

EXHIBIT A

NOTICE TO REMEDY THE CONDUCT OF TENURED TEACHER FRANCES ZALE

I. CONDUCT REQUIRING REMEDY

A. You have engaged in a pattern of conduct that is unprofessional and disruptive of the education of students and working conditions of administration, certified staff and other District personnel, which if not remedied, is subject to future discipline, up to and including dismissal as a tenured teacher in Lake Bluff Elementary School District 65. Examples of your unacceptable conduct include:

1. You fail to understand the consequences of your unprofessional conduct;
2. You fail to communicate in an effective, efficient and cohesive manner;
3. You fail to self reflect and understand the impact of your actions on students, parents, administration and staff;
4. You fail to supervise your students;
5. You fail to perform your duties as assigned;
6. On multiple occasions, the Administration has either met with you in person and/or communicated via electronic means regarding your failure to communicate in an effective, efficient and cohesive manner. This causes significant disruption to the school day. Colleagues have shared significant concerns, including but not limited, their frustration and impact on their working conditions. You fail to understand the impact of your actions. Specific examples included but are not limited to:
 - a. In reviewing electronic communications over the past year, you have emailed the administration excessively, specifically five (5) times more than your colleagues. Additionally, colleagues and administrators have indicated that your actions often derail meetings and have to be reminded of meeting protocols. As previously shared in writing on September 1, 2023 and August 28, 2024, the content of the excessive communication is an indicator that you are unable to problem solve and do your job duties as assigned. While this is improving, there is still a concern regarding in person meetings.
 - b. Further, on September 1, 2023 and August 28, 2024, it was shared that your communications lack professionalism and reflectiveness. The multitude of communications are neither concise nor clear. The communications are confusing and cause confusion in others. The

communications are repetitive and often do not end but are argumentative and disrespectful.

- c. Additionally, on August 28, 2024, it was shared that multiple communications were happening outside the workday causing significant disruption to administration and colleagues' personal life. These communications were work related but not an emergency and often took significant time away from personal time to respond back and forth.
 - d. You were directed to use email and other modes of communication effectively and without harassment. Your behavior continues despite the directives.
7. You fail to understand the impact of your actions on students, parents administration and staff which causes significant disruption. Specifically, as detailed in the Third Notice of Workplace Deficiencies provided to you on October 21, 2024:
 - i. On September 18, 2024 you emailed a parent that you provided their student a screener which is in direct violation of district protocols and procedures. This caused a significant disruption to the child's education and the team that works with the child. You bypassed normal communication protocols with the parents which caused confusion and disruption to the family. You made statements to the family that you were not qualified to provide. When asked about this, you failed to see the gravity of your actions and the disruption that ensued.
 - ii. In September/October 2024 you were directed multiple times to send translated documents to parents who had requested them. You failed to send them. After many reminders and another directive via writing, it was completed. This causes disruption and delay to parents who needed translated information.
8. You fail to understand the impact of your actions on administration and staff and fail to complete duties as assigned which caused significant safety concerns, as well as disruption during mandated safety drills. On October 1, 2024, you set off a medical emergency alert which disrupted the school wide fire drill. No other employee had trouble with the duties as assigned. On October 23, 2024, the school was placed in a simulated Crisis Go lockdown drill. You set off a school wide alert which derailed the lockdown. No other employee had trouble with the duties as assigned. When asked about both incidents, you indicated that you didn't even know you could do that, you were trying to take attendance and hit a button. All other staff members were able to complete the duties as assigned. This causes a

significant issue and questions your ability to perform necessary safety duties as assigned.

9. You fail to supervise your students. On multiple documented occasions, other staff and/or administration have to supervise and/or direct your unaccompanied students back to your control. Additionally, as shared with you on September 1, 2023 and thereafter, on repeated occasions your students are either late to the next class and/or not picked up from another class in a timely manner. This causes a safety issues as well as causes a disruption to administration and fellow colleagues.
10. After three separate letters of workplace deficiencies, over twenty (20) face to face meetings and multiple emails, you fail to understand the consequences of your actions. Despite support, trainings and directives, your behavior continues to be disruptive, inappropriate and detrimental towards students, parents, administration and staff.

B. In addition to being unprofessional and disruptive to the education of students, your conduct violates the Code of Ethics for Illinois Educators, which provides in relevant part:

a) Responsibility to Students

The Illinois educator is committed to creating, promoting and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential and maximizes their ability to success in academic and employment settings as a responsible member of society. Illinois educators:

- 1) Embody the Standards for the School Service Personnel Certificate (23 Ill. Adm. Code 23), the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24), and Standards for Administrative Certification (23 Ill. Adm. Code 29), as applicable to the educator, in the learning environment; and

b) Responsibility to Self

Illinois educators are committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois educators:

- 1) Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and understanding of current trends in both content knowledge and professional practice;
- 2) Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development;
- 3) Represent their professional credentials and qualifications accurately; and

- 4) Demonstrate a high level of professional judgment.

c) Responsibility to Colleagues and the Profession

The Illinois educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois educators:

- 1) Collaborate with colleagues in their respective schools and districts to meet local and State educational standards;
- 2) Work together to create a respectful, professional and supportive school climate that allows all educators to maintain their individual professional integrity;

- 4) Promote participation in educational decision-making processes;

d) Responsibility to Parents, Families and Communities

The Illinois educator will collaborate, build trust and respect confidentiality with parents, families and communities to create effective instruction and learning environments for reach student. Illinois educators:

- 1) Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments;
- 2) Encourage and advocate for fair and equal educational opportunities for each student;
- 3) Develop and maintain professional relationships with parents, families and communities.

C. Your conduct also violates the Illinois Professional Teaching Standards at 24 Ill.Admin.Code 24.130, which provides in relevant part:

- a) Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
 - 1) Knowledge Indicators – The competent teacher:
 - A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language

learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;

- B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
- C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
- D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as IDEA) (20 U.S.C. 1400 et seq.), its implementing regulations (34 CFR 300 (2022)), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
- E) understands the impact of linguistic and cultural diversity on learning and communication;

- G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs

d) Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation and personal goal-setting.

- 1) Knowledge Indicators – the competent teacher:
 - A) understands principals of and strategies for effective classroom behavior management;
 - B) understands how individuals influence groups and how groups function in society;
 - C) understands how to help students work cooperatively and productively in groups;
 - D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
 - E) knows how to assess the instructional environment to determine how to best meet a student’s individual needs;

2) Performance Indicators – the competent teacher:

- A) creates a safe and healthy environment that maximizes student learning;

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- h) Collaborative Relationships – the competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

1) Knowledge Indicators – the competent teacher:

- A) understands schools as organizations within the larger community context;
- B) understands the collaborative process and the skills necessary to initiate and carry out that process;
- C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students;
- D) understands the benefits, barriers, and techniques involved in parent and family collaborations;

- F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;

- H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns;
- I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities).

2) Performance Indicators – The competent teacher:

- A) works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals;

- B) participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students;
- C) initiates collaboration with others to create opportunities that enhance student learning;
- D) uses digital tools and resources to promote collaborative interactions

- G) develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning;
- H) establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;
- I) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork;
- J) participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted;

i) Professionalism, Leadership, and Advocacy – the competent teacher is an ethical and reflective practitioner who exhibits professionalism provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

1) Knowledge Indicators – The competent teacher:

- C) understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques);

2) Performance Indicators – The competent teacher:

- A) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;

- C) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;
 - D) communicates with families, responds to concerns, and contributes to enhanced family participation in student education;
 - E) communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats;
 - F) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement;
 - G) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;
 - H) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;
 - I) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;
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- K) models digital etiquette and responsible social actions in the use of digital technology;

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II. DIRECTIVES

1. You will conduct yourself in a professional manner in all behavior and communications with students, parents, colleagues, and administrators.
2. You will self reflect on your actions and work to understand the gravity of your actions and the consequences on administration, staff, parents and students.
3. You will read the Code of Ethics for Illinois Educators (23 Ill.Admin.Code Part 22) and the Illinois Professional Teaching Standards (23 Ill.Admin.Code 24.130).

4. You will follow all directives of the Administration, and comply with all Board policies, and work rules during the remaining course of your employment by the Board of Education.
5. Failure to comply with this Notice to Remedy will result in disciplinary consequences, which may include termination of employment.