



The Champaign Federation of Teachers began the bargaining process more than a year ago as we gathered input from members regarding the biggest difficulties they face in our profession and how their daily working conditions could be improved in order to attract and retain high quality teachers here in Unit 4. During the spring of 2018, the district was presented with a Charter School proposal from a group of concerned citizens and family members who do not feel the needs of their students are being met by the current systems in place. As a union, we shared some of these same concerns and throughout these conversations, we reflected on how we can better meet the needs of our students and the concerns of our community through the bargaining proposal we prepared for the district. As we shaped and refined our proposal, we focused on 3 pillars of having a contract that strengthens and supports our members, our profession and our students, their families and our community. Each item brought forth in our proposal aligns with one or more of our 3 pillars in an effort to bring progressive change to this district.

When bargaining began this spring, we were able to present a comprehensive proposal to the district that demonstrated how we value our members, students, families and community. The district however did not give us a full proposal until August 16th. Their full proposal was only presented to us after they attempted to take advantage of us when the new state law regarding pensions took effect earlier this year. Other districts were able to come to a fair and reasonable settlement that honored the work that teachers do before the law took effect. Our district began by expressing interest in a contract roll-over. A roll-over is when you bring no new items to the table and all the benefits stay the same for the duration of the next agreed upon contract. Instead of honoring a true roll-over however, the district offered us the same salary increases as our previous contract but told us in order to get those, we needed to agree to lengthen the school year by 3 days and/or add a third staff meeting per month, our guaranteed insurance premium contributions would have decreased and we would have had to walk away from all of the powerful language items that we had developed in order to support our students. By accepting the district's "roll-over" we would have essentially been asking our members to work more for less and we would have given up

an opportunity to serve our students. We knew we must do better than that on many levels. As we continue to bargain, the district is still pursuing adding days to the school calendar. These days though, would not be with students but rather they would be additional district mandated professional development designed to “fix teachers.” We offered a compromise of having at least one of the extra days be a student attendance day to which the district indicated they would rather drop one of those extra days than give us time with students. In a profession where teachers are burning out at record rates, where they feel undervalued and overwhelmed, we must do better. We must make sure that Unit 4 is a place where teachers can envision themselves for the length of their career, making a positive impact on our students every, single day.

Below we outline the rationale for each of our proposals followed by the actual language presented to the district.

Rationale for Proposals:

Pupil Discipline and Teacher Protection:

Student safety is of the utmost importance. Over the past several years, there have been inconsistencies across the district in terms of making sure all staff know the proper procedures to take in case of an emergency such as a lockdown or active shooter. This proposal ensures that all members are aware of Crisis Plans and have participated in an ALICE drill in a timely manner in order to ensure that as we start each school year, we are well prepared to protect our students. The District had an opportunity to sign a tentative agreement with us on this issues on October 23rd but declined to do so because we did not agree to some of their items. We strongly feel that student safety comes first and were disappointed that the district is using this proposal as a bargaining chip to get something they want instead of simply putting students first.

Grade and Record Keeping Days:

Currently, we have seven teacher attendance days where we receive professional development from the district. Two of the days allow for teachers to have the afternoons as teacher driven time in order to work on assessment related activities. The rest of the days are designated as full day PD presented by the district with little to no input from teachers regarding their personal professional development needs. Often times, the district’s professional development takes a one size fits all approach and does not account for the fact that we are incredibly varied in terms of our job

descriptions and experiences. As an example, the needs of a first year kindergarten teacher are quite different from that of a ten year physics teachers which are different from the needs of school psychologist with five years of experience. In addition to the varied needs for professional development, we also find that the demands of our jobs have significantly increased with regards to the amount of required forms and paperwork, data collection, and record keeping. Our proposal would provide teachers with half of every Institute/SIP day to collaborate with colleagues, plan for instruction, reflect on assessment results and refine their practice. It would also provide some oversight by the Union to the planning of the professional development portion of the day to ensure that all members are receiving PD that is meaningful to the work that they do. The district sees these days as an opportunity to “fix” teachers instead of trusting that we are capable of using our own professional judgment to make decisions about how we spend our time as well as how we need to develop professionally.

Professional Development Hours

Teachers need to earn a certain amount of Professional Development Hours (PDHs) in order to renew our licenses. The district currently provides enough PDHs for a teacher to renew their license every 5 years. The Union however has members who are not teachers. We also represent Occupational and Physical Therapists who do not need these PDHs. Instead, they are required to earn a certain number of Continuing Education Units (CEUs) in order to renew their certificate. This proposal would allow for them to earn those CEUs through the PD offered in the district instead of having to seek out and pay for the CEUs on their own time. We know that OT/PT positions are incredibly competitive and in an effort to attract the highest quality OT/PTs for the sake of our students, this proposal would make their certificate renewal opportunities in Unit 4 more similar to that of the private sector.

ESL “Purple Folders”

English Language Learners represent nearly 10% of our current student population. The English as a Second Language (ESL) teachers have a tremendous responsibility of not only helping our students learn English but to also ensure they are concurrently progressing in all of their academic classes as well. ESL teachers must keep detailed records of student progress, testing data and communication with families. This information is organized within folders that happen to be purple and can be audited by the state to ensure we are meeting the needs of our students. The folders are kept within each school’s main office which means that teachers can only work on updating these

during regular school hours when they need to be planning, collaborating and most importantly, teaching. Our proposal would allow them to have a sub for 1 day a semester in order to have access to updating the folders during the regular school day. The district's solution is to simply give them a stipend of \$200 for this extra work. However, the amount of work they are required to do is not the issue here but rather the fact that ESL teachers need time to be able to do this work during the regular day when they are usually with students. Meeting the needs of our ESL students is incredibly important in this diverse district; we want to ensure that we are able to recruit and retain the highest quality ESL teachers possible. There is already a teacher shortage in this field and we feel our proposal will help make a job in Unit 4 more manageable and appealing.

Supervision

At the high school level, supervision assignments have been wildly unequal between members. Assignments range from sitting in the hallway writing tardy passes every other day to supervising an athletic study hall of 30+ athletes for an entire period to supervising a sophomore level study hall with up to 30 kids for each half of a period to even being a member of a freshman team where teachers meet with students and parents and prepare for and participate in additional professional development. These assignments have significantly different amount of work attached to them as well as different amounts of student contact time. This proposal helps to ensure equitable supervision assignments.

At the elementary level, student contact time is already much higher than any other teaching position in the district. Over the past several years, schools have been allowing, even encouraging parents to drop children off earlier and earlier which requires that staff spend their time supervising in the morning instead of being able to collaborate with colleagues, plan for instruction, set up the class for the day or meet with parents. There have also been inequities at the elementary level in terms of the amount of supervision different job descriptions are required to do.

Although the proposal does not address the fact that elementary teachers are continuing to lose valuable work time it does however, help to ensure equitable supervision assignments within each campus.

Elementary Class Size

In this district we have kindergarten classes with 26, 27, even 28 students yet the district does not seem to have a viable plan in place in order to ensure that we are meeting the needs of our most vulnerable learners. We know our community continues to grow and next year, parents can petition

that their 4 year olds be granted early entry to kindergarten. Our middle schools are currently over capacity with no relief in site and our high school numbers continue to increase without an increase in staffing. When looking at the district's KIDS assessment data, it is evident that a significant number of students are not entering school ready for Kindergarten.

Research says that students who aren't reading at grade level by 3rd grade are not likely to ever catch up. It is imperative that we start our students out with the very strongest foundation possible because it is abundantly clear that as they progress throughout our district, class size will remain a problem and the likelihood of them receiving the support they need will continue to decrease. Our proposal would put a cap on Kindergarten class sizes which would ensure that either classes are kept below that cap or that teachers are provided with an aide to assist in the class in order to meet the needs of all students. We originally proposed a cap on Kindergarten, first and second grade but since the district's response continued to simply be, "no", we adjusted our proposal down to just a cap on Kindergarten in an effort to try something new. The district, however just keeps saying "no." On October 23rd, they offered to have a broad conversation about class size yet we know this would not guarantee the type of change that we need. Two years ago we started having 'broad conversations' about middle school capacity and presented to the board that middle schools are projected to be over capacity by more than 400 students by the 2019-2020 school year yet, those conversations have brought about no clear vision or plan of how to address that problem. We feel it is imperative to do more than simply talk about a problem; we must act.

Nursing Mothers

The majority of our teaching force is made up of young women who are likely to begin their family sometime in their career here in Unit 4. We know that when new moms return to the workplace, they often want to express milk for their child but are unable to do so based upon their work schedule. We also know that previously, we have had women who have not had a safe or sanitary space to pump while at work. This proposal will ensure that not only Illinois law is followed but also, that teachers are able to work with their principals to develop a reasonable pumping schedule that will meet their needs. The district also had the opportunity to sign a tentative agreement with us on this issue on October 23rd but declined to do so again because we did not agree to some of their items. Again, we put our students and members first. By not agreeing to this proposal, the district has once again shown us their lack of respect for teachers.

KIDS Assessment

The KIDS assessment is a kindergarten readiness assessment that is required by the state of Illinois. Teachers must collect an excessive amount of information on all of their students and input that data by a specific date early in the fall. Much of this information can only be obtained by working with students one-on-one. The data must then be analyzed individually for each component before entering the data. Our proposal would ensure that all kindergarten teachers have the time they need in order to input their data. The district's proposal would simply compensate teachers for the extra work they are required to do. Again, money is not always the solution to the problem. The problem is that our teachers don't have the time they need in order to do extra reporting required by the state; money doesn't solve that, time does. The district however, does not seem to see that teachers are drowning in extra paperwork while being expected to teach district mandated curriculum and what they need is time to do their job.

Home Visits

One of the things that became quite evident through the charter school proposal process was that as a district, we have relationships with families and community members that need to be repaired and strengthened. Research shows that family involvement is critical to students' success at school. Teachers want to have strong relationships with families but we know that it is not always possible for families to join us in the school setting. Through the Illinois Federation of Teachers, we know that home visits have been proven to end the cycle of blame between families and school staff by building trust and respect. Increased communication, trust and support between families and teachers via home visits result in increased student attendance, increased student achievement, decreased suspension and expulsion rates. Home visits provide unique and meaningful opportunities for cross-cultural learning that can better engage families, staff and students in the educational experience and decades of research show that when parents and teachers work together, students do better academically and socially.

Our proposal is a cost effective and practical way for educators to be allowed to make connections with their students' families with the goal of having families feel more involved in the school community. This proposal will provide the training, structure, protocols and opportunity for teachers and families to feel supported in these visits and hopefully close the gap between school and home for a lot of struggling students. On October 23rd, we offered to make changes to our proposal to make it more palatable to the district. Their answer however, has been a hard, "no." They have not shown any interest in working collaboratively with the union to develop a structure

for home visits in order to improve student success. They also have not given ideas of their own, other than having all 850 members of the union go out and do home visits on one day early in the school year. We do not feel like that impersonal, impractical solution would actually help build and strengthen relationships.

Enrichment:

Elementary enrichment programs look very different at each campus in terms of the educational experience, what grade levels are receiving enrichment, which students are able to receive enrichment due to scheduling and whether the enrichment teacher is pushing in to the whole class or pulling students out. Classroom teachers are not provided any time to collaborate with Enrichment teachers and there is no set curriculum which when combined can lead to ineffective, inefficient experiences that do not bring the desired positive impact to all students. Our proposed language will ensure that elementary buildings find an approach to implementing enrichment that meets the needs of each individual campus while still meeting the spirit of the program. This is another item that the district had an opportunity to sign as a tentative agreement on the 23rd but failed to do so. Our proposal has zero associated costs with it and just improves the lines of communication around enrichment. The fact that the district has failed to agree to it again shows, they are not putting students first.

Professional Leave

Almost all careers with licensing require some sort of continuing education to occur before you can renew your license. We are fortunate enough in Unit 4 that the district provides the required number of Professional Development Hours over a 5 year period however, as referenced previously, the district PD often does not meet the needs of all members. We also have teachers who have been chosen to present at national conferences but their requests to attend this PD have been denied by the district. This proposal would allow teachers to attend PD outside of the district that is specialized to their needs and would honor our teachers who are chosen to present by giving them time to do so.

Hard to Fill Positions

In Illinois, teacher shortage has reached the crisis level. Unit 4 has many positions for which we cannot find any applicants let alone qualified ones. Many of these positions are supporting our

neediest students that receive Special Education or ESL supports. Our proposal would allow current teachers to gain additional endorsements with district support. By providing this support from the district level we will be better able to fully staff each curricular area and better serve students instead of having to cancel courses or programs based on a lack of applicants when an existing teacher could fill the void if they had the opportunity to pursue the necessary education and endorsement requirements.

Salary:

Teachers in Unit 4 are paid via a salary schedule that has been in the collective bargaining agreement for over 20 years. Teachers in the district move ahead on the salary schedule one step for each year of experience they have teaching. This is a very common manner of honoring years of service. Our current salary schedule progresses up to 21 steps. Once a teacher is on the 21st step, the following year the teacher will move “off schedule”. In bargaining, then, the parties bargain the “cost of living adjustment” to the salary schedule and a salary increase to those people “off schedule”. The Bureau of Labor Statistics is reporting a 2.3% increase in consumer goods (<https://www.bls.gov/cpi/home.htm>) for the 12-month period ending in September 2018, and a 2.7% increase for the 12-month period ending in August 2018. The Union’s proposal of 3.5% to the cells in the salary schedule and 3% to people off schedule ensures members’ salaries both on and off schedule are keeping up with inflation. The total cost over last year’s payroll including step increases for members is \$2,558,415. There are however, savings that the district experiences each year with regards to salary. The combined salaries of the teachers who retired last year is \$824,732. If the district replaced all of those teachers with new teachers at the starting pay with a Bachelor’s degree, the cost of the new teachers would only be \$505,494, creating a savings of \$319,238 for the district. Factoring in this savings with the cost of the Union proposal over last year’s payroll results in a 4.30% increase to total payroll. However, there are additional savings. Each year the district replaces close to 100 teachers, while this last year only 11 teachers retired. Most of the teachers that left the district are likely those that have only been in the district for 2-4 years. As an example, if all of the teachers that left were on step 4 of the salary schedule, and all of them were replaced with teachers on step 1, that results in a savings to the district of another \$291,094. That brings the cost of the Union proposal to just 3.74%. The district speaks of it’s proposed increases in misleading ways. They are currently offering a 2.05% increase to members on schedule and a 2.5% increase for members off schedule. Neither of these numbers can give us confidence that our members’ salaries will be keeping up with inflation.

National Boards

Currently, teachers who complete and pass the rigorous National Board Certification, receive a \$1500 stipend from the district. In our bargaining unit however, there are other job classifications that can earn a similar certificate but do not receive a stipend for doing so. We know that the student service fields are just as much, if not more impactful to students as the classroom teachers. In order to better recruit and retain Occupational Therapists, Speech Language Pathologists and Licensed Clinical Professional Counselors our proposal includes a stipend for their national certification as well. On October 23rd, the district also had an opportunity to sign a tentative agreement on this proposal but failed to do so.

Collaboration Time

Currently in a side letter of our contract we have language that indicates that collaboration periods at the elementary level should be collaboratively planned by the principals and teachers. Unfortunately, this collaborative planning is not occurring at each campus. Collaboration time should be incredibly beneficial yet we find that some schools are spending time reading and discussing key points of articles that have little direct connection to the work they do. There is sometimes minimal conversation around student progress or data at some campuses while at others, the conversations around data focus on fulfilling the principal's evaluation needs rather than the needs of the teachers and students. Sometimes teachers are expected to do extra work in order to prepare for collaboration; this is time that could be spent planning for instruction, assessing student work, and responding to student needs. Our proposal moves the current language from the side letter to the main contract. By being incorporated into the main contract, if a principal did not follow the intent of the language, the union could file a grievance and the remedy of the grievance could be that the principal receive additional training on how to plan collaboratively with teachers and run effective meetings that have a direct impact on student achievement.

Archery

Over the past 7 years, the archery program has grown tremendously in Unit 4 serving over 200 students between 3 campuses. Archery coaches work with students from early November through June practicing 2-3 times a week with tournaments nearly every Saturday in the months between January and June. Our coaches have previously served on either a completely voluntary basis or paid a minimal amount through building club money. It is time to honor their work as actual coaches with a coaching differential as other comparable sports have. On October 23rd, the district

failed to sign a tentative agreement on this item as it is one they are using as a bargaining chip to get us to agree to some of their terms. We are disappointed that the district thus far has not agreed to support a program that has had such a tremendous positive impact on schools and our students.

Extra Duty Pay

When teachers are hired to do district work outside the regular school day or choose to substitute teach during our plan time, we are paid at an hourly rate. This rate has not increased over the past several contracts and we want to ensure that we are keeping up with inflation.

Health Insurance

Regarding insurance, the main difference in the party's positions is the increase in board paid insurance for successive years of the contract. The Board is currently proposing only a 6.6% maximum increase in what they will pay towards rising insurance premiums. In our contract that just expired, the Board had offered to cover increases up to 8.1%. Any increase in premiums for the next academic year in excess of 6.6% will then be the responsibility of the teachers. The union is concerned that any adjustment to a teacher's salary for inflation could easily be eaten up by an increase in insurance premiums. In an effort to attract and retain high quality teachers to Unit 4, we want to ensure that they have the best health care coverage possible.

Current Proposals from the Union

Note: New language items are underlined. Sections that are not underlined are currently in the contract.

New Subsection

Article VI

Section D: Pupil Discipline and Teacher Protection

10. Crisis Plans (or any such emergency plans) shall be reviewed on a yearly basis with input from CFT leadership. Principal-Steward teams will share the current plans with all members at the beginning of each year, ensuring that they know the evacuation plans and expectations. In the event of a crisis, administration shall communicate with all staff in an appropriately timely manner regarding the nature of the event and the steps taken to mitigate the event. Additionally, all schools

shall participate in an active shooter or ALICE (Alert, Lockdown, Inform, Counter and Evacuate) drill within the first month of each school year.

Article VI

Section H. Grade/Record Keeping Days

Teachers shall be given two early release days at the end of the first semester for the purpose of grade and record keeping activities and one early release day at the end of the second semester. High school teachers will follow the same exam schedule for early release days in the second semester.

During the term of the Agreement, the parties will continue to explore methods and make efforts to minimize the amount of paperwork associated with grade and record keeping.

One-half of each every Institute and SIP Day can be devoted to professional development related activities under the direction of the Administration planned in consultation with the Union (8:00 AM – 11:30 AM) and the remainder of the day shall be devoted to student assessment related activities under the self-direction of the teachers at their buildings. Safe Schools training will fall under the category of professional development related activities.

The parties recognize that Grade/Record Keeping days can fall on either SIP or Institute Days. The scheduling of such days shall be determined in Areas of Consultation at the time the District Calendar Committee engages in calendar developments.

17. Professional Development Hours

The District shall continue to offer professional development and training in accordance with the Illinois State Board of Education's guidance for professional development providers. The District will offer each teacher at least the number of Professional Development Hours (PDH) each year that is one-fifth (1/5) the number required to renew the teacher's license. These PDHs will be offered during the teacher's regular work schedule.

The District shall offer release time during the regular work schedule for any member(s) of the bargaining unit who need alternate forms (not PDHs) of professional development in order to renew their certificate or license. The District will offer each therapist at least the number of Continuing Education Units each year that is one-half (1/2) the total number required to maintain the license/certificate. The bargaining unit member shall provide proof that the professional development (CEUs) were offered by an approved provider for the discipline.

In addition to the minimum number of PDHs described above, the District will offer additional PDH opportunities for teachers each year.

New Section

Article VI

Section O (Re-letter the remaining sections): Release Time for Preparation of ESL/Bilingual Records (“Purple Folders”)

ESL (English as a Second Language) and Bilingual teachers required to prepare Purple Folders shall be entitled to one (1) day of release time per semester for a total of two (2) release days per year. The dates and times of this release time shall be determined by the teacher.

New Section

Article VI

Section W. Supervision

Supervision assignments shall be reviewed annually by the Building Principal and CFT Steward within the first month of school. Unresolved concerns shall be reviewed at Areas of Consultation.

New Section

Article VI

Section X, Elementary Class Size

If a kindergarten class exceeds twenty (20) students by at least two pupils or for either 30 consecutive days or 30 school days in one quarter, then the teacher of that class will be provided with an aide for the classroom.

New Section

Article VI.

Section Y Nursing Mothers

The District shall comply with the Illinois “Nursing Mothers in the Workplace Act” (820 ILCS 260) and related laws regarding breast-feeding in the workplace. The District shall provide an appropriately secured and private room in close proximity to the work area, other than a bathroom, for all teachers who are nursing mothers. Upon return from maternity leave, any mother who will be pumping at the workplace shall be accorded reasonable time to accommodate such pumping during the regular school day. The break time must, if possible, run concurrently with any break time already provided to the employee. If it is not possible to pump during the regular break time, the employee shall work with the principal or a female administrator to develop an alternative plan. Such plans will be reviewed and approved by the Executive Director of Human Resources and CFT President.

New Section

Article VI.

Section Z: KIDS Assessment

Kindergarten teachers who have to administer the KIDS assessment shall be given the following two options. They can request a sub that will be provided prior to the date the assessment data is due to the state. The teacher shall have choice as to what day they will utilize the sub and it shall not be dependent on the availability on the PLR calendar. If the teacher does not want to request a sub and completes the entry of the assessment data outside of regular working hours, they will instead receive an annual stipend of \$200 upon submission of their assessment data to the state.

New Section

Article VI.

Section AA: Home Visits

Members who choose to do home visits outside the regular school day shall receive one additional day added to their accumulated personal leave time for each ~~six (6)~~ seven (7) visits they make to a home, church, community center, or other community space for the purposes of family outreach. Eligible members shall participate in a training provided by the Union. If members choose to coordinate the visit with another trained member of the bargaining unit, both members shall be compensated equally. To receive this increase in personal leave, the members must document the visit with their building principal, noting the time, location and the name(s) of the parents or guardians they met with. ~~Such personal leave shall accumulate without limit.~~ Personal leave days earned through Home Visits may accumulate up to 3 days before rolling into Sick Leave for the next school year. Personal leave days earned under this section are exempt from the limits set in Section D of Article VII.

New Section

Article VI.

Enrichment implementation plans for each school will be reviewed annually at Areas of Consultation.

New Section

Article VII

Section F. Professional Leave

3. Every full-time licensed teacher employed by the District shall, without deduction in pay, be entitled to one (1) Professional Leave Day to use at their discretion regardless of availability on the Professional Leave calendar for conferences, workshops or other job related activities provided outside the district sought out by their own initiative. These Professional Leave Days shall be cumulative up to five (5) days.

New Section

Article VIII

Section K (re-letter the rest of the sections): Hard to Fill Positions

By December 1 of each school year, the District shall finalize a list of “hard to fill” position categories for the upcoming school year. The list and the accompanying rationale shall be provided to the CFT President by November 1 of each year for review. Any external candidate hired to fill one of these vacancies shall initially be placed on the salary at a Step that is one greater than the one on which he/she should otherwise have been placed.

Additionally, the District may, at its discretion, pay tuition and fees for any teacher seeking to gain an endorsement or additional licensure in one of the listed hard to fill teaching areas. Teachers in programs that require a clinical experience may be given release time in order to fulfill the requirements of the program. The District shall determine the amount of funding available for such tuition payments and the hard to fill areas being targeted under this provision. The District shall collaborate with CFT on the process used to select individual teachers whose tuition is being paid.

Article VIII

Section K, Compensation Schedule

Subsection 6 (re-numbered):

The salary schedule for the 2018-2019 School Year is included in the appendices of the Agreement.

Teachers on the salary schedule will receive increases in the following amounts:

2018-2019 School Year: Step Plus 3.5% to each cell

2019-2020 School Year: Step Plus 3.5% to each cell

Teachers who are off schedule will receive increases in the following amounts:

2018-2019 School Year: 3.0%

2019-2020 School Year: 3.0%

All employees on the salary schedule shall move forward one step with the start of the new academic year. Employees on step 21 move “off schedule” and shall receive the salary increase negotiated for employees “off schedule.”

Any increases negotiated to the salary schedule, and/or for employees off schedule, for the 2018-2019 School Year will be retroactive to July 1, 2018.

New Subsection:

Art. VIII

N. National Board Certificate

4. The District shall pay an annual stipend of fifteen hundred dollars (\$1,500) to an Occupational Therapist who holds a national certificate from the National Board for Certification in Occupational Therapy.

5. The District shall pay an annual stipend of fifteen hundred dollars (\$1,500) to a Speech-Language Pathologist who holds a national certificate from the American Speech-Language Hearing Association.

6. The District shall pay an annual stipend of fifteen hundred dollars (\$1,500) to a Counselor who is a Licensed Clinical Professional Counselor.

Appendix 1

New section:

15. Principals and grade-level teams will create the agenda together either in person or electronically for collaborative planning time and teachers set the agenda for all other release time.

Appendix 9, Differential Schedules

Archery Coach-Head: 8% (1-4 years), 9% (5+years)

Archery Coach-Assistant: 5% (1-4 years), 6% (5+ years)

“Extra Duty/Work Pay”

The \$32.50 will be increased by the same percentage agreed upon for the each cell increase in the salary schedule.

Article VIII

Section C: Group Health Insurance

During the term of this Agreement, the CFT and the Board agree to use health care plans to be negotiated each plan year. For the 2018-2019 school year, the following plans shall be offered: Health Alliance POS-C 1000d NS1 Rx8 (\$605 single premium cost), the POS-C 2000d NS1 Rx8 (\$565 single premium cost), and the HMO HSA 3000 Bronze NS3 Rx3 (\$389 single premium cost).

If the foregoing plans are not available in subsequent years, or upon mutual agreement of both parties, the Board agrees to negotiate with CFT for new and/or substitute plans. The new plans will have at least the same level of benefits and comparable level of coverage. The parties agree to establish a Joint Committee comprised of equal representatives to study health insurance plans. The parties will schedule their first meeting to negotiate health care plans to occur no later than April 15 each year.

For the 2018-2019 school year, The Board will contribute up to \$605 the following amounts per month for the bargaining unit member’s single health insurance premium if he/she chooses one of the Point of Service (POS) plans. For the 2017-2018 school year, the Board will contribute up to \$654 per month for the bargaining unit member’s single health insurance premium if he/she chooses one of the Point of Service (POS) plans.

2018-2019: \$605

2019-2020: \$645

For the 2018-2019 school year, the Board will contribute an additional \$150 per month toward the employee plus one or family health insurance premium for any bargaining unit member who elects employee plus one or family coverage in one of the Point of Service (POS) plans. For the remaining years of this Agreement, the Board will contribute an additional \$150 per month toward the employee plus one or family health insurance premium for any bargaining unit member who elects employee plus one or family coverage in one of the Point of Service (POS) plans.

If an employee chooses the employee-only Health Savings Account (HSA) plan, the Board will pay the full cost of the single premium (up to \$389 in 2018-2019 and up to \$397 in 2019-2020) and contribute \$3,000 per year into a Health Savings Account (HSA). This contribution shall be made in the first paycheck in September.

If an employee chooses the employee plus one or family Health Savings Account (HSA) plan, the Board will pay the full cost of the single premium (up to \$389 in 2018-2019, up to \$397 in 2019-2020), and an additional \$150 per month toward the employee plus one or family health insurance premium in 2018-2019. An additional \$150 per month toward the employee plus one or family health insurance will be paid for the remaining years of the Agreement. The Board will also contribute \$2,500 per year into a Health Savings Account (HSA) for the duration of the Agreement. This contribution shall be made in the first paycheck in September.

The parties acknowledge that the HSA shall be administered in accordance with IRS regulations and participation in the HSA may prevent a bargaining unit member from also participating in the Flexible Benefit Plan.

When two bargaining unit employees are spouses and elect employee plus one or family coverage in one of the Point of Service (POS) plans, (or one spouse is in the bargaining unit and the other works for the District in a benefits qualifying position outside of the bargaining unit), the District shall apply one Board paid single coverage insurance premium toward the cost of single coverage and the other Board paid single coverage insurance premium toward the cost of employee plus one or family coverage. The parties agree that this provision applies to dental and vision coverage as well.

For example, if both Jane and John Doe elect employee plus one or family coverage in one of the POS plans, then the Does would have \$605 x 2, or \$1210 plus \$300 \$200 for a total of \$1510 \$1410 per month applied to their premium in 2018-2019.

When two bargaining unit employees are spouses and elect employee plus one or family coverage in the Health Savings Account (HSA) plan (or one spouse is in the bargaining unit and the other works for the District in a benefits qualifying position outside the bargaining unit), the District shall apply one Board paid single coverage insurance premium toward the cost of single coverage and the other Board paid single coverage insurance premium toward the cost of employee plus one or family coverage. The Board will also contribute \$2,500 per year into a Health Savings Account (HSA).

For example, if both Jane and John Doe elect employee plus one or family coverage in the HSA plan, the Does would have \$389 x 2, or \$778 plus \$300 \$200 for a total of \$1078 \$978 per month applied to their premium and \$2500 per year contribution by the Board to their HSA in 2018-2019.

For 2018-2019 the term of this Agreement, the Board will contribute the cost of any increase in single dental insurance premium up to \$35 per month.

For the term of this Agreement, the CFT and the Board agree that the Eye Med Standard Plan Vision Plan or a comparable plan shall be provided to all bargaining unit members. The cost of the single premium shall be paid by the Board, up to \$5 per month

Flexible Benefit Plan - The flexible benefit plan shall be continued for the duration of this Agreement. Administrative costs shall be paid by voluntary participants. Deductions for the flexible benefit plan shall be sent to the administrative agency on the business day following the deductions.

The Board reserves the right to cancel insurance after 30 days for non-payment of premiums in cases where the employee is required to pay the premium to maintain coverage while on a contractual leave.

The Board may opt to implement a self-funded health insurance plan in lieu of a fully insured plan as long as the benefits associated with the plan remain substantially the same.