIREMENT** contributions go to the Illinois Municipal Retirement Fund. Your 4.5 percent contribution is supplemented by an amount from your employer. The amount that your employer contributes is actuarially calculated annually. While you work, this money works to provide you with a substantial pension program. Your association may have

negotiated the district paying your 4.5 percent so that it is a tax-sheltered contribution.

5. **OD or OTHER DEDUCTIONS** are those you have chosen and could include tax-sheltered annuities, additional insurance or association dues.
6. **NET PAY** is the amount left after all of the above have been taken out.

For many ESP starting out in their first job, some aspects of money management are a new frontier. For those who are just getting started on everything from household budgeting to making big purchases, a few reminders might be helpful. Also remember that your employer has access to your credit report and a negative credit report could adversely affect your employment status, so it pays to be financially smart from the start.

Once all of the deductions have been taken from your paycheck, the remaining amount has to take a person to the next pay period. It can be very helpful to keep that figure in mind, and sketch out a working budget before making any financial decisions.

The first step, of course, is determining what your expenses will be. List rent, groceries, taxes (property, per capita, occupation), phone, car (loan, gas, repairs), utilities and clothing. Successful money managers usually find that including savings as part of the plan is the best way to ensure you make progress toward a financial safety net. After that it helps to include things like entertainment and other miscellaneous expenses to keep spending in check.

Keep in mind that you can shop around for the best bank deal. Not all banks offer the same things. Look for one that charges you the least for services on checking and savings accounts and one that will pay you interest on your checking as well as on your savings account. Keeping a separate savings account helps ensure your safety net isn't used for everyday expenses.

A word of caution before buying insurance: you should find out what fringe benefits are included in your contract so you don't buy unnecessary coverage. Most likely your contract will include health insurance and life insurance. You will also begin accruing sick days, which act as a small disability insurance program. If you're offered a

disability policy, consider buying coverage for the first few years while you're building up your own supply of sick leave. Compare these deals with the plan offered through IEA-NEA. And of course, comb over the contract to make sure you are only paying for what is necessary. Some find they can save money easily by avoiding such things as "dreaded disease" policies that only pay for a narrowly defined circumstance that may be less than likely.

As with everything else, it pays to shop around for insurance, whether it is for your car, your home or your life. If you own a home, it will most likely represent all of your possessions. You may want to consider a homeowner's insurance policy with replacement value coverage. If you rent, remember that the landlord's policy only covers the property, not your personal possessions. You may want a tenant insurance policy for your furniture, books, clothes and valuables. While life insurance may be covered by the school district, new hires are sometimes targeted by life insurance agents because it's a high commission sale. A quick check of your existing coverage will make it clear whether you need any more personal coverage right now or not. Comparison shopping is beneficial for all types of policies.

A final note: For those considering buying a car or other big ticket items, don't forget the option of checking with the Illinois Educators Credit Union at 800/697-7728. *See their advertisement on page 69.*



Here's what can happen when Education Support Professionals join forces together

By Holly Smigelski, IEA union negotiator for SEDOL-ESP Local

Negotiating contracts is never easy. It can be especially difficult if you are a small, specialized group working for a big co-op and do not belong to the union. Three years ago we brought eight new specialized support professionals into our local. One reason they wanted to belong to our union was to get help with their contract. For the last three years they had been on a hard freeze ... no raise ... no step. Within our local we have several different ESP categories to represent, all having different salaries. Our negotiations went on for four months, school had started, and still no contract. The last hurdle was the salary for the new eight union members.



The board did not want to meet their salary requirements and did not want to compromise on their salary schedule. The new members wanted their three steps back plus a raise over the next three years.

We battled on this for two nights. Finally, on the third night, we sent back our salary proposal as it was without compromise. We wanted the new members to get a good contract. If nothing proposed in the contract was changed, we would call it a night. Since the school board was meeting the next day, our superintendent wanted a tentative agreement. If the salary requirements were not met, on to another night of negotiations. Time was on our side.

Guess what? After only 15 minutes the board came back and suddenly agreed to the new eight members salary contract as proposed by us ... *their union team negotiators*. It may not have made them rich but they did get a salary increase and their steps back. *They were very happy to be part of the union!*

The Illinois Education Association

The Illinois Education Association was founded on December 26, 1853, as the Illinois State Teachers' Institute (ISTI). The name was changed to the Illinois State Teachers' Association by an act of the Illinois legislature on February 11, 1857. On November 20, 1936, the name was changed to the Illinois Education Association because all members of the Association were not classroom teachers.



The ISTI set about to influence change by:

1. raising the standards of teaching;
2. promoting the greatest diffusion of knowledge;
3. assisting with the creation of the Office of State Superintendent;
4. using The Illinois Teacher as a vehicle for promoting its views;
5. creating a State Board of Education; and
6. utilizing the Teacher Institute concept for improving instruction.

The ISTA was instrumental in setting up the State Office of the Superintendent of Public Instruction as a regular full-time elected office in 1854. The Association was also instrumental in 1857 in establishing Illinois State Normal University, the first normal school in Illinois.

Aspects of special interest from the work of the ISTA and its contributions during the next decade are:

1. The establishment in 1867, by legislative action, of the Industrial University, which became the University of Illinois in 1885.
2. The passing of legislation in 1870 which provided “a thorough and efficient system of free schools, whereby all the children of this State may receive a good common school education.”

3. The improvement of instruction and curriculum through the introduction of new educational philosophies and methods.
 - ▶ Johann Pestalozzi tried to reduce the educational process to a well-organized routine which was based on the natural and orderly development of the growing child.
 - ▶ The Object Teaching Method of the Oswego Movement stressed the visual aspect of a lesson.
 - ▶ The Kindergarten movement of Friedrich Froebel.
 - ▶ The educational philosophies of Johann Herbart. He believed that education should be organized into the aim, the content and the method of instruction.

In 1894, the ISTA established a State Central Committee comprised of nine members including the president of the University of Illinois, the State Superintendent of Public Instruction, the presidents of the two normal schools (Illinois State Normal University and Southern Illinois Normal University), and five members appointed by the ISTA. The primary purpose of this Committee was to advise and lobby the state legislature on all educational issues.



IEA Central Headquarters, 100 E. Edwards Street, Springfield, Illinois 62704



The Collective Bargaining Law was finally signed by Governor James Thompson on September 23, 1983, in Chicago with the officers and leaders of the IEA participants in the signing.

In 1930, two lots were purchased and the construction began for the present location of the IEA. On Decoration Day, 1931, the IEA moved into its present location. The original building consisted of a two story building starting at the front and extending about twenty feet past the staircase. The second story of the new building was left as one large room and was used as an auditorium. However, the growth of the IEA made additional space necessary so the second floor was turned into office space and an addition was begun in 1952. The Centennial Addition was completed and dedicated on November 14, 1953.

Ground was broken for the last addition to the IEA headquarters in December, 1988 and was completed in November, 1989.

Today, the IEA is the largest and most effective school employee organization in Illinois.

The IEA has over fifty (50) years of experience in bargaining and representing the rights of school employees with some of the largest and smallest school districts in Illinois. The IEA was the primary organization in leading the fight for over 15 years to secure the pas-

sage of the Collective Bargaining Law. This law was finally signed by Governor James Thompson on Sept. 23, 1983, in Chicago with the officers and leaders of the IEA participants in the signing.

The Illinois Education Association's Professional Development Center opened in May, 2002. The Center is a 32,000 square foot facility providing professional development training, meeting and conference space. The technology throughout the building is state of the art. The PDC has facilities to meet a wide range of meeting and training needs. It has ten meeting rooms with the capacity to host groups from 15 to 250 in a variety of settings. A tastefully designed, enclosed botanical garden with fountain is located in a central atrium that can be used for receptions, breakouts or other meeting functions.

The IEA is recognized as the single most effective voice for Illinois school employees in Springfield, in Washington, D.C. and in local communities.



Professional Development Center, 3440 Liberty Drive, Springfield, Illinois 62704

The National Education Association

The Beginnings of the National Education Association

The teachers of 1857 had grown resentful of conventional and traditional leaders and lay management. There were already fifteen (15) states that had formed Education Associations (Illinois was the tenth), who published their own journals, held their own conventions and nurtured their own educational programs. These educators realized the weakness of separatism and saw the advantages of sharing and of cooperation. They felt the need for a national organization that would pool knowledge, disseminate ideas and raise standards without erasing individual differences or promoting uniformity.



This was a time when James Buchanan became president; the Supreme Court decided that Dred Scott was property; thirty-five slaves sold for an average \$700 on the Richmond market; and Kansas wrote a pro-slavery constitution.

However, in spite of the fact that slavery was very much a part of the fabric of our country, there was no doubt that the American people had also decided that education was very important. But one needed element was still lacking; there was no national organization to unite these scattered and diverse efforts.

A letter went with the signature of the presidents from ten state associations, (Illinois was one of those ten states). This letter was an “invitation” to hold a meeting in Philadelphia on August 26, 1857. The purpose of this meeting was to form a national organization for education. The new organization was called The National Teachers’ Association. The 1870 convention was held in Cleveland and the name was changed to The National Education Association. The constitution, which was adopted at the 1857 Convention, contained a preamble which has survived all changes and stands today. This national organization was an organized effort by teachers to gain control over their own profession.

Since 1857, the NEA has held an annual convention except for 1861, 1862, and 1945 because of wars; the conventions of 1867 and 1878 were not held; and the 1906 Convention scheduled for San

Francisco had to be canceled because of the earthquake. The 1863 Chicago Convention was the largest to date with 2,000 delegates.

NEA membership was initially limited to men until the 1866 Convention in Indianapolis, where the delegates changed the word “gentlemen” in the constitution to the word “person.” This change was influenced in no small measure by the efforts of Susan B. Anthony. Anthony was a teacher in New York who fought for the successful inclusion of women in the New York State Teachers’ Association in 1853. The movement of women’s rights in the NEA achieved a dramatic success with the election in 1910 of Ella Flagg Young as president. From 1917-1974, a woman was elected every other year.

The National Education Association was the driving force behind many of the early educational movements. The following are a few of those efforts:

- ▶ The rise of the High School.
- ▶ The Committee of Ten on Secondary Social Studies (1892-93).
- ▶ The Committee of Seven that examined environmental influences that necessitated changes in School Curriculum (1897).
- ▶ The Kindergarten Movement of German educator Friedrich Froebel (1782-1852). The NEA made 13 specific suggestions as to the purpose and function of the Kindergarten.
- ▶ The development of Normal Schools and Teachers Colleges.
- ▶ The creation of a highly structured mode of teaching as per German philosopher Johann Herbart (1776-1841). His influence became popular in this country in the late 1800s and early 1900s.
- ▶ The Oswego movement which stressed oral instruction in language, elementary science, local geography, and industrial and manual arts and became popular in the late 1800s.
- ▶ Child centered curriculum such as stressed by the Swiss educator Johann Pestalozzi (1746-1827) and the Italian educator Maria Montessori (1870-1952).
- ▶ The expansion of the school curriculum.
- ▶ Object Teaching which reached its zenith in the 1880s, was a concept which is a permanent part of education today.

- ▶ Co-Education.
- ▶ The Learning-By-Doing movement.
- ▶ The first issue of the NEA Journal in 1921.

The National Education Association Today

Today the NEA has over 3,000,000 members, all of whom are public school employees. There are over 500,000 Education Support Professional (ESP) members as part of the NEA Education Family. The National Education Association holds an Annual Convention. This convention represents school employees from every state association who are elected to attend this convention by the rank-and-file membership. This convention is the largest policy-making, democratic body of any organization in the United States with nearly 10,000 voting delegates.





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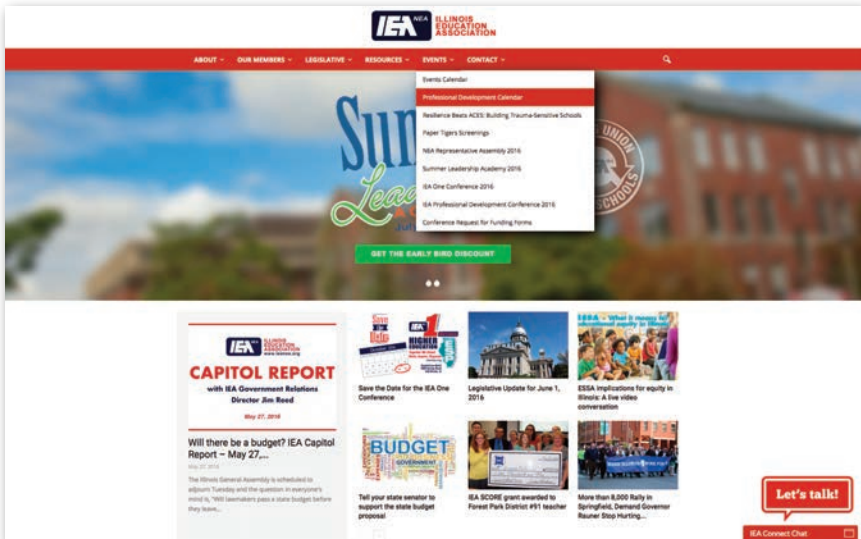
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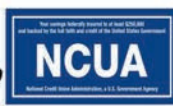
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