

LETTER OF UNDERSTANDING
C.A.R.E.S (Collaborative Action and Resources for Educational Success)

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) agree to review the Collaborative Action and Resources for Educational Success (CARES) program during each school year. The purpose of the review will be:

- To establish, based on annual figures, the number of case managers required at each building
- To arrive at an equitable means of payment for case managers based on case load and building size; currently the payment is based on the following: \$160 per case with the total divided equally among the case managers
- To establish procedures, consistent across the District, for reporting cases

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING
Administrative Outreach Billing and Direct Service Claiming

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize that monies from Medicaid Matching Dollars will be generated annually and dispersed to the District. The parties further recognize the role of District bargaining unit members, including speech & language pathologists, psychologists and social workers, in securing these funds through providing services and completing record for use by a third party administrator. In as much as the parties pledge to expend these funds in a manner that will have the greatest impact on educational quality, the following is agreed:

1. A committee shall be established with regular member terms of one (1) year and shall meet at least quarterly.
2. The committee shall provide input regarding the use of the Administrative Outreach Billing and Direct Service funds and expend those funds accordingly.
3. The committee composition shall be two (2) administrators (directors of special education or designee[s]) and four (4) UFEA-appointed representatives with at least one (1) individual being a psychologist and one (1) individual being a social worker, and (2) individuals being a speech and language pathologist. The committee shall also include an occupational therapist or a physical therapist from the unorganized professional staff.
4. The committee may establish goals for use of the money.
5. In making its recommendations to the District, the committee shall use shared knowledge including, but not limited to, a historical perspective of the amount of money obtained and a review of quarterly accounting and records regarding how those monies have been used in the past, information on how monies may be legally allocated, etc.
6. The District will share with the UFEA President, at least quarterly, information related to how monies have been allocated and used.

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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

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LETTER OF UNDERSTANDING
Schedule B Committee

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize that Schedule B assignments need to be adjusted and re-evaluated for a variety of reasons, especially in multi-year contracts. A committee shall be established to address these needs. The committee will meet at least once per year, but may meet more often as needed. The committee shall not engage in collective bargaining but rather consensus building. The recommendations, if any, reported by this committee will be provided to both the Board and UFEA.

The purpose of the committee will be:

- To develop a form to be used for the collection of data to consider new positions.
- To collect data to use to evaluate existing positions and pay rates.
- To develop minimal expectations/requirements for schedule B positions.
- To consider student safety issues in regards to Schedule B positions.
- To explore professional development opportunities for schedule B employees.

The committee will be co-chaired by the Superintendent or Designee and UFEA president. It will also consist of the following members, who will serve terms of two years.

- Middle School Athletic Director
- High School Athletic Director
- 3 principals (elementary, middle and high school)
- 5 UFEA members to be appointed by the UFEA president which will represent elementary, middle, and high school positions as well as all of the different areas of schedule B, such as music, activities and sports.

Any new positions, job descriptions, and stipends brought to the committee for approval will require consensus of the Schedule B committee and approval by the Board and Association. The position, or changes, may commence at the mutually agreed upon date.

The parties acknowledge that the Board retains the rights to eliminate positions or to add positions subject to the Board’s duty to bargain in good faith the compensation for any new position. Should the Board determine that financial circumstances warrant a reduction in Schedule B expenditure, the committee shall have the opportunity to recommend the allocation of the limited Schedule B resources.

When a bargaining unit member and a non-bargaining unit member are equally qualified in all respects for a Schedule B position, the bargaining unit member will be hired.

The committee will work with the evaluation committee to develop an evaluation instrument for Schedule B positions.

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LETTER OF UNDERSTANDING Professional Learning Communities

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize the need to provide bargaining unit members with opportunities for professional collaboration and with time to complete important work such as analyzing and using data in instruction and assessment. Therefore, the parties agree to the following:

Definition:

A PLC is a group of professionals engaged in action research focused on improving student outcomes.

Administration agrees not to use PLC time to:

- Distribute information about district initiatives or programs, etc.
- Assign book studies.
- Create tasks to be completed prior to, or following, scheduled PLC meetings.
- Hold faculty meetings.

For Building PLC groups Administration and UFEA will collaborate to establish:

- Teams
- Timelines
- Goals and projected outcomes

The District PLC Committee will consist of the following members:

- Superintendent or Designee, Co-Chair
- President of Unit Five Education Association or Designee, Co-Chair
- Six (6) Administrators to be appointed by the Board
- Six (6) UFEA Bargaining Members appointed by the Association

The District PLC Committee will:

- Develop training as needed
- Review the process at least annually
- Consider the interests of the District and of bargaining unit members and, with the goal of making PLC time as effective as possible, will explore alternative scheduling options. While the committee may explore a number of scheduling options, they will specifically look at options which would move PLC time to the end of the day, with early dismissal, allowing for them to occur less often but for longer periods of time. They should consider any impact such a change would have and will present the results of their discussions, including any recommendations, to the Board and UFEA so that any changes could be approved, integrated by the Calendar Committee, and communicated in plenty of time to stakeholders.

Calendar and Schedule:

- All schools will start an hour late up to twelve (12) Wednesdays during the school year. The days will be specifically identified and communicated to bargaining members and the public as soon as possible, but no later than the first day of school.
- Buses will follow the late-start schedule, dropping off students to the school an hour later than their

normally scheduled day.

- Bargaining unit members will flex their time on late-start days and be at school for a full one and one half hours prior to student attendance.
- The one and one half hours on late-start days will be used for District-wide implementation of professional development in the form of Professional Learning Communities.
- Schedules at the Elementary, Middle and High Schools will be adjusted accordingly to make the late-starts possible:
 - At the High School level, classes will begin one hour later than usual and be shortened to accommodate the late start.
 - At the Middle School level, classes will begin one hour later than usual and be shortened to accommodate the late start.
 - At the Elementary level, classes will begin one hour later than usual and Building Principals will make every effort when constructing Area Schedules to minimize the impact on individual bargaining unit member plan time and to maximize student access to area classes and instruction. Unless the District would be required to hire an additional employee to teach an area class due to a scheduling conflict of the area teacher, area classes other than P.E. will not be scheduled during the first hour on Wednesdays.
- Consideration will be given to consistency in scheduling between buildings and levels, as well as the schedules of teachers who travel between buildings and the potential impact on instruction and time.
- In addition to the late-start days, there may be time allotted for Professional Learning Community activities on each of the 5 district-wide school improvement days.
- The District and the Association agree to use information gathered through Professional Learning Community late-starts as a basis to discuss improving scheduling.

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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

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LETTER OF UNDERSTANDING
Leave Replacements for Extended Absences

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize that a bargaining unit member who is suffering from a debilitating illness may not be able to fulfill their teaching responsibilities for one year or longer. The parties further recognize that is in the best interest of the students to employ a leave replacement in these situations rather than a long-term substitute. Therefore, the parties agree to the following:

1. The District may hire a leave replacement regardless of the bargaining unit member’s leave status.
2. In the event the bargaining unit member is able to return to their teaching responsibilities prior to the end of the school year, the leave replacement will co-teach with the bargaining unit member for the remainder of the school year.

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LETTER OF UNDERSTANDING Induction and Mentoring Program

The Unit Five Education Association and the Board recognize the research associated with recruiting and retaining teachers. This research indicates the most effective strategy includes induction and mentoring programs for new teachers. Therefore, the District agrees to maintain an induction and mentoring program for certified staff members through the 2019-2020 school year to include:

1. The requirements in Article 21A of the School Code and its implementing regulations (23 Ill. Adm. Code 65.10 et seq.).
2. An established criterion for the selection of mentors providing all qualified bargaining unit members equal access to the application program.
3. All mentors must meet the following criteria:
 - a. Mentors must have two years of teaching experience in the District.
 - b. A minimum of two overall ratings of excellent or proficient evaluations.
 - c. Completion of the District Mentoring Professional Development class or its equivalent.
 - d. Participation in District level professional development activities.
 - e. Participation in District activities and/or committees; i.e. curriculum committees.
4. An application process for mentors.
5. A selection process that is fair and equitable.
6. A method for matching mentors and mentees that is conducive to meeting and to providing content, building, area and/or grade level support.
7. Mentor Requirements:
 - a. Payment for mentors at a rate of \$510.00 per mentee.
 - b. Mentors will only be assigned one mentee per year unless approved by the Mentoring and Induction Committee.
 - c. Payment shall be contingent upon completion of fifteen (15) hours of contact time between the mentor and mentee.
 - d. New teachers and their mentors will be provided the mentoring expectations and guidebook that include monthly meetings, classroom visitations and evaluation of the mentoring program.
 - e. Two classroom visitations to be completed during the first year of the mentee contract.
 - f. Participation in New Teacher Orientation meetings in August.
 - g. Completion of classroom visitation feedback forms to provide basis for mentor/mentee debrief.
 - h. Completion and submission of payment form and evaluation to appropriate director.
8. Mentee Requirements:
 - a. Participation in New Teacher Orientation meetings in August.
 - b. New teachers and their mentors will be provided the mentoring expectations and guidebook that include monthly meetings, classroom visitations and evaluation of the mentoring program.
 - c. New teachers will be compensated for the optional district new teacher meetings per the contractual rate for professional development (pay rate 2).

This agreement is in no way meant to eliminate or reduce the Board of Education's opportunities to apply for grants related to induction and mentoring or its participation in partnerships that would enhance the district's induction and mentoring program.

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LETTER OF UNDERSTANDING Special Education Workload Plan

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”), in cooperation with the Unit Five Education Association-IEA/NEA (“UFEA”) agree to the following “workload plan” as mandated in 23 Illinois Administrative Code (IAC) 226.735.

This plan shall encompass the following professionals:

- 1) Special Education Teachers
- 2) Speech & Language Pathologists
- 3) School Psychologists
- 4) School Social Workers
- 5) Occupational Therapists
- 6) Physical Therapists

The plan shall be based on an analysis and ongoing development of the activities for which the special education professionals are responsible and shall encompass, but need not be limited to:

- 1) Individualized instruction;
- 2) Consultative services and other collaboration among staff members;
- 3) Attendance at IEP meetings and other staff conferences; and
- 4) Paperwork and reporting

Current workload responsibilities include, but are not limited to, parent communication, scheduling IEP meetings, and completion of paperwork for all respective IEP meetings and reports. The plan shall comply with all applicable local, state and federal rules and regulations.

List of understandings:

- 1) A workload/caseload committee shall meet at least quarterly (or until data is obtained to establish information needed to recommend language for a future Letter of Understanding dealing with workload/caseload definitions and requirements) to further specify activities and documents used to clarify the ongoing development and monitoring of this plan. This committee will collect data through a time study in order to assist with analysis of workload responsibilities. UFEA representatives will be appointed by the UFEA President. Notes of meetings will be provided to UFEA president and district representative.
- 2) The plan will be governed by the definitions of the terms that are a part of this document and those the group determines necessary; as well as applicable collective bargaining agreements.
- 3) The plan takes into account the individual needs of the students with disabilities in the District and how the special services staff can most appropriately meet those needs.
- 4) The District will collect monthly caseload reports for analysis of workload and impact.
- 5) The plan will be reviewed annually by the workload/caseload committee.
- 6) When a special services staff member feels overloaded with the assigned workload responsibilities, the special services member will contact his/her building principal. If no resolution is reached at the building level, the Director of Special Education will be contacted (or the Concern Resolution process and form may be used) to schedule a meeting to discuss these concerns. The staff member will bring to this meeting documentation to support that the workload responsibilities are unmanageable, including the staff member’s schedule. This information may be referred to workload/caseload committee for a recommendation based on time study data.

- 7) This plan is expressly excluded from any grievance procedure in any District collective bargaining agreement.
- 8) UFEA and the District will work toward developing a Letter of Understanding dealing with workload/caseload definitions and requirements.

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**LETTER OF UNDERSTANDING
Licensed School Nurses**

Due to changes in State law regarding a medical review for students being evaluated or reevaluated for special education services and for other reasons, the District has expressed a preference for hiring nurses who have a professional educator license (“PEL”) endorsed for school support personnel for school nurse. However, should the Board of Education decide to employ a nurse without a PEL with such endorsement, it is agreed as follows:

1. Nurses with a PEL endorsed for school support personnel for school nurse shall not be required to supervise or evaluate the performance of nurses without a PEL endorsed for school support personnel for school nurse.
2. Should the District desire nurses with PELs endorsed for school support personnel for school nurse to provide mentoring or training of nurses without a PEL endorsed for school support personnel for school nurse, it will create a Schedule B assignment and follow the posting and other requirements of Section 6.6 of the Negotiated Contract. Any such Schedule B assignment will be voluntary and will be compensated in the amount of \$400 per school year.

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LETTER OF UNDERSTANDING
Study Hall Supervision by Non-Professional Educator Licensed Employees

While not conceding the supervision of high school study halls is not bargaining unit member work, Unit Five Educational Association (“UFEA”) agrees that for the 2018-2019 and 2019-2020 school years, the Board of Education may employ non-teaching personnel to supervise study halls contingent upon the following:

1. If the District determines the need for any 6th assignments for study hall supervision, those assignments will be posted for a period of seven days. If no bargaining unit member expresses an interest in the 6th assignment in writing within said seven day period, the District may employ non-Professional Educator Licensed personnel to fill the assignment;
2. The employment of non-teaching personnel to supervise study halls will not be used to reduce number of high school teachers employed by the Board in the 2018-2019 and 2019-2020 school years.

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LETTER OF UNDERSTANDING
Assistive Technology Specialist

The Unit Five Education Association (UFEA) and the Board of Education recognize the importance of the Assistive Technology Specialist being available to assist students and staff before and after the school year. Therefore, the Assistive Technology Specialist may be authorized to work up to an additional ten (10) days prior to the school year and ten (10) days after the school year for a total of twenty (20) days. The additional days shall be paid based upon the working individual's base salary divided by one-hundred eighty (180) days. In lieu of monetary compensation, the Assistive Technology Specialist may select a flex-schedule on a day or days agreed to at least 48 hours in advance with her supervisor and equal to all time spent at each meeting

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**LETTER OF UNDERSTANDING
Reading Recovery Teacher Leader**

The Unit Five Education Association (UFEA) and the Board of Education recognize the importance of the Reading Recovery Teacher Leader position, and understand the requirements of the job necessitate training outside of the contract day on a regular basis, as well as paperwork and reporting requirements that necessitate additional days outside of the regular school year.

Therefore, the parties mutually agree that the Reading Recovery Teacher Leader will be paid hourly for training/instruction delivered outside the school day according to the negotiated Supplemental Pay Rate 4:

9.8.4 Curriculum Work/Supplemental Instruction – Pay Rate 4

A bargaining unit member who voluntarily accepts an hourly assignment to produce curriculum related materials which benefit the district or to provide supplemental instruction to students outside of the regular workday, such as driver's education, shall be compensated at the rate listed below as Pay Rate 4. It is understood that for each one-hour of instruction there will be twenty (20) minutes of paid plan time.

Additionally, in order to complete the paperwork and reporting required by the position, the Reading Recovery Teacher Leader will be authorized to work up to four (4) additional days. Each year, the Reading Recovery Teacher Leader will work with his/her Supervisor and central office administration to establish the number and schedule of additional days. Additional pay shall be based upon the working individual's base salary divided by one-hundred eighty (180) days.

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LETTER OF UNDERSTANDING
Student Assessments

The Unit Five Education Association (“UFEA”) and Board of Education recognize there is value to the assessment of student growth to guide and inform instructional decisions. Further, the Board and UFEA recognize that some student assessment, including standardized testing, is required to be in compliance with State and/or Federal law. Additionally, response to intervention guidelines require periodic benchmark assessments be administered to all students within a grade level as part of special education eligibility decision-making required by 34 CFR 300.309 and 23 IAC 226.130.

Using ISBE’s Student Assessment Inventory for School Districts, the Board and UFEA agree to:

- make an intentional effort to engage in conversations that include all stakeholders regarding District assessments and the amount of assessment information necessary for essential diagnostic data, instructional guidance, and accountability purposes;
- work to ensure that every District assessment is of high quality, is providing the information necessary for specific District and classroom purposes, and is supported by structures and routines that ensure assessment results are used to benefit students and educators;
- engage in a cost/benefit analysis of current District assessments, including the monetary costs, the time assessments may take away from teaching or learning in the classroom, and the benefits of assessments for teaching and learning; and
- explore alternatives to current assessments including a cost/benefit analysis of alternative assessments.

Following the assessment inventory, the District will determine whether a change in District assessments will be made and communicate the reasons why a change may or may not be warranted.

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LETTER OF UNDERSTANDING
Meetings During Preparation Time

The Unit Five Education Association (“UFEA”) and Board of Education mutually recognize the value and importance of preparation time and the impact meetings during a bargaining unit member’s preparation time may have on the bargaining unit members work day. Building Administrators will make every effort to limit, where possible, the number of meetings that occur during an individual bargaining unit member’s preparation time and to continue to find ways to protect that time for its intended purpose.

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LETTER OF UNDERSTANDING
Evaluation Committee

For the 2018-2019 school year, the parties agree to amend Section 7.19 Evaluation Committee of the Negotiated Contract as follows:

A committee consistent of the following members is to be selected by the Board and the Association respectively:

- Superintendent or designee, Co-Chair
- Three (3) Administrators selected by the Superintendent
- One (1) Elementary Administrator
- One (1) Junior High/Middle School Administrator
- One (1) High School Administrator
- President of the Unit Five Education Association (UFEA) or designee, Co-Chair
- One (1) Elementary Bargaining Unit Member
- One (1) Junior High/Middle School Bargaining Unit Member
- One (1) High School Bargaining Unit Member
- One (1) Special Education Bargaining Unit Bargaining Unit Member
- One (1) Area Bargaining Unit Member
- One (1) Type 73 Bargaining Unit Member

The committee will meet no less than four (4) times, scheduling ½ day meetings. It is the intention of the parties that the committee shall make recommendations annually to the Association and to the Board regarding the process to be used for evaluation of the bargaining unit members.

It is further understood that, if necessary, any recommended change to the evaluation process adopted by the Board would be agreed to in a letter of understanding during the period covered by the existing contract.

The District Evaluation Committee composed of administrators and bargaining unit members shall annually review the evaluation instrument and make recommendations to the administration of any changes in the District evaluation instrument.

Additionally, the committee will:

- Review and determine the tool (computer program) to be used for evaluation.
- Review the current plan and the SLO process exploring ways that both might be streamlined and made more meaningful, if possible.
- Develop a plan for communication and/or implementation of any changes, if changes are determined to be needed and recommended.
- Strive to make decisions through consensus and if consensus is not reached, continue meeting or decide on a different method for making decisions. It is mutually understood that if no decisions are reached, the status quo remains in effect.

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LETTER OF UNDERSTANDING
ISU Principal Preparation Program Internship Leave

Illinois State University (“ISU”) provides a principal preparation program for students pursuing a Master's degree in P-12 Educational Administration through ISU. As part of the principal preparation program, students are required to complete an internship in educational administration. In order to allow teachers in the District to participate in a semester long internship, the Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and Unit Five Educational Association (“UFEA”) agree to create a paid leave of absence under the following terms and conditions:

1. The Board may grant a teacher participating in the internship a paid semester long leave. During said leave, the Board will continue to pay teacher’s base salary and maintain health insurance coverage for the teacher. The teacher will continue to pay associate Unit Five Education Association (“UFEA”) dues or fair share fees as applicable.
2. Upon completion of the leave, the teacher agrees to return to and remain employed by the Board for at least one (1) school year. The District will place the teacher in an available position for which the teacher is qualified to fill.
3. If the teacher fails to return to and remain employed by the Board for at least one (1) school year following completion of the leave, then the teacher shall reimburse the District the full cost of the teacher’s salary and benefits for the period of the leave. Such reimbursement shall be paid by the teacher within ninety (90) days of the date the District provides an invoice to the teacher for said costs. In such event, the teacher authorizes the District to offset any funds the District may then or thereafter owe the teacher, including a final paycheck or paychecks, against any such reimbursement balance due the District from the teacher. For good cause, upon recommendation of the Superintendent, the Board may waive reimbursement of said costs.
4. Upon award of the aforesaid Master's degree in Educational Administration, and for a term of one (1) school year following award of such degree, the teacher shall actively pursue an administrative position within the District by applying for such position or positions as vacancies occur. If the teacher shall fail to actively pursue an administrative position after award of such degree, then, upon recommendation of the Superintendent, the Board of Education may require the teacher to reimburse the District the full cost of the teacher’s salary and benefits for the period of the leave.
5. The teacher will sign an agreement documenting the above terms and conditions.

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LETTER OF UNDERSTANDING
Use of Sick Leave for Less than One-Half the Normal Scheduled Workday

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) agree to amend Section 10.1.1c of the Negotiated contract as follows:

10.1.1c Procedure for Use of Sick Leave for Less than One-Half the Normal Scheduled Workday

Bargaining unit members should make arrangements outside the normal scheduled workday for medical appointments whenever possible. Covering an assignment during such absence may be difficult in some situations, and in some cases it may be necessary to employ an external substitute. Since external substitutes are usually employed for a half-day minimum, it may be necessary for a bargaining unit member to take a one-half (1/2) day of sick leave for such absence. Sick leave or absences for medical appointments of less than one-half (1/2) the normal scheduled workday shall be handled as follows:

- The building principal or designee may grant permission for a bargaining unit member to leave the building for a period of time which is less than one-half (1/2) the normal scheduled workday, but in increments of no less than fifteen (15) minutes, for sick leave or medical appointments as described in 10.1.1.
- Such time away from the building must be recorded by the bargaining unit member.

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LETTER OF UNDERSTANDING

Salary Schedule Placement

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize that there currently exists a teacher shortage across the nation and within the State of Illinois. The Board and UFEA further recognize the number of graduate credit hours in order to obtain certain specialist degrees and master’s degrees exceeds the number of credit hours required for master’s degrees typically obtained by teachers. The Board and UFEA further recognize that teaching within many nonpublic (i.e. private) schools is comparable to teaching within public schools, especially in nonpublic schools recognized by the Illinois State Board of Education (“ISBE”). In order to attract and retain high quality teachers at competitive salaries, and in recognition of the above findings, the Board and UFEA agree to the following with regard to the salary schedule placement for current and new teachers for the 2018-2019 and 2019-2020 school years:

Experience Credit

“Teaching experience” for purposes of Board Policy 5.200 shall be interpreted as full-time teaching experience in a pre-K through 12 position in a public school or in a private school that has been recognized by ISBE and required the teacher to maintain a Professional Educator License (“PEL”) endorsed for the content area taught by the teacher. For teachers with a professional educator license (“PEL”) endorsed for school support personnel, “teaching experience” shall also mean private experience within a clinical setting (e.g. psychology, SLP, social work, nursing).

In order for current teachers or new teachers to have “teaching experience” recognized for the 2018-2019 school year, they must submit documentation of “teaching experience” to the District’s Human Resources Department prior to September 15, 2018. The District’s Human Resources Department will communicate with individual teachers regarding recognition of any “teaching experience” and share the aggregate information with UFEA.

Any credit given on the salary schedule will be applied for the 2018-2019 school year moving forward and will not be retroactive.

Graduate Education Credit

Education credit will be given on the salary schedule to current or new teachers whose graduate program required them to complete more than 36 graduate credit hours to obtain their graduate degree. For example, if a teacher’s graduate program required them to complete 57 graduate credit hours, then the teacher would have 21 graduate hours beyond the M+0 lane recognized for purposes of the salary schedule and the teacher would be placed within the M+16 lane.

In order for current teachers or new teachers to have such graduate credit hours recognized for the 2018-2019 school year, they must submit documentation of the graduate credit hours to the District’s Human Resources Department prior to September 15, 2018. The District’s Human Resources Department will communicate with individual teachers regarding recognition of any graduate credit hours beyond M+0 and share the aggregate information with UFEA.

Any credit given on the salary schedule will be applied for the 2018-2019 school year moving forward and will not be retroactive.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

**UNIT FIVE EDUCATION ASSOCIATION
IEA/NEA**

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING
Virtual Learning

Virtual Learning includes in-person instruction and technology-based instruction through video conferencing, virtual classrooms, online materials, and similar technology. The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize the potential value of Virtual Learning to provide students with educational opportunities that otherwise may not be available to students within the District or that are not economically feasible because of smaller class sizes and limited resources. The Board and UFEA agree to the following regarding the use of Virtual Learning within the District:

1. Virtual Learning will not be used to reduce the number of bargaining unit members employed by the Board, but to supplement or add to the course offerings currently available to students.
2. Virtual Learning will not be used to increase class sizes significantly above the average range for similar courses within the building.
3. Video and audio from classrooms equipped with such technology will not be used to observe bargaining unit member performance or as evidence for evaluation purposes.
4. The District will work to identify technology solutions and resources to support bargaining unit members utilizing Virtual Learning technology, including options for converting paper resources into digital format.

The 2018-2019 school year will be treated as a “pilot” for Virtual Learning. To support the “pilot” and encourage bargaining unit members to utilize the available technology, the District will seek individuals who are interested in taking advantage of the technology to provide enhanced learning experiences. During the pilot year, the District will utilize the technology in ways such as:

1. Bargaining unit members at each school may “co-teach” a course. For example, social studies teachers at each school who teach the same course could combine their classes virtually, or a social studies teacher at one school and language arts teacher at the other school could combine their classes in a virtual co-teaching environment.
2. A bargaining unit member at one school may teach a course that otherwise would not be offered at the other school. At the school where the course otherwise would not be offered, the Board will add the course to an existing part-time bargaining unit member’s schedule or attempt to employ a bargaining unit member as a sixth assignment to supervise the classroom. If a sixth assignment is posted, it will be posted for a period of seven days. If no bargaining unit member expresses an interest in the sixth assignment in writing within said seven day period, the District may employ non-Professional Educator Licensed personnel to supervise the classroom.

The parties will review this agreement at the end of the 2018-2019 school year, including considering feedback from bargaining unit members who have utilized the technology, and will adjust or amend this Agreement as necessary.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
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