



Reform Redesign Report

Sampson Academy

Detroit City School District

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DETROIT, MI 48204-4243

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The Sampson Academy building has the capacity to house approximately nine hundred students, but currently the enrollment is at five hundred fifty-one. There are four hundred-seventy-six regular education students and seventy-five special education students. The highest in the past 3 years has been seven hundred sixty-nine students, but the trend has been downward over the past 3 years. The school is located in a high poverty area on the Westside of Detroit near the New Center Area. Detroit has a very high rate of unemployment and this has affected the economics within the city. There are many abandoned houses and an ever increasing crime rate. The demographics of the student population over the past 3 years has been 97%-99% African-American, less than 1% white and less than 2% Hispanic students. There have been many school closures within Detroit Public Schools over the last three years which affected Sampson Academy's student enrollment. As schools closed, new students entered Sampson, leading to the culture of the school changing year after year. Students have been brought together from different areas of the city and in many instances it has not been a smooth transition.

The school has seen a large number of staff turn-over in the past few years. There was a sixty percent teacher turn-over rate during 2011-2012 and the teacher turn-over rate increased to eighty-three percent during 2012-2013. The school's leadership has changed with a selection of three different principals during the past 3 years each bringing their own vision for the school. With such a high turn-over rate with teachers and administrators a clear vision or mission was not followed. The reform and redesign plan will allow for a clear plan of action to assist students in academic gains within a short period of time.

Student attendance has declined, during 2011-2012 the daily attendance rate dropped to 87 percent. Most teachers averaged missing ten days or more from work during the 2011-2012. Student learning is not going to increase without students present on a regular basis and effective teachers instructing students.

The staff turn-over rate, the student's daily attendance rate and student discipline issues were significant challenges for the Sampson Academy in the past three years. These challenges have lead to a decline in student achievement in all core content areas.

MEAP Assessment Scores from 2009-2011.

Reading Grade 3: Decreased 5 percentage points (2009-2011)

Reading Grade 4: Increased 5 percentage points (2009-2011)

Reading Grade 5: Decreased 16 percentage points (2009-2011)

Reading Grade 6: Decreased 1 percentage points (2009-2011)

Reading Grade 7: Decreased 4 percentage points (2009-2011)

Reading Grade 8: Decreased 18 percentage points (2009-2011)

Math Grade 3: Decreased 1 percentage points (2009-2011)

Math Grade 4: Decreased 2 percentage points (2009-2011)

Math Grade 5: Decreased 13 percentage points (2009-2011)

Math Grade 6: Decreased 5 percentage points (2009-2011)

Math Grade 7: Decreased 7 percentage points (2009-2011)

Math Grade 8: Decreased 3 percentage points (2009-2011)

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

We, the staff at Sampson Academy, believe that all children are capable of learning. It is our vision to meet the individual needs of all learners through a multitude of programs and services that produce students who will become successful, productive participants in a global society.

Mission Statement

The mission of the Sampson Academy community is to challenge each student to reach their highest potential, to meet the demands of the future and to become a responsible, educated, and contributing citizen in a clean, healthy, drug free and safe environment.

Beliefs Statement

The two statements below are the guiding principles that drive our every day actions. One day at a time, one person at a time, one goal at a time, we are steadily striving to improve the quality of our school so that our vision and mission statements can become realities.

"Nothing Less than My Best Because Together We Can Make a Difference" "A Diamond in the Rough"

The goal of Sampson Academy is to "Wrap services and learning around all students." We believe that the whole child must be educated:

All teachers are expected to be highly effective and all students are expected to be highly motivated to learn. Sampson has clearly defined roles and expectations for students, administrators, teachers, support staff and parents. It is vital that every stakeholder must be focused on clearly defined goals and objectives.

Sampson Academy offers strategies, services and programs to assist students in becoming successful, productive participants in society. These programs and services include: a district Funded Summer Learning Program, School Counselor and Social Worker Services, a Development Center that provides social work and counseling services and referrals, the 21st Century Learning Before/Afterschool Program, Yes Foundation Tutors, Motor Moms Group, Individualized Student Learning Plans, Individualized Student Data Binders, a Positive Behavior Intervention System, Conflict Resolution, Project SEED, Academic Games, Reading Recovery, Wayne State Tutors, Computer Lab Engagement Activities, Progression Art, the School Media Center, Netbooks for Grades 6-8, Star Reading and Math, Accelerated Reading, Instructional Specialists, Vantage Learning, Daily Increased Learning Time, Increased Parental Involvement, Extended Learning Activities, Family Engagement Activities, Small Group Learning, Teacher Collaboration, Pre/Post Tests, and Students Engaged with Hands-On Activities.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Sampson Academy made AYP during the 2009-2010 school year and we were awarded a Skillman grant in 2010. During the 2011-2012 school year, the debate team won first place two times at area competitions.

We have not seen an increase in student assessment scores over the last three years except in fourth grade. There was a five percent increase from 2009 - 2011. We strongly believe that the implementation of this reform and redesign plan will increase student understanding and assessment scores.

Our goal is to increase student understanding and academics in the area of English Language Arts through reading comprehension, phonemic awareness, phonics, fluency, vocabulary, and writing. In the area of math our goal is increase student understanding through acquiring the foundation of numbers, place value, decimals, fractions and problem solving skills.

We have written our reform and redesign plan with the focus on student improvement in the areas of English Language Arts, math and attendance. Additionally, it is our goal to increase participation and communication with our parents; we believe that they are a vital resource in improving student academics at Sampson Academy.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Principal Robinson selected the 2012-2013 instructional staff because they are highly qualified, effective teachers who have proven their qualities in past teaching assignments. We share the same vision, mission, and belief in how to educate children. In a team effort, we believe that this plan, implemented effectively, will increase student learning, student and parent engagement and attendance.

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Turnaround Redesign Diagnostic

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Introduction

The Turnaround Model includes, among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

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PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

The following individuals were involved in the development of the Sampson Academy Reform/Redesign Plan.

1. Coy Robinson, Principal: coy.robinson-green@detroitk12.org
2. Ricky Jones, Academic Engagement Administrator: ricky.jones@detroitk12.org
3. Kim Newell, ELA Instructional Specialist: kim.newell@detroitk12.org
4. David Watkins, Math/Science Instructional Specialist: david.watkins@detroitk12.org
5. Yolanda Harris, Teacher and SIP Chairperson: yolanda.harris02@detroitk12.org
6. Patricia Garbacik, Reading Recovery Teacher: patricia.garbacik@detroitk12.org
7. Darlene Kimble, Teacher: darlene.kimble@detroitk12.org
8. Lossie Pearson, School Counselor: lossie.pearson@detroitk12.org
9. Teresa Lee-Allen, Resource Teacher: teresa.lee@detroitk12.org
10. Bevelyn Mitchell, School Improvement Facilitator: bevelynmitchell@comcast.net
11. Gloria Waters, M.S.U. Intervention Specialist: watersgl@msu.edu
12. Dorothy Ross, Parent and LSCO President: dorothyross96@gmail.com
13. Tamara Wills, Community Volunteer: tkwillsluvbears@yahoo.com

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

Sampson Academy staff members, based on analyzing and discussing data, are working towards improving student learning through the following areas:

1. Multi-tiered System of Student Support in English Language Arts (ELA) and Math

The school has adopted a multi-tiered system that supports student learning in ELA and Math content areas in all grade levels kindergarten through eighth. With the use of data, the school will use school-wide practices that support a rapid response to improvements in academics. Data results will drive decisions made in the classroom in instructional practices, resources, and materials. Based upon the Michigan Educational Assessment Program data, Sampson Academy student results indicated that students in grades third through eighth scored below state standards in reading, writing, math, science, and social studies. The school will implement a multi-tiered system of student support. The design of the multi-tiered system of student support will include best practices in order to meet the needs of our academically struggling students. The designed system will increase the opportunities for students to experience academic success in meeting grade level standards. The system will also ensure that students will be provided Individualized Learning Plans (ILP) that are tailored to fit their needs; student individualized learning plans will be updated each card marking as students progress through the school year. The individualized learning plans will include assessment data and identified learning objectives for each student. This system includes:

- a) Students Needing Additional Support are Identified Early: Data Analysis Used to Identify Areas of Student Strengths and Weaknesses
- b) Identify Specific Targets: Students will be Given Support, Interventions, Strategies, and Services According to Specific Needs
- c) Monitored Student Progress: Use of IPL's and Data Binders
- d) Individual Student Data Used as Indicators: Identified Objectives Reviewed and Redefined

Forsten, C. Grant, J. & Hollas B. (2002). "Differentiated instruction: Different Strategies for different learners." ERIC Document Reproduction NO ED464060

Gregory, G. & Chapman, C. (2002). Differentiated Instructional Strategies: One Size Doesn't Fit All. Corwin Press: Thousand Oaks, CA

2. Increase Parental Engagement

Sampson School has designed a parental engagement policy and plan with a student/parent/staff compact because school data supports the need for parents to become more engaged within the school. According to the 2001 Michigan Department of Education Decision Making Yardstick, parents should engage in learning activities at home. Eighty-six percent of the general public believes that the most important way to improve schools is through parental support. When parents become involved in the education of their child/children, results improve in student attendance, higher report card grades and higher test scores, higher student self-esteem, lower rates of suspensions and behavior problems, lower percentage of students using alcohol and drugs, a lower school drop-out rate and less violent behavior among students. Strategies to increase parental involvement include:

- a) Communication: Effective Forms of Communication will be Established
- b) Promote Good Parenting Skills: Information Given to Improve the Home Environment
- c) Establish Learning at Home: Information and Ideas Given to Promote Student Learning
- d) Include Parents in Making Decisions: Promote Parents in School Leadership Roles and Activities
- e) Identify Community Resources and Services: Provide Information that will Promote Student Learning
- f) Parent Volunteers: Promote and Recruit Parents for School Support and Assistance

Adams, K.S. & Christenson, S.L. (2000). "Trust and the family-school relationship: Examination of parent-teacher differences in elementary and secondary grades." *Journal of School Psychology*, 38, 477-497.

Tatar, M. & Horenczyk, G. (2000). "Parental expectations from their adolescents' teachers." *Journal of Adolescents*, 23, 487-495.
Westcott,

State what data were used to identify these ideas.

The data that was used to identify academic learning areas are 2011-2012 MEAP assessment scores, 2011-2012 MI Access assessment scores, 2012 DIBELS, and 2011-2012 Attendance Data and the 2012-2013 Attendance Data to date. The data used will guide the turnaround process because they identify student progress. The multi-tiered system will target students who need interventions throughout the school year and in all subjects. The system will be designed to meet the needs of students who are not proficient based on data. Schools must continuously analyze data to drive instruction; create strategies, make student modifications, progress monitor, and group students according to needs, create assessments and design lesson plans.

The school data used identified the needs of improvement in reading and math.

2011 End of the Year DIBELS Assessment Data

Kindergarten students were 28% proficient in reading based on DIBEL scores.

1st Grade students were 49% proficient in reading based on DIBELS scores.

2nd Grade students were 17% proficient in reading based on DIBELS scores.

2012 DIBELS Assessment Data (Beginning of the Year)

Kindergarten: 20% proficient in reading based on DIBELS scores.

1st Grade: 11% proficient in reading based on DIBELS scores.

2nd Grade: 7% proficient in reading based on DIBELS scores.

3rd Grade: 60% proficient in reading based on DIBELS scores.

4th Grade: 8% proficient in reading based on DIBELS scores.

5th Grade: 22% proficient in reading based on DIBELS scores.

2011 MEAP Assessment Data in Reading

3rd Grade students were 33% proficient in reading based on MEAP scores.

4th Grade students were 20% proficient in reading based on MEAP scores.

5th Grade students were 23% proficient in reading based on MEAP scores.

6th Grade students were 20% proficient in reading based on MEAP scores.

7th Grade students were 12% proficient in reading based on MEAP scores.

8th Grade students were 14% proficient in reading based on MEAP scores.

2011 MEAP Assessment Data on MEAP Writing:

4th Grade students scored 93% below state standards, only 7% of the students were proficient.

7th Grade students scored 84% below state standards, only 16% of the students were proficient.

2011 MEAP Assessment Data in Math

Grade 3 students scored 6% proficient in math based on MEAP data.

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Grade 4 students scored 2% proficient in math based on MEAP data.

Grade 5 students scored 3% proficient in math based on MEAP data.

Grade 6 students scored 6% proficient in math based on MEAP data.

Grade 7 students scored 6% proficient in math based on MEAP data.

Grade 8 students scored 15% proficient in math based on MEAP data.

Students with disabilities in all grade levels scored 0% proficient in math.

2011 MEAP Assessment Data in Science

Grade 5 students scored 2% proficient in science.

Grade 8 students scored 0% proficient in science.

2011 MEAP Assessment Data in Social Studies

Grade 6 students scored 1% proficient in social studies.

2012 Fall Kindergarten Star Early Literacy Assessment Data

56.5% Early Emergent Readers

43.5 % Late Emergent Readers

0% Transitional Readers

0% Probable Readers

2012 Fall 1st Grade Early Literacy Assessment Data

48.3% Early Emergent Readers

44.8% Late Emergent Readers

6.9% Transitional Readers

0% Probable Readers

2012 Fall Elementary Special Education Star Early Literacy Assessment Data

25% Early Emergent Readers

75 % Late Emergent Readers

0% Transitional Readers

0% Probable Readers

2012 Fall Elementary Special Education Star Early Literacy Assessment Data

25% Early Emergent Readers

75 % Late Emergent Readers

0% Transitional Readers

0% Probable Readers

Fall 2012 Star Reading Assessment Data

2nd Grade: 1.1 Grade Equivalent Reading Level

3rd Grade: 2.0 Grade Equivalent Reading Level

4th Grade: 2.0 Grade Equivalent Reading Level

5th Grade: 2.7 Grade Equivalent Reading Level

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6th Grade: 3.6 Grade Equivalent Reading Level

7th Grade: 3.5 Grade Equivalent Reading Level

8th Grade: 5.0 Grade Equivalent Reading Level

Fall 2012 Special Education Star Reading Assessment Data

Middles School Emotionally Impaired: 2.8 Grade Equivalent

Middle School Learning Disabled: 1.7 Grade Equivalent

Fall 2012 Star Math Assessment Data

Kindergarten: 0.1 Grade Equivalent Math Level

1st Grade: 0.5 Grade Equivalent Math Level

2nd Grade: 1.0 Grade Equivalent Math Level

3rd Grade: 2.1 Grade Equivalent Reading Level

4th Grade: 2.4 Grade Equivalent Reading Level

5th Grade: 2.9 Grade Equivalent Reading Level

6th Grade: 3.9 Grade Equivalent Reading Level

7th Grade: 4.4 Grade Equivalent Reading Level

8th Grade: 4.6 Grade Equivalent Reading Level

Fall 2012 Special Education Star Math Assessment Data

Elementary Special Education: 0.9 Grade Level Equivalent

Middles School Emotionally Impaired: 3.3 Grade Equivalent

Middle School Learning Disabled: 1.7 Grade Equivalent

Attendance Data

The attendance data for the previous school year was 87.6 percent, below state guidelines. There is a continuing pattern of an attendance problem during the 2012-2013 school year. In September, the monthly student attendance averaged 70.6 percent and through the twelfth of October there is average of 83 percent. The lowest student attendance average by grade level is 6th grade; their average to date is 70.3 percent. The highest student attendance average to date was on count day (October 3, 2012); the student attendance averaged 90.7 percent.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

Principal Coy Robinson meets the "two year rule." She met the requirements of the district's administrative evaluation process. Principal Robinson was interviewed by Superintendent Karen Ridgeway in May, 2012 and was assigned the leadership role at Sampson Academy. During the interview, she demonstrated her skills when addressing questions based on: 1) outstanding knowledge and skills in effective leadership, 2) monitoring teaching and learning, 3) building professional learning communities, 4) acquiring and allocating resources, 5) maintaining a safe learning environment, 6) effective engagement with parents and the community, 7) use of data outcomes to drive decision making, 8) effectively evaluating school employees, 9) identifying and planning professional development (PD) needs, 10) self reflection, 11) assessment and accountability to students, parents, community, employees, the district, school partners and the Michigan Department of Education. Principal Robinson assumed the principal position on July 1, 2012 at Sampson Academy.

Principal Robinson meets the criteria of a turnaround principal. She understands that effective school improvement requires a team effort in school improvement. The district has given great latitude to her in the selection of the instructional staff and her leadership team. Ms. Robinson plans to create a positive, safe learning environment where students are embraced and the learning needs are met for each individual child. She has experience in dealing with students with behavioral issues. Hancock Preparatory Center was designed by her and established by the district for students in the expulsion track. At Mae C. Jemison Academy, a persistently low achieving school in the state, her experience included dealing with overage students, student suspensions, low achieving academic students, and improving the culture and climate of the school.

Indicators of her ability to effectively turn around a school are:

1. The goals and expected outcomes for the school were clearly defined. Ms. Robinson reviewed assessments, surveys, attendance, and school demographic profile data. She understands early warning signs of student failure and has identified a School Leadership Team (SLT). She has a clear understanding that children have different learning styles and teachers must create a stimulating learning environment to engage all students. Researched-based supports strategies and interventions are used to have services "wrapped around students."
2. Principal Robinson listens to concerns of all staff members, teachers, students, parents, and community members and addresses each concern as she focuses on learning goals. She understands that communication helps to move academic performance and promotes innovative ideas that help in the progression of student learning and engagement.
3. Principal Robinson visits different classrooms daily. She observes the delivery of instruction and the implementation of strategies to meet the needs of all students. She openly shares observation feedback with teachers. Principal Robinson also believes that students need the opportunity to discuss their personal data.
4. Principal Robinson meets with the SLT once per week. They discuss classroom observations, behavioral problems within the school, school safety, parent concerns, on-going educational programs, student attendance, teacher attendance, and assessment data.
5. Principal Robinson encourages leadership and participation amongst all staff members.
6. Principal Robinson effectively manages the school budgets.

Principal Robinson's resume reflects her experience and qualifications to be a turnaround school leader.

Ms. Coy Lynn Robinson

4700 Tireman

SY 2012-2013

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Sampson Academy

Detroit, Michigan 48204-4243

1-313-596-4750

Objective: To serve in an administrative capacity, with an organization that is committed to student achievement, parent involvement and on-going professional instructional development

Career Profile:

2011 - 2012: Sampson Webber Academy PK-8; Principal - Detroit Public Schools

2010 - 2011: Mae C. Jemison Academy, PK-8; Principal - Detroit Public Schools

2003 - 2010: Hancock Preparatory Center K-8; Principal - Detroit Public Schools

2004 - 2006: University of Phoenix; Professor, Masters Program - Southfield MI

2002 - 2003: Krolik Alternative High School; Principal - Detroit Public Schools

1997 - 2002: Ella Fitzgerald Elementary School; Assistant Principal - Detroit Public Schools

1990 - 1997: Counselor - Detroit Public Schools

1979 - 1990: Teacher - Detroit Public Schools

Education:

July 1979 : Wilberforce University - Wilberforce, Ohio; Bachelor of Science

December 1985: University of Michigan - Dearborn, MI; Education Certification

May 1988: Wayne State University - Detroit, MI; Masters of Arts

December 1994: Wayne State University - Detroit, MI; Education Specialist, Administration

April 2000: Eastern Michigan University - Ypsilanti, MI; Administrative Certification

Professional Development:

Comer School Development Program; Principals' Academy, Yale

Detroit Public Schools, Principals' Academy - Harvard University

Exit Skills Subcommittee Member - Detroit Public Schools

Executive Board Member, Detroit Dragon - Football League (PAL)

Member of Delta Sigma Theta Sorority

Consultant, Conflict Resolution, St. Benedictine - High School

MDABSE Chair/Alternative Representative - Detroit Public Schools

Community Liaison-Black Family Development, Inc.

Eastern Michigan University, Counseling Intern - Site Supervisor

Professional Memberships:

Michigan Counseling Association

American Association for Counseling and Development

American Counseling Association

References Upon Request

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

The Detroit Public Schools has approved and is in full support of this reform and redesign initiative. The district has made the commitment to support this process through the identification of the impacted schools. The newly appointed school principal, Coy Robinson, is the key player in the development of goals, objectives, and activities as outlined in this plan. The district has provided Principal Robinson Operational Flexibility through staffing, time and budgeting in order to implement a comprehensive approach to increase student achievement that will ultimately increase the number of high school graduates within Detroit Public Schools.

a) The district allowed Principal Robinson to select her entire instructional staff prior to the start of the 2012 - 2013 school year. The selection process began before the end of the 2011-2012 school year and continued until the start of the 2012-2013 school year until the instructional staff was in place. The district, during the 2011-2012 school year, piloted PD360, a computer based program that allows administrators to input teacher evaluation information that creates evaluation data. School administrators were able to use the teacher evaluation data as part of their selection process for the 2012-2013 school year. The district increased weekly staff meetings an additional hour, this gives school administrators more time to work with instructional staff members on goals and objectives, to participate in professional dialogues at the building level, participate in professional development training, participate in data dialogues and for instructional staff members to work in Cluster Grade Level Teams. The district has decreased teacher prep periods from five per week to two per week, this eliminated the Friday common prep period. The additional one hundred-fifty minutes is additional instructional learning time that is given to students within the classroom. The district has provided Principal Robinson with maximum flexibility in the decision making process, scheduling, school level budgeting, staffing, and a great latitude in the development of the goals and objectives of Sampson Academy.

b) School scheduling is based on the specific needs of the student population. The school administrator understands that students must attend classes in the core content areas, but the district allows flexibility in supplementing education through elective classes. Principals can hire teachers to teach elective classes that will benefit and enrich student learning. School administrators can offer extended learning opportunities for students before and after school. Principals are given the opportunity to petition the district to change the school's start and end time of the school day providing it meets the standards of the Michigan Department of Education.

c) The district allows the principal more flexibility with budgeting. Title I Funds are now consolidated with other school funds which give Principal Robinson the monetary means to spend school funds that help to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and become proficient on academic core standards and academic assessments. The principal has operational flexibility in spending funds on programs and resources that are recommended by the instructional staff. With the ability to have more control over budgeting, a Reading Recovery teacher, a Math Instructional Specialist (IS) and an English Language Arts Instructional Specialist (IS) were hired at Sampson due to the low assessment scores in the content areas of reading, writing, and math.

Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.

The district developed an evaluation process/tool to evaluate both school leaders and teachers; the evaluation tool was used by the district during the second semester of the 2011-2012 school year and will continue to be used. The school will use the following competencies to measure the effectiveness of the principal and the evaluation tool is based on the following:

1) A set of professional standards that define effective teaching and leadership

- 2) Student achievement outcomes
- 3) Continuous achievement outcomes

The evaluation process reflects the relationship between evaluation, professional development, and accountability. Assessment of leaders is based on defined standards of performance and connected to student performance outcomes. PD and support are directly linked to performance standards; leaders are held accountable for meeting expectations. The new evaluation process and tools are aligned and are a key component of the district's comprehensive academic plan to support continuous improvement in teaching and learning. The principal evaluation process has been developed in collaboration with representatives of the principal 'unit' and is based on the following key components:

- 1) Core Competences that Define Effective Leadership
 - a) Domain I: Focus on Learning
 - b) Domain II: Monitoring Teaching and Learning
 - c) Domain III: Building Professional Learning Communities
 - d) Domain IV: Acquiring and Allocating Resources
 - e) Domain V: Maintaining a safe Learning Environment
 - f) Domain VI: Effective Engagement with Families and External Community
- 2) Outcomes Driven: Directly Links Student Academics and Non-academic Performances to Measure Leadership Practices
- 3) Evidence-based: Evaluation is Tied to Concrete Evidence that Ensures Assessments of Performance are not Based on Arbitrary Decisions
- 4) Guidelines for Evaluation Leadership Practice: Provides Specific Guidelines as to how to Assess and Measure Principal Effectiveness
- 5) System of Professional Development and Support: Aligns Principal Learning Needs, Performance Standards and the Appropriate PD and Support
- 6) Self-Assessment: Designed to Support Self-evaluation and Reflection on Performance and Planning for Personal Improvement
- 7) Accountability: Provides Direction for the Removal of Ineffective Principals who do not Improve

The district provided the principal with the authority to hire the entire instructional staff for Sampson. Interviews were conducted prior to the end of the 2011-12 school year and continued until she selected her complete teaching staff. Principal Robinson selected an interview team that assisted her in conducting the interviews.

Teachers were interviewed with specific questions designed to determine the candidate's knowledge of: content, delivery of instruction methods, ability to create assessments, data collection and analysis, classroom management, lesson planning, PD, communication skills, instructional practices, work attendance, and past classroom/school situations. Those same indicators were used during the PD360 evaluations which were implemented district-wide during the second semester of the 2011-12 school year as a means to evaluate and guide principal's hiring decisions. The PD360 evaluations were completed twice during the second semester; they were used by Principal Robinson also as a tool to guide hiring decisions based on scores.

Administrators also could input information pertaining to the evaluation in each area. Teachers in each area were scored highly effective, effective, minimally effective, or ineffective. The rubric established by PD360 includes performance indicators that determined how each

teacher would be evaluated. The PD360 program also recommended PD in each category even if you scored highly effective.

Teachers were requested to bring a portfolio that included samples of student work, student/classroom data, copies of past teacher evaluations, teaching certificate, proof of participation in additional student/parent activities and participation in school committees. In addition to implementing an evaluation process, the district designed an Employee Development Plan (EDP) that is used as a tool to measure effectiveness. The EDP focuses on five essential performance objectives that are specific, measurable, relevant, and time limited. Principal Robinson encouraged teachers and school leaders to focus on an initiative, management and leadership, knowledge of work in keeping with highly qualified status, to be proactive in the area of educating children and choosing a personal goal that will increase one's job performance. In addition, the school uses a survey tool on the AdvancEd website that allows teachers and support staff to evaluate the success and implementation of school practices and leadership.

Administrators, instructional staff, and support staff completed an EDP in October. The EDP requires that five goals are chosen in areas that staff deem necessary for self improvement. Administration met individually with staff and discussed performance objectives, individual goals, and recommended PD. The plans are reviewed with individual staff members in the fall when they are written, mid-year and at the end of the school year by administrators. PD workshops should be attended throughout the school year according to the recommendations. The instructional specialists serve with administrators in a capacity to review lesson plans, observe instruction in the classroom and assist with lesson planning. They also assist in classroom set-up and organization, classroom management, improving the delivery of instruction, analyzing data, recommendations of best practices and the design and delivery of PD.

Specify how the school will screen all existing staff and rehire no more than 50 percent.

The district provided the principal with the authority to hire the entire instructional staff for Sampson. Interviews were conducted prior to the end of the 2011-12 school year and continued until she selected her complete teaching staff. Principal Robinson selected an interview team that assisted her in conducting the interviews.

Teachers were interviewed with specific questions that were designed to determine the candidate's knowledge of: content, delivery of instruction methods, creating assessments, data collection and analysis, classroom management, lesson planning, PD, communication skills, instructional practices, work attendance, and past classroom/school situations. Teachers were scored according to their responses and the points were used as a tool to guide employment decisions made by Principal Robinson.

1. Content Knowledge
2. Delivery of Instruction Methods
3. Student Assessment Data
4. Designing Assessments
5. Data Collection and Analysis
6. Classroom Management
7. Lesson Planning
8. Professional Training
9. Communication Skills/Methods of Communication
10. Instructional Practices
11. Work Attendance
12. Past School/Student Situations

The district also implemented the PD360 evaluation during the second semester of the 2011-12 school year as a means to evaluate and guide hiring decisions of principals. The PD360 evaluations were completed twice during the second semester; these evaluations were used by Principal Robinson also as a tool to guide hiring decisions. Principals evaluated teachers in the following areas:

- 1) Knowledge of Subject Matter
- 2) Delivery of Instruction
- 3) Designing Assessments
- 4) Utilizing Assessments in Instruction
- 5) Demonstrating Student Growth
- 6) Reflecting on Teaching Practices
- 7) Professional Learning Growth
- 8) Communication Techniques in a Timely Manner

School administrators provide information pertaining to the evaluation in each area. Teachers in each area were scored highly effective, effective, minimally effective, or ineffective. There were performance indicators that determined how each teacher would be evaluated. The PD360 program also recommended PD in each category if the score was highly effective.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

Principal Robinson met with the School Leadership Team (SLT) in August, 2012 before the beginning of the school year to discuss increased opportunities for promotion and career growth and flexible working conditions for the staff. The SLT consisted of: Principal Robinson; Academic Engagement Administrator, Ricky Jones; English Language Arts Instructional Specialist, Kim Newell; Math/Science Instructional Specialist, David Watkins; Reading Recovery Teacher, Patricia Garbacik; and School Improvement Chair, Yolanda Harris. At the meeting it was determined that teachers would be given flexible working conditions and be given opportunities for promotions and career growth in multiple ways. School administrators and the members of the leadership team encourage teachers to assume leadership roles through joining teams and committees.

Flexibility in the school setting has been provided within the classroom. The principal and the School Leadership Team will support the staff members by giving them some autonomy to deliver mandated Common Core State Standards (CCSS) with their own creative teaching methods. The SLT believes that when teachers are allowed to be creative in the classroom, students are more engaged in learning. At the start and throughout the school year the SLT provide teachers total support. Teachers are given the supplies and materials in August that are needed to deliver instruction and sustain a learning environment before students return to school.

Instructional staff members are given opportunities to grow professionally through job embedded PD workshops designed to support instructional programs in the school. The staff members are encouraged to request needed training in specific content areas. They can request additional training by communicating with the School Leadership Team throughout the school year; teachers can talk to a school administrator, or include that information on the staff perception survey that was given in November, 2012. We use advanced technology with training and support that includes attendance, grade books, pacing charts, content standards and data. The School Leadership Team encourages staff members to explore career paths and promote educational opportunities that can result in promotions. Teachers are provided the opportunity throughout the school year to facilitate learning opportunities for other staff members by organizing and facilitating professional development sessions. Monthly professional development workshops take place beginning in October and continue throughout

the school year. Teachers who participate in designing and facilitating professional development increase their experience in school leadership which leads to career promotions. In addition to school and district mandated professional development workshops, teachers are given flexibility in creating a time line for professional development that they choose to participate in offered through PD360, MDE Learnport, Wayne RESA, and other workshops offered at the district level. Teachers determine what areas they want to increase their knowledge and skills set and they participate in professional development. If funding is available, teachers will be provided the opportunity to attend national and state level conferences.

The SLT understands the importance of acknowledging staff for the job they do. As school leaders, they set the tone of the building for both staff and students. They have a keen understanding that people want to be treated with respect. The SLT gives assistance and guidance to those individuals who need to perfect their job performance, but allows staff members to maintain their self-respect.

The SLT, beginning in January, 2013 will meet on the last day of each month and determine which staff members have perfect attendance for the month, which teacher had the highest percentage of student attendance for the month, which staff members volunteered the most time in the school and which teacher has the highest percentage of students participating in Accelerated Reading each month. The winners of these rewards will be determined through computer data from MISTar Attendance, Renaissance Learning, staff attendance data kept at the main office level and a sign-in book provided for volunteers. These staff members will be recognized through a reward/incentive system: 1) a written certificate 2) acknowledgement by a school administrator on the school public address system 3) written acknowledgement in the monthly newsletter to parents 4) selected staff members will be given coffee and doughnuts on the third Friday of the following month.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

All staff members will take an active role in identifying the professional development needs of the school through discussions during staff meetings that involve data dialogue, best practices, student attendance; student behavior and parent involvement. Focus during professional development (PD) efforts will align and support the school's academic goals; the emphasis will be on the academic strengths and weaknesses of Sampson Academy students. Instructional staff members will complete a data review using the collaborative learning cycle (Lipton Wellman Model) when they collaborate in data dialogue meetings. They will identify students who are not proficient in specific Common Core State Standards (CCSS) from assessment data. Teachers will complete surveys to inform the principal and the school improvement team what job-embedded professional development workshops are needed in order to improve the delivery of instruction that will increase student learning. Teachers will meet monthly in Cluster Grade Level Team (CGLT) meetings to discuss classroom activities, differentiated instructional methods, and best practices that they have implemented in their classrooms. Using the MI Excel Instructional Learning Cycle, teachers discuss what is working in their classrooms and how student learning has increased through these actions. Teachers discuss what training they need in order to improve classroom instruction. Agendas, sign-in sheets and minutes will be given to the school improvement chair (SIP) who then reports out to the School Improvement Leadership/School Improvement team. The School Improvement Team (SIT) creates a plan of action developing workshops that will provide instructional support to all teachers. In the development of our ongoing PD plan the school will focus on identified needs and rigorous standards based on instruction. Job embedded PD is facilitated by the Sampson Academy's Math/Science and ELA Instructional specialists, the Reading Recovery teacher, resource teachers, and identified teachers that are effective in delivering instruction. Additional PD, if funding is available from the Regal Assistance Grant, will be facilitated by Wayne County RESA coaches. Feedback/Evaluation from workshop sessions and job embedded PD will be reviewed to determine if goals and objectives were met and what additional training is needed.

Teachers meet in horizontal grade level and vertical teams to analyze student-centered learning data, select evidence based interventions, develop common assessments, and establish walkthrough guidelines. All stakeholders are committed to working together in a collaborative manner to improve student learning at Sampson. Due to low test scores, the curriculum and instructional strategies for those students with special needs will be addressed through PD and curriculum design for reading and math.

In addition to Sampson's PD workshops, teachers and support staff are given PD opportunities through other agencies. The district provides district-wide PD that all instructional employees, school administrators, and support staff attend throughout the school year. School administrators, teachers, and support staff are given the opportunity to attend PD workshops on an individual needs basis. The district offers a variety of PD workshops that teachers can sign up for PD through Solutionwhere on-line. The workshops are offered throughout the year and at different locations and times. Wayne RESA also provides PD workshops that teachers can attend to increase their knowledge and improve on the delivery of instruction.

PD360 is another means of receiving professional development. The district provides all teachers with a Netbook and they complete PD on-line through PD360. The on-line program identifies PD for teachers when school administrators complete teacher evaluations. The district can determine what professional development program should be watched district-wide at weekly staff meetings. Teachers and

administrators also identify what professional development is needed to meet their personal professional objectives when they complete their

Employee Development Plan. Teachers can use PD360 to gain knowledge through PD and they can collaborate with teachers in other schools across the country concerning best practices, differentiated instruction, creating assessment, classroom management, and a variety of other information.

Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.

Beginning in August, 2012 there was a new governance structure formed at Sampson Academy. Detroit Public Schools supports the development and refinement of Sampson Academy's processes and procedures to increase rapid school turnaround. This governance structure will support our Turnaround Plan that includes an on-going monitoring of a multi-tiered system of support for our students and increased parental involvement. The governance structure at Sampson Academy begins with school administrators working closely with School Leadership Team (SLT). The School Improvement Team (SIT) meets monthly. At the meetings norms are established, agendas are given, sign-in sheets are used and minutes are recorded. The (SIP) chairperson facilitates Grade Level Cluster Team (GLCT). These teams collaborate on how to increase rapid school improvement by grade levels and in all core content subjects (ie Reading, Writing, Math, Science and Social Studies). Feedback from the GLCT meetings is forwarded to the School Improvement Team (SIT) where recommendations needing approval are given. The school principal regularly meets with the Assistant Superintendent assigned to Sampson Academy to discuss the direction of school improvement.

The School Leadership Team holds weekly meetings with the school principal that began in September, 2012. The School Leadership Team was identified by the school principal in July, 2012; the team includes the Academic Engagement Administrator, the Instructional Specialists, the School Improvement Chair, and the Reading Recovery teacher. These individuals were selected based on their knowledge of academics in the areas of English Language Arts and Math, their expertise of school improvement and their ability to communicate with teachers, students, parents and stakeholders.

They discuss the daily operations of the school which include classroom observations, student behavior, teacher attendance, weekly staff meeting topics, district information and directives, safety concerns, the level of parental involvement, the multi-tiered system of support, student attendance, the cleanliness of the school, cafeteria concerns, school programs, professional development and assessment data as it becomes available. The School Leadership Team also works closely with the SIT. The SIT meets monthly to discuss school improvement in the curriculum and culture of the school. They report out to the entire school staff once a month.

The State-wide System of Support provides for a School Improvement Facilitator (SIF) from Wayne RESA and an Intervention Specialist (IS) from Michigan State University. The Wayne RESA facilitator works with the SIT to develop structures and procedures that will ensure the implementation of Instructional Learning Cycles. The SIF also provides assistance in the completion of the School Data Profile and Analysis, the School Improvement Plan and the Reform and Redesign Plan. The SIF files required documentation with the Michigan Department of Education and Wayne County RESA.

The Michigan State University IS collaborates with the School Leadership Team (SLT) to support the needs of a priority school.

The new governance structure was formed for all stakeholders to have a voice.

Detail how the use of data will identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

The school has been assigned a School Improvement Facilitator (SIF) by the ISD and an Intervention Specialist (IS) from MSU who have started dialogue and discussion around data and assessment tools, (i.e., MEAP, DIBELS, STAR Reading, STAR Math, MAP, Golden Package, etc.) available at the local school. This data along with the Michigan Common Core State Standards and academic objectives will drive the delivery of instruction using research strategies identified through careful data analysis. These dialogues and discussions will occur within the various teams (i.e., School Improvement Team, Grade Level /Content Level Teams, etc.) to determine curriculum alignment and allow teachers to reflect on the quality of classroom instruction using the ILC model. The MDE MI Excel Instructional Learning Cycle (ILC) will be introduced during the second semester by the SIF. Teams will meet monthly for two hours on the third Wednesday to collaborate and examine data, develop common formative assessments, analyze the feedback from the assessments, determine research strategies to use during the quarterly cycle and have dialogue and discussions at the meetings with student work that will be examined. Several IES Practice Guides from the What Works Clearinghouse will be used during the three year plan and a few of them are listed in this plan.

At Sampson Academy, a multi-tiered system of support in English Language Arts and Math will include:

Early Identification of Students Needing Additional Support

Sampson Academy teachers will develop individualized student learning plans (ILP's) and analyze data in order to identify individual student goals and objectives. The students will create individual data binders. The binders will include formative, summative and attendance data. Students will also be provided additional support from the school counselor, social worker and the Development Center, an outside agency located in the school that provides social work services for students and their families through referrals made to the Resource Coordinating Team (RCT). Students in Grade 1 are screened for support from the Reading Recovery Teacher.

Targeted Interventions and Researched Strategies Developed Using the ILC

Sampson Academy teachers will develop lesson plans that are aligned with the common cores state standards and the pacing guides provided on Learning Village. Teachers will differentiate instruction and provide small learning groups based on data from various sources (i.e., STAR Reading, STAR Math, DIBELS and MEAP). Technology in every classroom that includes Netbooks for students in Grades 6-8 and the Media Center and Computer Lab will be utilized to further differentiate/enrich the curriculum and promote reading and improved math achievement. All teachers have increased ELA instructional time to 150 minutes for the 2012-13 school year. Also, additional student writing practice will be offered to students through Vantage Learning, a monthly school-wide, writing across-the curriculum activity. Grade 4 students will participate in Project SEED, a program promoting Algebra understanding. Grades K-6 students will participate in Progression Art, a vocabulary and writing workshop based on CCCS that uses arts to reinforce specific reading strategies. The school has also partnered with Wayne State University and literacy tutors work with students who need additional support on specific reading skills. Students will be selected to attend the district funded Summer Learning Academy based on specific data (i.e., MEAP, attendance, report cards, pre/post assessment data from ILC, etc.).

Regular Monitoring of Student Progress

Sampson Academy teachers will participate in quarterly analysis of data from multiple sources and monitor ILP's (Individual Learning Plans) for students. Individual student binders will be used as indicators and attendance, homework and assessment outcomes will be in the binders. Binders will be shared with parents at conferences throughout the school year.

To begin the process of implementing the multi-tiered system of support with the format outlined above, the administrators and teachers met on October 17, 2012 to discuss school data. They worked collaboratively in Grade Level/Content Level teams to examine data (i.e., MEAP, MI Access, DIBELS, Star Math and Star Reading). They identified specific areas that showed a need for improvement. The GL/CLT

members reported their findings that included data used, causes for low performance, goals, strategies, and additional professional development they would need in targeted areas.

Sampson Academy identified the need for more parent engagement as one of the Big Ideas in developing this plan. Data will be collected and monitored to determine if the level of parent engagement improves during the three year plan. Research has shown that in order to improve and increase parental engagement, schools should do the following:

Provide Effective Forms of Communication

Promote Good Parenting Skills

Provide Information and Ideas to Promote Student Learning at Home

Include Parents in School Leadership Roles and Activities

Identify Community Resources and Services

Promote and Recruit Parent Volunteers for School Support and Assistance

Activities for each of these indicators have been developed and will be implemented and monitored by the SIT and the SLT to indicate that this school is being rapidly turned around using the research from the IES Practice Guides: Turning Around Chronically Low-Performing, Improving Adolescent Literacy: Effective Classroom and Intervention Practices and Improving Mathematical Problem Solving in Grades 4 through 8.

Describe how the school will promote the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

Administrators, instructional specialist, and teachers will implement an instructional learning cycle process as a means to manage and monitor student learning. Teachers will collect data by developing and administering quarterly pre- assessments on specific common core state standards as a part of instructional learning cycle. The results of the pre-assessments will drive the teachers planning, dialogue and discussions in monthly Grade Level Content Team (GLCT) meetings. Teachers will identify which strategies, activities, and best practices will be implemented as teachers focus on providing direct instruction and guided practice for specific objectives. The third part of this process will be to administer a post assessment and analyze the results each quarter. The SIT will analyze the Instructional Learning Cycle when the grade level teams report out their findings and a recommendation for the next cycle for each grade level cluster will be given. A new instructional learning cycle begins every ten weeks.

We will use a multi-tiered system that drives heterogeneous differentiated instruction according to a variety of student data sources. Teachers will use data from assessment tools for instruction (i.e., Star Reading, Star Math, MEAP, DIBELS and Burst). This approach permits teachers to address a diverse group of abilities within the classroom, and provide an opportunity for teachers to focus on student's prescription within their individual learning plan in the areas of reading and math. The approach is an early intervention to prevent failure, and will increase parental and community involvement due to administration and teachers working collaboratively to build a school-wide learning community that includes both parents and students with the ability to read and interpret data. The data reveals the student's level of performance and allow parents to evaluate the student's` level of performance and the students to self-evaluate their own performance level.

Through data analysis, teachers and administrators make decisions that determine common core state standards that have and have not been learned. They participate in data dialogues quarterly at MDE School Support Team Meeting and make determinations as to what strategies to implement, what delivery of instruction methods are working, what materials are effective, which manipulatives to use and what programs promote student learning and understanding.

Star Reading and Star Math assessments are given at the beginning and the middle of the school year. Teachers have an instant score with student's grade level of understanding and the identified standards grade level content standards not achieved by individual students. They use this information to form small instructional groups. In addition to Star Reading and Math assessments, students participate in Accelerated Reading. Students in grades second through eighth read a minimum of one book every thirty days at their current reading level that is determined through Star testing and take a computerized assessment of the book.

MEAP assessment data serves to identify students who are not proficient on grade level content standards (GLEC's). Teachers work closely in GLCT meetings to examine student work and identify test items that will determine effective strategies that can increase student understanding and learning. Teachers understand that as students progress through each grade level they should have prepared students with grade level content standards and common core state standards.

DIBELS assessments are given three times during the school year; students are assessed in the beginning, middle, and end of the school year. As teachers assess students they receive immediate feedback as to their students' reading abilities. Students are assessed and they are grouped in groups of green, yellow, and red. Students in red need daily instruction and review on specific, identified skills. Teachers are encouraged to also work with students who scored in the yellow. They take the assessment data, form small groups according to skill level and work with students on implementing phonics and reading strategies. Students receive intensive remediation on specific skills daily by the teacher for ten days and then they complete a Burst assessment to monitor their progress. As teachers complete the BURST assessment they get immediate feedback on how well each student is progressing.

All data from Star Math, Star Reading, DIBELS, MEAP testing, MI Access and Accelerated Reading will be monitored quarterly by the school administration, Instructional Specialists, and teachers. The SIT will analyze data results every ten weeks as it pertains to the results of the selected goals for the Learning Cycle.

Note: All new programs will be reviewed to determine the level of impact on the instructional programs.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers?

Detroit Public Schools has provided expanded learning time for all students at Sampson Academy during the 2012-2013 academic school year. The additional time and the emphasis on academics will increase the ability for all students to become successful and to remediate individual learning concerns in a short period of time. The district has increased instructional class time by one hundred-fifty minutes per week by decreasing teacher preparation time to one hundred-ten minutes per week. During the regular school day all students in grades K - 8 will be provided a one hundred - twenty minute literacy block and a ninety minute math block. Students in preschool and kindergarten will be provided a full day of instruction to support increased learning time. The increased instructional time has allowed teachers to focus on more technology use within the classroom with an emphasis on reading and math. Teachers have an increased amount of time within the block scheduling that is used for implementing learning centers in the classroom. Students are given additional support during center time as teachers work with small groups of students in English Language Arts and math.

Detroit Public Schools has extended staff meetings from one hour to two hours weekly during the 2012-2013 school year. Teachers will collaborate in Grade Level Content Meetings for two hours once a month at a weekly staff meeting. The increased time allows teachers to discuss best practices, differentiated instruction methods and the Instructional Learning Cycle.

As a strategy for increasing reading, writing, and math, the school principal opened up a computer lab in September, 2012 that gives teachers the opportunity to use technology instruction for students. The school has also implemented a computer schedule that allows all teachers to utilize the computer lab and to participate with online reading and math programs. Students will be assigned reading, writing, and math lessons to be completed on the computer. Teachers are able to create power point lessons as means of instruction and teachers create computerized assessments.

Students in the fourth grade will participate in Project SEED. Project SEED is designed to help students have a clearer understanding of Algebra. Students will engage for ten weeks beginning in January, 2013 in math activities during four sessions per week at fifty minutes per session.

Students will use data binders in every classroom to assist them in understanding how to analyze and use data. Students in grades PreK - 8 will be given instruction on how to gather and analyze their own student data; they will begin accepting some responsibility for their attendance, completion of homework, daily assignments, behavior, and assessments within the classroom. Students will be responsible for collecting their own school data according to grade levels; each student will be given a folder/binder that they will collect their individual student data. Teachers will instruct students on how to fill out their data binders, what data information should be included and how to analyze the data that they have collected.

Teachers will provide differentiated learning methods that address common core state standards and support individual learning styles in their planning of instruction and student activities. Teachers employ classroom management practices that include established routines and procedures in order to effectively support student learning. There is a set of school-wide rules that were established by school leaders and teachers in September, 2012; these rules are posted in all classrooms.

Teachers will hold individual student conferences prior to each card marking to discuss the progress of their individual goals and objectives from their student learning plans. All teachers will create or use district pre/post tests in core subject areas. Teachers will hold student conferences every ten weeks to discuss with their students the progress they have made based on those pre/post assessments. Sampson Academy students are provided increased instructional time and opportunities for enrichment activities through a grant offered by the state through 21st Century. Students are given extra instructional time, homework help, and enrichment activities three hours per day, four days per week.

Weekly homework assignments are an important reinforcement of classroom instruction. Teachers, during parent-teacher conferences, will provide strategies and activities to support parents with engaging children in the learning process when at home. Parents-teacher conferences are given four times per year. Parents have the ability to check their student's progress and attendance using the online MI Star program. The school has a parent resource room that gives parents access to the use of computers during the regular school day. The district has implemented an extended school year by providing a Summer Learning Academy (SLA) for students. The program begins in June and extends through the end of July. The SLA is designed to provide necessary learning opportunities and interventions for all students. The design is based on an analysis of both formative and summative student data. The district has created assessments to adjust instruction for the improvement of student learning and filling the learning loss that occurs during the summer. It provides additional time and quality instruction using daily standards-based lessons with materials and resources for reading and mathematics at each grade level. The SLA provides additional opportunities to integrate technology with ELA and math.

Detail how the school will provide appropriate social, emotional and community services that support students.

Sampson Academy provides appropriate social, emotional, and community services that support students through an increased emphasis on parental involvement, a school counselor, and a school social worker. The elementary and middle school counselor provides students with guidance in personal growth, interpersonal relationships, career planning and academic achievement. The school counselor supports classroom and small group guidance for development socialization skills. The school social worker provides individual and group therapeutic counseling to students and their families. The social worker identifies and assesses academic problems through analysis of factors impinging on student adjustment including home, school and community. The social worker develops, coordinates and facilitates intervention and prevention groups for parents and students. The school counselor and the social worker serve as a member of the Resource Coordinating Team (RCT) and they keep records that adhere to program standards.

The Development Center, an outside agency, located within the school, assists students and parents by identifying resources and programs through local and state agencies that will assist in meeting the social and emotional needs of students. They work to remove barriers that get in the way of students' academic, social and emotional success. The Development Center serves students and parents through prevention, early intervention, individual and group therapy, screening, linking, and referral services, educational workshops, case management, parent support groups, skills building assistance and summer enrichment programs. Teachers can make referrals to the Development Center beginning in September and continue throughout the school year.

TRANSITION:

The instructional staff members in Pre-K and Kindergarten will work closely at the beginning and the end of the school year to insure that there is a smooth transition for students entering kindergarten in the fall. The instructional staff will plan activities that allow students to feel safe, secure, and welcomed into a classroom where learning is exciting. Preschool teachers visit student homes twice a year, in September and March. A report of the visits are written and turned into the Early Childhood Department and a copy is kept at the school.

Preschool students and their parents will visit the kindergarten classrooms and participate in activities during the school year. Kindergarten teachers will read stories to the preschool students and kindergarten students become the classroom leaders for the preschool students as they model small group learning activities.

A smooth transition for eighth graders into high school will be accomplished through high school counselors visiting Sampson Academy in the spring of 2013. Students will be given information about entering high schools and what transitions they will experience as they enter high school. School counselors will discuss curriculum, class scheduling and high school activities and organizations. Students will be given the opportunity to ask questions and discuss any concerns they might have about entering high school. Parents will be extended an opportunity

to attend this meeting.

Students in every grade level will take part in transition activities. Beginning in May of each school year teachers will welcome students into their classrooms that they will have the following school year. Teachers will plan activities and discuss with students what their academic goals will be in the upcoming school year according to common core state standards.

The principal has employed a music, art, and health/physical education teacher that will assist those students who learn best through the incorporation of art, music and physical activities in the curriculum, while continuing an emphasis on reading, writing, and math across the curriculum.

DRAFT

Assurances Report

DRAFT

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	Teacher and Leader Evaluation Processes.pdf
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	2012-2015 Sampson_2013-2014_PD_Calendar[1][1].pdf
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Sampson_Schedule_Home_2012-13_updated_11-1-12_final[2].pdf
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	We currently have Schools of the 21st Century, Academic Games and we are in the process of phasing in the Lemonade Project as a part of our Project-based Learning during the last class period on Fridays. Plans for School-wide Positive Behavioral Interventions and Supports (PBIS) will begin in November, 2012. Sampson's Monthly Enrichment Calendar.pdf
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Sampson Academy's Monthly Meeting Calendar.pdf
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	Detroit Federation of Teachers Contract. July 1, 2012 - June 30, 2015.pdf

Teacher and Leader Evaluation Processes for Detroit Public Schools

Evaluation Process/Tools

The District has developed new evaluation processes for teachers and school leaders that is based on the following:

- 1) a set of professional standards that define effective teaching and leadership
- 2) student achievement outcomes
- 3) continuous improvement and accountability

These evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations. These understandings represent the foundation from which the teacher and principal evaluation process was designed.

Teacher Evaluation Tool/Process

The Detroit Public Schools Academic Plan puts the needs of children front-and-center, but also specifically lists teacher effectiveness and accountability systems, including evaluation tools, as necessary to get the job done. Excellent teaching must be at the center of any successful school district.

Excellent teachers, however, are not simply “found” and left to work magic in classrooms. They must be supported and developed over time to achieve greater results with their students year after year.

Individuals at all levels of the district play a crucial role in this process – from district administration to principals, from coaches to teachers – everyone must work to uphold rigorous standards for teaching and support teachers to attain it. Ensuring that our students have the best teachers from their first day in Detroit Public Schools until they graduate is the most critical responsibility we share.

Our belief that all students in Detroit Public Schools can achieve at a high level drives every action that we take as the adults responsible for their success. We recognize that in order to make Detroit Public Schools excellent, we must all understand our common goal, continuously and objectively assess our progress as individuals and teams and then take strategic steps to improve. Our new Teacher Evaluation and Professional Development System put Detroit on a path to accomplish the ambitious goals we have set for the district, its employees, and most importantly our students.

The rubric upon which all evaluations are based sets clear, rigorous expectations across multiple levels, and contains recommendations for professional development in cases where teachers might demonstrate needed growth in a particular competency. All teachers will receive regular feedback, and teachers who demonstrate below average development will receive feedback more often and have the opportunity to engage in meaningful one-on-one and small group professional development.

In Detroit, we value our teachers immensely and are keenly focused on teacher development. Success within our system requires partnerships at and across levels; between teachers as peer evaluators, between principals as collaborators and thought-partners, and between principals and teachers. Only by creating a culture built around a common understanding of what good teaching is can we expect our teachers to flourish and our students to achieve the high standards we hold for them.

The Teacher Development and Evaluation Rubric

To ensure that we are assessing quality teaching in the classroom with most rigorous standards, Detroit Public Schools will weight a teacher's evaluation as 60% of the total teacher evaluation score. The Teacher Development and Evaluation rubric is designed to comprehensively define "excellent teaching" for the Detroit Public Schools and provide a common language through which we can discuss, evaluate, and professionally develop our school-based staff to improve year after year.

In order to evaluate teachers as objectively as possible, Detroit Public Schools will weight appropriate standardized assessments (MEAP, MME, district quarterly benchmark assessments) as 25% of a teacher's evaluation score. MEAP scores will be tracked for each student each year and for teachers in MEAP-assessed subjects, the district will analyze trends in students' scores and assess improvement over previous years. Those teachers whose students consistently improve in standardized assessments will be rated favorably; those teachers whose students consistently do not improve will be rated unfavorably.

Principal Evaluation Tool/Process

Effective school leaders are also critical to the work required to improve teaching and learning. Building a community of instructional leaders who are able to support teachers in improving instructional practice and create the necessary structures and systems required to effectuate this work is an essential element of comprehensive reform.

Developing the capacity of school leaders to support improvements in teaching and learning, requires that principals have access to meaningful professional learning opportunities that are aligned to core competencies that define effective leadership and at the same time, meet each principal's individual learning needs. The creation of a comprehensive principal evaluation system is a core element of leadership professional development and continuous improvement. To that end, in January 2013 the District will begin the work of improving our existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by:

- * Creating a shared vision of effective leadership
- * Providing meaningful feedback to principals that support the refinement of their work
- * Providing qualitative and quantitative data that drive the design/adjustments of the comprehensive

principal professional development plan

- * Creating a system of accountability

In addition, effective August 9, 2010, the District revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Article VIII of the District's Administrative Employment Agreement with principals provides that salary step advancements and annual performance reviews will include, but not be limited to, the following:

- * Achieving prescribed student performance targets
- * Management of budget – general purpose, school-based and federal;
- * Student attendance goals;
- * Suspension/expulsion goals;
- * Graduation goals;
- * Thoughtful implementation of program recommendations as a result of school diagnostic reviews;
- * Satisfactory completion and implementation of SIP academic plans;
- * Participation and engagement in prescribed professional development opportunities; and
- * Establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

Decisions regarding each principal's salary step advancement (i.e., compensation) and contract renewal will be based upon his/her performance with respect to the above indicators.

**Sampson Academy
2012 - 2013**

Professional Development Schedule

Dates	Professional Development	Target Audience	Presenter	Evaluation
November 2012	6+1 Traits of Writing 3:40b-5:40	Instructional Staff	Instructional Specialist	Agenda Evaluations
November 2012	Creating Learning Centers Time: TBD Location: Sampson Academy	Instructional Staff	Instructional Specialist	Agenda Evaluations
December 2012	BURST Training Time: TBD Location: Sampson Academy	Instructional Staff K - 3	TBD	Agenda Evaluations
December 2012	PBIS Training Time: TBD Location: Sampson Academy	All Staff	TBD	Agenda Evaluations
January 2013	Destination Reading Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
January 2013	Data Analysis Workshop Time: TBD Location: Sampson Academy	All Staff	TBD	Agenda Evaluations
February 2013	Writing Workshop Rap, Rhythm, Rhyme Time: TBD Location: Sampson Academy	All Staff	TBD	Agenda Evaluations
February, 2013	Differentiated Instruction Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations

Dates	Professional Development	Target Audience	Presenter	Evaluation
March 2013	Accelerated Reading Time: TBD Location: Sampson Academy	Instructional Staff	Renaissance Learning	Agenda Evaluations
March 2013	Holt P..D. Time: TBD Location: Sampson Academy	Math Teachers Grades 6 - 8	TBD	Agenda Evaluations
April 2013	Destination Math Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
April , 2013	Technology Training Graphing Calc. Interactive Math Websites Standards K-8th Time: TBD Location: Sampson Academy	Math Teachers Grades	TBD	Agenda Evaluations
May .2013	Using Math Manipulatives and Tools Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
May 2013	Accelerated Math Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
June 2013	Generating Reports from Data Director Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
June 2013	Creating Assessment from Data Director Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations

Sampson Academy 2013 - 2014

Professional Development Schedule

Dates	Professional Development	Target Audience	Presenter	Evaluation
September 2013	PBIS: Intensive Positive Behavior Support Training Time: TBD Location: Sampson Academy	All Staff	TBD	Agenda Evaluations
September 2013	Creating A Data Driven Classroom Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
October 2013	Professional Learning Communities: Taking Teacher Teams to the Next Level, Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
October , 2013	Mathematics Instruction Common Core State Standards K-8th Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
November.2013	ELA Instructions Common Core State Standards Grades K-8th .Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
November, 2013	MI-Access (On-line Writing) Grades 3-8 Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
November 2013	Common Core State Standards K-8 Writing: Production and Distribution of Writing	Instructional Staff	TBD	Agenda Evaluations
December, 2013	Managing Learning Centers Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations

January 2014	Instruction with Technology in the ELA Classroom Time; TBD Location: Jemison School	Instructional Staff	TBD	Agenda Evaluations
January 2014	Learning How to Articulate with Parents Time: TBD Location: Sampson Academy.	Instructional Staff	TBD	Agenda Evaluations
February, 2014	21 Things A Teacher Should Know (Technology Training Part 1) Time: TBD Location Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
March, 2014	Mathematics - Differentiated Instruction Grades K-8 th Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
April, 2014	Common Core State Standards K-5 Writing: Text Types and Purposes Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
May, 2014	Hands – On Mathematics K-8 th (6-8 Graphing Calculators)	Instructional Staff	TBD	Agenda Evaluations
June, 2014	21 Things A Teacher Should Know (Technology Training Part 2) Time: TBD Location Sampson Academy	Instructional Staff	TBD	Agenda Evaluations

Sampson Academy 2014 - 2015

Professional Development Schedule

Dates	Professional Development	Target Audience	Presenter	Evaluation
September 2014	PBIS: Intensive Positive Behavior Support Training Time: TBD Location: Sampson Academy	All Staff	WCRESA	Agenda Evaluations
September 2014	Using Data to Drive Instructions and Differentiate Time : TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
October 2014	Direct Interactive Instruction Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
October , 2014	Mathematics Instruction Common Core State Standards K-8th Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
October .2014	Writing Across the Curriculum .Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
November, 2014	Creating a Virtual Learning Community through the use of Moodle Time; TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
November 2014	Common Core State Standards K-8 Reading: Key Ideas and Details	Instructional Staff	TBD	Agenda Evaluations
December, 2014	Managing Learning Centers Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations

December 2014	MI-Access (On-line Writing) Grades 3-8 Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
January 2015	Incorporate Key Literacy Strategies as a Part of Daily Mathematics Pre-K - 8 Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
February, 2015	Using Technology to Close the Gap Creating Electronic Portfolios' Part 1 Time: TBD Location Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
March, 2015	Mathematics - Differentiated Instruction Grades K-8th Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
April, 2015	Common Core State Standards K-5 Writing: Text Types and Purposes Time: TBD Location: Sampson Academy	Instructional Staff	TBD	Agenda Evaluations
May, 2015	Hands – On Mathematics K-8 th (6-8 Graphing Calculators)	Instructional Staff	TBD	Agenda Evaluations
June, 2015	Using Technology to Close the Gap Creating Electronic Portfolios' Part 2 Time: TBD Location Sampson Academy	Instructional Staff	TBD	Agenda Evaluations

Sampson Academy
2012-13 Teacher Schedule

TEACHER SCHEDULE (J. Paxton)
Kindergarten Room 128

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9:55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	Art	ELA	Art	ELA	T-Art
4TH	11:35 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	ELA	Science	ELA	SS	ELA
6TH	1:05 - 1:55	Math	Math	Math	Math	Math
7TH	1:55 - 2:15	Math	Math	Math	Math	Math
8TH	2:45 - 3:40	Science	SS	SS	Science	PBL

TEACHER SCHEDULE (Gisstenar)
Kindergarten Room 130

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9:55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	ELA	ELA	ELA	ELA	Math
4TH	11:35 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	Math	Math	Math	Math	Math
6TH	1:05 - 1:55	Math	Math	Math	Math	Science
7TH	1:55 - 2:15	Science	Art	Science	Art	T-Art
8TH	2:45 - 3:40	SS	Science	SS	SS	PBL

TEACHER SCHEDULE (J. Montgomery)
First Grade Room 113

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9:55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	ELA	Art	ELA	Art	ELA
4TH	11:35 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	Math	ELA	Math	ELA	Math
6TH	1:05 - 1:55	Math	Math	Math	Math	Math
7TH	1:55 - 2:15	Science	Math	Science	Math	SS
8TH	2:45 - 3:40	SS	Science	SS	Science	PBL

Sampson Academy
2012-13 Teacher Schedule

TEACHER SCHEDULE (Brown)
First Grade Room 116

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9:55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	Music	ELA	Music	ELA	T-Music
4TH	11:35 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	ELA	Math	ELA	Math	Math
6TH	1:05 - 1:55	Math	Math	Math	Math	Math
7TH	1:55 - 2:45	Math	Science	Math	Science	SS
8TH	2:45 - 3:40	Science	SS	Science	SS	PBL

TEACHER SCHEDULE (D. Kimble)
Second Grade Room 114

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9:55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	ELA	ELA	ELA	ELA	ELA
4TH	11:35 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	Math	Math	Science	Math	SS
6TH	1:05 - 1:55	Math	Math	MUSIC	Math	MUSIC
7TH	1:55 - 2:45	Science	Science	Math	Science	Math
8TH	2:45-3:40	SS	SS	Math	SS	Math

TEACHER SCHEDULE (Thomas)
Second Grade Room 120

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9:55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	ELA	ELA	ELA	ELA	ELA
4TH	11:35 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	Math	SS	Math	SS	Math
6TH	1:05 - 1:55	Math	MUSIC	Math	MUSIC	Math
7TH	1:55 - 2:45	Science	Math	Science	Math	Science
8TH	2:45-3:40	SS	Math	SS	Math	PBL

Sampson Academy
2012-13 Teacher Schedule

TEACHER SCHEDULE (L. Clay)

Third Grade Room 104

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9:55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	ELA	ELA	ELA	ELA	ELA
4TH	11:35 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	Math	Math	Math	Math	Math
6TH	1:15 - 1:55	Math	Math	Math	Math	Math
7TH	1:55 - 2:45	Science	Science	Science	Science	SS
8TH	2:45-3:40	SS	ART	SS	ART	PBL

TEACHER SCHEDULE (E. Hoyer)

Fourth Grade Room 106

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	Math	ELA	Math	ELA	Math
2ND	9: 55 - 10:45	Art	ELA	Art	ELA	Art
3RD	10:45 - 11:35	Math	ELA	Math	ELA	Math
4TH	11:35 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	ELA	Math	ELA	Math	ELA
6TH	1:05 - 1:55	ELA	Math	ELA	Math	ELA
7TH	1:55 - 2:45	ELA	Science	ELA	Science	ELA
8TH	2:45 - 3:40	Science	SS	Science	SS	PBL

TEACHER SCHEDULE (C. Wardlow)

Fourth Grade Room 107

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	Art	ELA	Art	ELA	T-Art
2ND	9: 55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	ELA	ELA	ELA	ELA	ELA
4TH	11:35 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	ELA	Math	ELA	Math	ELA
6TH	1:05 - 1:55	Math	Math	Math	Math	Math
7TH	1:55 - 2:45	Math	Science	Math	Science	Math
8TH	2:45 - 3:40	Science	SS	Science	SS	PBL

Sampson Academy
2012-13 Teacher Schedule

TEACHER SCHEDULE (J. Gardner)
Fifth Grade Room 217

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HR	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	Music	ELA	Music	ELA	T-Music
2ND	9:55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	ELA	ELA	ELA	ELA	ELA
4TH	11:35 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	ELA	Math	ELA	Math	ELA
6TH	1:05 - 1:55	Math	Math	Math	Math	Math
7TH	1:55 - 2:45	Math	Science	Math	Science	Math
8TH	2:45 - 3:40	Science	SS	Science	SS	PBL

TEACHER SCHEDULE (A. Krzyzanowski)
Fifth Grade Room 218

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HR	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9:55 - 10:45	ELA	Music	ELA	Music	T-Music
3RD	10:45 - 11:35	ELA	ELA	ELA	ELA	ELA
4TH	11:35 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	Math	ELA	Math	ELA	ELA
6TH	1:05 - 1:55	Math	Math	Math	Math	Math
7TH	1:55 - 2:45	Science	Math	Science	Math	Math
8TH	2:45 - 3:40	SS	Science	SS	Science	PBL

Sampson Academy
2012-13 Teacher Schedule

TEACHER SCHEDULE (J. Gaddis-Weathers)
Sixth Grade Room 208

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9: 55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	Math	Math	Math	Math	Math
4TH	11:35 - 12:15	Art	T-Art	Art	T-Art	Science
5TH	12:30 - 1:10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6TH	1:10 - 2:00	T-Gym	T-Gym	T-Gym	T-Gym	T-Gym
7TH	2:00 - 2:50	Social Studies				
8TH	2:50 - 3:40	Science	Science	Science	Science	PBL

TEACHER SCHEDULE (Y. Harris)
Sixth Grade Room 214

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9: 55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	Math	Math	Math	Math	Math
4TH	11:35 - 12:15	T-Gym	T-Gym	T-Gym	T-Gym	T-Gym
5TH	12:30 - 1:10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6TH	1:10 - 2:00	Social Studies				
7TH	2:00 - 2:50	ART	Supp ELA	ART	Supp ELA	Science
8TH	2:50 - 3:40	Science	Science	Science	Science	PBL

TEACHER SCHEDULE (E. Daniels)
Seventh Grade Room 207

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9: 55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	T-Gym	T-Gym	T-Gym	T-Gym	T-Gym
4TH	11:35 - 12:15	Math	Math	Math	Math	Math
5TH	12:30 - 1:10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6TH	1:10 - 2:00	ART	T-Art	ART	T-Art	Science
7TH	2:00 - 2:50	Social Studies				
8TH	2:50-3:40	Science	Science	Science	Science	PBL

Sampson Academy
2012-13 Teacher Schedule

TEACHER SCHEDULE (K. Stevenson)
Seventh Grade Room 210

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	Math	Math	Math	Math	Math
2ND	9: 55 - 10:45	T-GYM	T-GYM	T-GYM	T-GYM	T-GYM
3RD	10:45 - 11:35	ELA	ELA	ELA	ELA	ELA
4TH	11:35 - 12:15	ELA	ELA	ELA	ELA	ELA
5TH	12:30 - 1:10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6TH	1:10 - 2:00	Social Studies				
7TH	2:00 - 2:50	Music	T-Music	Music	T-Music	Science
8TH	2:50 - 3:40	Science	Science	Science	Science	PBL

TEACHER SCHEDULE (J. Blakely)
Eighth Grade Room 202

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9: 55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	Math	Math	Math	Math	Math
4TH	11:35 - 12:15	Music	T-Music	Music	T-Music	T-Music
5TH	12:30 - 1:10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6TH	1:10 - 2:00	Social Studies				
7TH	2:00 - 2:50	Science	Science	Science	Science	Science
8TH	2:50 - 3:40	T-Gym	T-Gym	T-Gym	T-Gym	PBL

TEACHER SCHEDULE (R. Fisher)
Eighth Grade Room 206

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9: 55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	Math	Math	Math	Math	Math
4TH	11:35 - 12:15	Social Studies				
5TH	12:30 - 1:10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6TH	1:10 - 2:00	Science	Science	Science	Science	Science
7TH	2:00 - 2:50	T-GYM	T-GYM	T-GYM	T-GYM	T-GYM
8TH	2:50-3:40	Music	T-Music	Music	T-Music	PBL

Sampson Academy
2012-13 Teacher Schedule

TEACHER SCHEDULE (B. Odocha)
Elementary ECCD Room 117

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 8:45	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	8:45 - 9:35	ELA	ELA	ELA	ELA	ELA
2ND	9:35 - 10:25	ELA	ELA	ELA	ELA	ELA
3RD	10:25 - 11:15	ELA	Music	ELA	Music	ELA
4TH	11:20 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	Math	ELA	Math	ELA	Math
6TH	1:05 - 1:55	Math	Math	Math	Math	Math
7TH	1:55 - 2:45	Science	Math	Science	Math	SS
8TH	2:45 - 3:40	SS	Science	SS	Science	PBL

TEACHER SCHEDULE (C. Bourne)
Middle School LD Room 201

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	Art	ELA	Art	ELA
2ND	9:35 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	T-GYM	T-GYM	T-GYM	T-GYM	T-GYM
4TH	11:35 - 12:15	Math	Math	Math	Math	Math
5TH	12:30 - 1:10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6TH	1:10 - 2:00	T-Art	ELA	T-Art	ELA	Social Studies
7TH	2:00 - 2:50	Social Studies	Social Studies	Social Studies	Social Studies	Science
8TH	2:50 - 3:40	Science	Science	Science	Science	PBL

TEACHER SCHEDULE (K. Miller)
Middle School EI Room 220

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HR	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9:55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	Math	Math	Math	Math	Math
4TH	11:35 - 12:15	Music	T-Music	Music	T-Music	T-Music
5TH	12:30 - 1:10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6TH	1:10 - 2:00	Social Studies				
7TH	2:00 - 2:50	Science	Science	Science	Science	Science
8TH	2:50 - 3:40	T-GYM	T-GYM	T-GYM	T-GYM	PBL

Sampson Academy
2012-13 Teacher Schedule

TEACHER SCHEDULE (C. Hildred)
Middle School CI Room 223

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HR	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	Supp Math	Supp Math	T-Gym	Gym	Gym
2ND	9:55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	ELA	ELA	ELA	ELA	ELA
4TH	11:35 - 12:15	T-Art	Art	T-Art	Art	T-Art
5TH	12:30 - 1:10	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6TH	1:10 - 2:00	Math	Math	Math	Math	Math
7TH	2:00 - 2:50	Social Studies	Social Studies	Social Studies	Social Studies	Science
8TH	2:50 - 3:40	Science	Science	Science	Science	PBL

TEACHER SCHEDULE (P. Morgan)
Elementary CI Room 221

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	Music	ELA	Music	ELA
2ND	9:55 - 10:45	ELA	ELA	ELA	ELA	ELA
3RD	10:45 - 11:35	ELA	ELA	ELA	ELA	ELA
4TH	11:35 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	Math	ELA	Math	ELA	Math
6TH	1:05 - 1:55	Math	Math	Math	Math	Math
7TH	1:55 - 2:45	Science	Math	Science	Math	Science
8TH	2:45 - 3:40	SS	Science	SS	SS	PBL

TEACHER SCHEDULE (C. Donehue-Easter)
Elementary LD Room 102

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	ELA	ELA	ELA	ELA	ELA
2ND	9:55 - 10:45	ELA	Art	ELA	Art	ELA
3RD	10:45 - 11:35	ELA	ELA	ELA	ELA	ELA
4TH	11:35 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5TH	12:15 - 1:05	Math	ELA	Math	ELA	Math
6TH	1:05 - 1:55	Math	Math	Math	Math	Math
7TH	1:55 - 2:45	Science	Math	Science	Math	Science
8TH	2:45 - 3:40	SS	Science	SS	SS	PBL

Sampson Academy
2012-13 Teacher Schedule

TEACHER SCHEDULE (Ferrari)

Art - 130

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	4/107	201	4-107	201	4-107
2ND	9:55 - 10:45	4-106	Rm. 102	4-106	Rm. 102	4-106
3RD	10:45 - 11:35	K-128	1-113	K-128	1-113	K-128
4TH	11:35 - 12:15	T6-208/223	T6-208	T6-208/223	T6-208	223
5TH	12:15 - 1:05	Lunch	Lunch	Lunch	Lunch	Lunch
6TH	1:05 - 1:55	T7-207/201	T7-207	T7-207/201	T7-207	201
7TH	1:55 - 2:45	6-214	K-129	6-214	K-129	K-129
8TH	2:45 - 3:40	PREP	3-104	PREP	3-104	PBL

TEACHER SCHEDULE (D. Maybrier)

GYM / HEALTH - 122

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	Prep	Prep	223	223	223
2ND	9:55 - 10:45	T7-210/125	T7-210/125	T7-210/125	T7-210/125	T7-210/125
3RD	10:45 - 11:35	T7-207/201	T7-207/201	T7-207/201	T7-207/201	T7-207/201
4TH	11:35 - 12:15	T6-214	T6-214	T6-214	T6-214	T6-214
5TH	12:15 - 1:05	Lunch	Lunch	Lunch	Lunch	Lunch
6TH	1:05 - 1:55	T6-208	T6-208	T6-208	T6-208	T6-208
7TH	1:55 - 2:45	8-206	8-206	8-206	8-206	8-206
8TH	2:45 - 3:40	8-202/220	8-202/220	8-202/220	8-202/220	PBL

TEACHER SCHEDULE (T. Youngblood)

Music - 123

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	5-217	Rm. 221	5-217	Rm. 221	5-217
2ND	9:55 - 10:45	Rm. 118	5-218	Rm. 118	5-218	5-218
3RD	10:45 - 11:35	1-116	Rm.117	1-116	Rm. 117	1-116
4TH	11:35 - 12:15	8-202/220	T8-202/220	8-202/220	T8-202/220	T8-202/220
5TH	12:15 - 1:05	Lunch	Lunch	Lunch	Lunch	Lunch
6TH	1:05 - 1:55	Prep	2-120	2-114	2-120	2-114
7TH	1:55 - 2:45	T7-210/125	T7-210/125	T7-210/125	T7-210/125	Prep
8TH	2:45 - 3:40	8-206	T8-206	8-206	T8-206	PBL

Sampson Academy
2012-13 Teacher Schedule

TEACHER SCHEDULE (F. Iaderosa)
Accelerated Math/Reading

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C/A	8:30 - 9:05	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory	Conf./Advisory
1ST	9:05 - 9:55	Accel. Math	Reading Lab	Accel. Math	Reading Lab	Reading Lab
2ND	9: 55 - 10:45	Math Lab	Reading Lab	Math Lab	Reading Lab	Accel. Math
3RD	10:45 - 11:35	Accel. Math	Reading Lab	Accel. Math	Reading Lab	Reading Lab
4TH	11:35 - 12:15	Math Lab	Prep	Math Lab	Prep	Accel. Math
5TH	12:15 - 1:05	Lunch	Lunch	Lunch	Lunch	Lunch
6TH	1:05 - 1:55	Accel. Math	Reading Lab	Accel. Math	Reading Lab	Reading Lab
7TH	1:55 - 2:45	Math Lab	Reading Lab	Math Lab	Reading Lab	Accel. Math
8TH	2:45 - 3:40	Accel. Math	Reading Lab	Accel. Math	Reading Lab	PBL

Sampson Academy

Monthly Meeting Calendar

Mon	Tue	Wed	Thu	Fri
				School Improvement Team Meeting 7:30am – 8:30am
		Cluster Grade Level Team Meeting 3:50 – 5:40		Content Specific & Data Team Meeting 7:30 am – 8:30 am
				School Leadership Team Meeting 7:30 am – 8:30 am

School Hours: 8:30 a.m. – 3:40 p.m.

**COLLECTIVE BARGAINING
AGREEMENT UNDER THE LOCAL
GOVERNMENT AND SCHOOL
DISTRICT FISCAL ACCOUNTABILITY
ACT AND PUBLIC EMPLOYMENT
RELATIONS ACT**

BETWEEN

**THE SCHOOL DISTRICT OF
THE CITY OF DETROIT**

AND

**THE DETROIT FEDERATION OF TEACHERS,
LOCAL 231, AFT, AFL-CIO**

JULY 1, 2012

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THIS AGREEMENT between the School District of the Detroit Public Schools, Detroit, Michigan (hereinafter referred to as the "District") and the Detroit Federation of Teachers, Local 231, AFT, AFL-CIO (hereinafter called the "Union") is effective July 1, 2012. The duration of the agreement is from July 1, 2012 through June 30, 2015.

PURPOSE AND INTENT: The general purpose of this Agreement is to set forth terms and conditions of employment and to promote orderly and peaceful relations for the mutual interest of the school children of the City of Detroit, the District, the Employees, and the Union.

The Local Government and School District Fiscal Accountability Act, 2011 PA 4, MCL 141.1501 to 141.1531 provides that an Emergency Manager appointed under PA 4 may reject, modify or terminate the collective bargaining agreement.

ARTICLE 1 – MANAGEMENT RIGHTS AND RESPONSIBILITIES

The District reserves all rights and powers conferred upon it by the Constitution and laws of the State of Michigan and the United States. In addition, the District reserves the right to govern and manage the District in all respects. District policies and procedures are part of this Agreement.

This Agreement is subject in all respects to the laws of the State of Michigan with respect to the powers, rights, duties and obligations of the District, the Union and the employees in the bargaining unit. In the event that any provisions of this Agreement shall at any time be held to be contrary to law by a court of competent jurisdiction from whose final judgment or decree no appeal has been taken within the time provided for doing so, such provision shall be void and inoperative; however, all other provisions of this Agreement shall continue in effect.

ARTICLE 2 – RECOGNITION – EMPLOYEES COVERED

Pursuant to and in accordance with all applicable provisions of Act 336 of the Public Acts of 1947 (as amended), the District does hereby recognize the Union as the exclusive representative for the purpose of collective bargaining in respect to the rate of pay, wages, hours of employment, and other conditions of employment for the duration of this Agreement to all District employees included in the bargaining unit who hold the following positions, subject to PA 4:

Elementary Teachers
Secondary Teachers

Accompanists
Adult Education Teachers
Art Therapists
Assistant Attendance Officers
Attendance Agents/Officers

Audiologists
Auditorium Teachers
Behavioral Specialists
Compact Technicians
Counselors
Counselors/Teacher Guidance
Day Trade Teachers
Educational Technicians
IEP Specialists
Instructional Specialists
JROTC Instructors and Assistant Instructors
Librarians/Media Specialists
Literacy Coaches
Mobility Instructors
Music Therapists
Occupational Therapists
Physical Therapists (Physiotherapists)
Psychologists
Registered Nurses
School Community Agents
Social Workers
Special Education Teachers/Counselors/Resource Teachers
Special Instructors
Speech/Language Pathologists
Speech Therapists
Substitutes 1, 2, and 3
Teacher Consultants
Teacher, Retirees
Transition Specialists
Work Study Assistants

ARTICLE 3 – UNION FEES AND DUES

- A. All employees employed in the bargaining unit, or who become employees in the bargaining unit, who are not already members of the Union, shall, within thirty (30) days of the date of hire or transfer into the bargaining unit (as to future employees), become members, or in the alternative, shall, within thirty (30) days of their date of hire by the District, as a continuing condition of employment, pay to the Union a bi-weekly service fee in the amount equal to the regular bi-weekly Union membership dues uniformly required of employees of the District who are members of the Union.
- B. The District is prohibited from assisting the Union in collecting dues or service fees from wages of District employees pursuant to applicable state law.

- C. If any provision of this Article is invalid under Federal or State law, said provision shall be modified to comply with the requirements of said Federal or State law.

ARTICLE 4 –UNION STEWARDS

A. Union Representatives

The principal shall recognize the elected Union building representative as the official representative of the Union in the school.

In pursuance of his/her Union duties, the Union building representative shall not interfere with any teacher who is engaged in a regular class, a duty, a conference, or homeroom assignment.

The representative shall perform his/her duties as steward without interference with his/her own job functions or the job functions of other employees or the operation of the District. The representative shall not leave his/her job to conduct his/her duties as representative without first securing the permission of the immediate superior.

B. Union Business/Access to Employees

1. General

The District recognizes that the Union, as the exclusive collective bargaining representative of District employees covered by this Agreement, has the responsibility of administering this Agreement.

2. Right to Visit Schools and Investigate Working Conditions

The District shall permit one designated regular staff member of the Union to visit the schools to investigate working conditions, teacher complaints or concerns, or for other purposes relating to the terms and conditions of this Agreement, provided always that there shall be no interference with school functioning.

3. Right to Conduct Union Business Without Loss of Pay

Whenever members of the bargaining unit are mutually scheduled by the parties to participate, during working hours, in conferences, meetings or negotiations at the central administrative offices, they shall suffer no loss in pay.

C. Use of District Property to Communicate with Union Members

The Union shall be provided a bulletin board, or boards, in each school and other work locations for the posting of notices and other materials.

The Union shall have the right to place material in the mail boxes of teachers and other professional employees.

The authorized representative of the Union shall have the right to schedule union meetings in the building before or after work hours and during lunch time of the employees involved.

D. Strike Prohibition

The Union will not engage in or encourage strike action of any type and/or take actions contrary to any applicable state law for the duration of this agreement.

ARTICLE 5 – GRIEVANCE PROCEDURE

A. Grievance Definition

A grievance is a complaint that there has been a violation, misinterpretation or misapplication of any provision of this Agreement.

B. Grievance Procedure

Grievances shall be presented or adjusted in accordance with the following procedure:

The teacher may first discuss the matter with the principal, directly or accompanied by the Union building representative, with the objective of resolving the matter informally.

STEP 1. In the event the matter is not resolved informally, the alleged violation, stated in writing, may be lodged with or submitted as a grievance to the principal of the school in which the grievance arises within a reasonable time following the act or condition which is the basis of the grievance.

Grievances shall be submitted within twenty (20) calendar days from the time an event took place or within twenty (20) calendar days from the date it is reasonable to assume that the Union and/or the individual first became aware of the conditions giving rise to the grievance.

Within fourteen (14) calendar days after receiving the grievance, the principal, shall state his/her decision in writing, together with the supporting reasons, and shall furnish one (1) copy to the teacher, if any, who lodged the grievance, and one (1) copy to the Union representative.

STEP 2. Appeal to the Emergency Manager (or designee), or in the event the District's financial emergency is resolved, the Superintendent or CEO (or designee): Within fourteen (14) calendar days after receipt of the decision of the applicable unit head, the Union may appeal to the Emergency Manager (or designee), or in the event the District's financial emergency is resolved, the

Superintendent or CEO (or designee) (through the Office of Labor Relations) the decision rendered by the applicable unit head. The appeal shall be in writing and shall set forth specifically the act, condition, and the grounds on which the appeal is based and shall include a copy of the grievance and all decisions rendered. A copy of the appeal shall be sent to the applicable unit head.

The Emergency Manager (or designee), or in the event the District's financial emergency is resolved, the Superintendent or CEO (or designee) shall meet with the parties concerned within fourteen (14) calendar days after receipt of the appeal request. Within twenty-one (21) calendar days after the Step 2 Grievance hearing, the Emergency Manager (or designee), or in the event the District's financial emergency is resolved, the Superintendent or CEO (or designee) shall render a written decision which shall be forwarded to the Union, and the applicable unit head.

STEP 3. The Union may within thirty (30) calendar days submit any grievance under this agreement to arbitration at the equal expense of the parties. The Union shall have exclusive authority in its discretion as to whether to appeal any grievance to arbitration. The parties will mutually agree on an arbitrator to hear and decide the grievance. Unless mutually agreed to by the parties, the case will be heard by the arbitrator within ninety (90) days after the grievance is moved to arbitration. The arbitrator shall issue a written decision no later than thirty (30) days following the submission of each parties' counsel's brief to the arbitrator. The arbitrator's opinion shall not be final and binding on the District.

C. General

1. In all steps of the grievance procedure, when it becomes necessary for grievant to be involved during school hours, they shall be excused with pay for that purpose.
2. If a grievance arises from the action of authority higher than the principal of the school, the Union may present such grievance at Step 2.
3. Failure at any step of this procedure to communicate the decision on a grievance within the specified time limits will permit lodging an appeal at the next step of this procedure within the time allotted had the decision been given absent extenuating circumstances. Failure to appeal a decision within the specified time limits shall be deemed an acceptance of the decision.

ARTICLE 6 - SCHOOL SCHEDULES

A. School Year

1. **School Calendar.** The District will develop and publish the school year calendar within its sole discretion.

2. State Mandated Days/Hours of Instruction

In the event that an individual school, due to unforeseen school closing(s), will not meet the Michigan Department of Education mandated days and/or hours of instruction, or it is determined by Student Information Systems that a school's daily hours are out of compliance with the state mandate, the additional school days and/or hours of instruction will be rescheduled for compliance. The Union will be notified as to the make-up schedule.

The rescheduling will amend the school calendar, but shall not affect or otherwise require an adjustment of salary, compensation or other benefits provided within this Agreement.

A. School Day

1. Scheduling

a. General

In order to ensure a safe working environment for everyone in the District's schools and to assist with the supervision of students, all teachers are to arrive in their classroom fifteen (15) minutes before the start of school or before the entry bell. Teachers should also be on duty at their rooms at the entry bell and stand outside their doors in the hallway before and after school and during passing time for the purpose of monitoring arrival, class changes, dismissal and to take a proactive role in addressing potential safety concerns.

b. Elementary School Day

The regular school day in elementary and kindergarten through grade eight (8) schools for assigned teaching, planning, and consultation functions shall be determined by the District and will include a minimum forty (40) minute duty-free lunch. The District will determine the appropriate classroom schedule.

c. Middle School Day

In middle schools, the regular school day for assigned teaching, planning and consultation functions shall be determined by the District and will include a minimum twenty-five (25) minute duty-free lunch period. The District shall determine the appropriate classroom schedule.

d. High School Day

In high schools, the regular school day for assigned teaching, planning and consultation functions shall be determined by the District and will include a fifty-five (55) minute duty-free lunch. The District shall determine the appropriate classroom schedule.

Yearbook, Newspaper, Drama Classes - In senior high schools sponsoring a school paper, a yearbook or a school play, consideration will be given to teachers assigned to such projects in terms of the scheduling of the number of classes.

2. Preparation Periods

a. General

Preparation periods and conference periods (as referenced in this Article) shall be used solely for academic purposes and as otherwise determined in the District's discretion. The District may require teachers to work individually or collectively during preparation periods, at the discretion of the District.

b. Elementary Preparation Periods

Each elementary teacher (pre-kindergarten through grade eight [8]) will receive two (2) forty-five (45) minute preparation periods per week within the regular school day.

In elementary and kindergarten through grade eight (8) schools, the District shall have the right to utilize one (1) preparation period per week as a conference period. The specific period during the day which shall serve as the conference period may vary from school to school, however the conference period will be held on Fridays District-wide unless otherwise determined by the Superintendent of Academics or designee.

c. Middle School Preparation Periods

Each middle school teacher will have two (2) fifty (50) minute preparation periods per week.

d. High School Preparation Periods

Each high school teacher will have five (5) fifty (50) minute preparation periods per week.

e. Procedure for Lost Preparation Time

Whenever a teacher loses scheduled preparation time at the request of the administration, the teacher shall subsequently be granted, at a mutually convenient time, time for preparation equal to the preparation time lost.

3. Teachers' Meetings

Teachers should plan to reserve Wednesday afternoon for building meetings or for development, coordination and implementations of the school improvement plan. Meetings will be scheduled as necessary by the building principal. The length of the Wednesday meeting period will be no more than two (2) hours. During the school improvement period, teachers may work in pairs, groups, teams or even alone as appropriate to prepare lesson plans and to do other implementation, development and coordination work needed to realize the school's local improvement plan. Teacher meetings may be used for all teachers to participate in IEP development and implementation.

ARTICLE 7 – PROFESSIONAL COMPENSATION

A. Wages

Detailed wage information, including Salary Schedules can be found in Appendix A (subject to change based on wage concessions). The Salary Schedules incorporate a 10% wage reduction for all bargaining unit members for the duration of this Agreement.

B. Step Increases

There will be no annual increments for step increases for the duration of this Agreement for all District employees covered by this Agreement.

C. Calculation of Daily Rate

For all purposes in this Agreement where a daily rate is not specified, the daily rate of pay shall be an employee's annual salary as provided in the appropriate salary schedule divided by 190.

D. Super Steps

Super Steps are suspended for the duration of this Agreement subject to the District's ability, in its discretion, to reinstate based on an identifiable funding source.

E. Teaching Service Credit Upon Hire

1. Re-Employment of Detroit Teachers/Restoration of Sick Leave Bank

- a. A non-tenured teacher who resigns and is subsequently re-employed by the District prior to October 1, 2006 shall be re-employed as a probationary teacher, but shall be given experience credit up to the salary step to which his/her previous District experience entitles him/her or, if it is greater, to the salary step to which he/she is entitled as a result of his/her combined District and other teaching experience within the limits of Section E.2, below. Such non-tenured teachers re-employed on or after October 1, 2006 shall be given experience credit up to the salary step to which his/her previous District experience entitles him/her plus credit for outside teaching experience on the salary schedule as described in Section E.2 below. No teacher shall begin re-employment beyond Step 9 on the salary schedule unless at the time of separation from the District they were at Step 10.
- b. A tenured teacher who resigns and is subsequently re-employed by the District will be re-employed as provided in Section E.1.a above, except that they will not be put on probation.
- c. Restoration of Sick Leave Bank - At the end of one year of successful re-employment by the District and upon completion of each subsequent year of re-employment, the sick leave bank of such returning teacher shall be restored in annual amounts equal to the number of days which remained in the teacher's sick leave bank at the time of last resignation divided by the number of years during which the teacher was not employed in the District. Restoration of sick leave in this manner shall continue until all the sick days have been restored.

2. Outside Teaching Experience

New teachers hired will be allowed credit on the salary schedule for up to two (2) years of outside teaching experience. Credit is granted only if at the time the teaching service was rendered the teacher met the present District minimum requirements for contract status.

There may be exceptions, as prescribed by the District, when the District will allow credit on the salary schedule for up to eight (8) years for outside teaching experience.

3. Military Service

One (1) year of military service may be used in lieu of one (1) year of teaching experience as outlined above.

4. Peace Corps Service

A teacher who serves in the Peace Corps shall be entitled to experience credit for Peace Corps teaching.

5. Substitute Service

One (1) year's credit on the salary schedule is allowed for 180 days of substitute service as an employee in the District. The maximum allowance for such substitute teaching shall be two (2) steps upon subsequent approval for contract status.

6. Full Year Service Credit Requirement

Not less than one (1) full year of verified experience is creditable on the District salary schedule. Partial school-year or part-time service is not applicable.

F. Advanced Degree Salary Differential

The salary differential for advanced degree credit shall be granted as follows:

The effective date of the salary differential shall be the Monday of the first full pay period following the date of the degree provided the official transcript(s) and request for salary differential are both received within a six (6) month period following the date of degree and the degree or coursework was completed at an institution accredited by the North Central Association of Colleges and Secondary Schools or equivalent accrediting agency.

When the official transcript(s) or request for salary differential are received later than six (6) months following the date of degree, the effective date of the salary differential shall be the Monday of the first full pay period following receipt of both the request and transcripts.

If it is determined that any delays in the receipt and/or processing of official transcript(s) are not the fault of the employee/member, the member's effective date for pay differential and retroactivity shall not be affected.

G. Two-Year School Social Worker Master's Programs

School social workers who have completed a required two (2) year Master's degree or other instructional personnel who have completed a two (2) year Master's degree program shall be credited for salary purposes as being on the M.A. plus 30 schedule. (The MSW degree requires two (2) years of supervised work in an approved social agency in addition to the usual academic requirements.)

H. Master's Plus 30 Hours

A teacher who possesses a master's degree with eleven (11) or more years credit on the salary schedule shall move directly to the maximum salary step of the M.A. plus 30 or the doctorate schedule on the next regular pay period following application and presentation of satisfactory proof of having completed the necessary requirements for receipt of such advanced preparation differential.

I. Salary Variations

An attendance agent who attains classroom teacher qualification while employed by the District may apply for and will be considered for promotion to a position of classroom teacher at the salary level which is closest to but not less than the salary he/she had been receiving as an attendance agent.

Twelve (12) month employees shall accrue vacation days at the rate of .847 day per pay period for a maximum of twenty-two (22) days per year.

Adult education teachers and coordinators shall be paid the workshop rate for orientation days. Adult education teachers and coordinators shall be paid for all regular school holidays if the individuals would have been scheduled to work on said holidays. They shall be paid at their regular rate for the number of hours they would have worked.

J. Mileage

All unit members who are directed to use their own vehicles during regular working hours will qualify for mileage reimbursement.

The mileage rate for a maximum of 700 miles per calendar month per employee shall reflect the rate that is used by the IRS for tax purposes. Teachers shall receive mileage reimbursement when traveling between locations to teach classes during the same day.

JROTC instructors shall receive the standard mileage stipend for traveling to and from authorized activities.

K. Pay Schedules

All regular school year salaried employees will be paid on a twenty-two (22) pay frequency schedule, unless the District determines, in its discretion, to offer an employee an opportunity to elect the twenty-six (26) pay frequency schedule. All salaried DFT members whose normal schedule is longer than the regular school year will be paid on the twenty-six (26) pay frequency schedule.

Each unit member will receive an application card, including their choice of twenty-six (26) or twenty-two (22) pays, by April 1st.

If the opportunity to elect a twenty-six (26) pay frequency schedule is offered by the District:

Each unit member will make his/her selection and return this card to the Office of Payroll no later than May 31st.

If no selection is made by a unit member by the deadline date, they will automatically be placed in the twenty-two (22) pay category.

Once a selection is made, the unit member will receive his/her pay for the entire school year in the schedule selected (twenty-six [26] or twenty-two [22] pays) for the entire school year.

In connection with modifications to the pay frequency schedule, it will be the sole responsibility of each unit member to make any and all changes to voluntary deductions (e.g. tax shelter annuities and credit union) or those mandated by a court (e.g. child support and wage garnishments) prior to the beginning of each school year. If no change is made, the voluntary and involuntary deduction will continue to be withdrawn for each paycheck as they were during the prior year.

L. Certification Bonus

Music therapists, school social workers, psychologists, physical therapists, occupational therapists, teachers of speech and language impaired, special education teachers, and special education teacher consultants (EMI, TMI, LD, POHI, HI and VI) may receive an annual bonus in an amount to be determined by the District and at the discretion of the District.

Bargaining unit members receiving a bonus pursuant to this provision shall be required to accept an assignment at a school designated by the District.

ARTICLE 8 – INSURANCE

A. Group Insurance – Health/Prescription/Dental/Optical/Life

All full-time employees shall receive family health, dental, optical and employee only life insurance as provided below. The selection of health insurance providers/carriers shall be within the sole discretion of the District.

All bargaining unit members shall be required to pay a portion of the premium for health insurance as detailed below.

The District retains the right to modify any and all benefit levels. Notwithstanding the above, the current levels of benefits are as follows:

1. Health Insurance

a. Health Insurance Options

Eligible employees may elect to apply health insurance to himself/herself and dependents.

Bargaining unit members who elect health insurance coverage will be eligible to receive coverage under one of two HMO plans or one of two PPO plans.

Employees choosing HMO coverage will be required to pay 20% of the annual premium cost via payroll deduction.

Employees choosing PPO coverage will be required to pay 20% of the annual premium cost of the chosen PPO plan, plus the difference in premium cost between the PPO plan selected by the employee and the higher cost HMO plan. Such premium cost sharing will occur via payroll deduction.

Employees choosing PPO coverage will have the following options available:

PPO Plan 1

\$250 (single)/\$500 (family) annual deductible

\$1,500 (single)/\$3,000 (family) annual out of pocket maximum

90% (in-network)/70% (out-of-network) co-insurance

PPO Plan 2

\$500 (single)/\$1,000 (family) annual deductible

\$3,000 (single)/\$6,000 (family) annual out of pocket maximum

80% (in-network)/60% (out-of-network) co-insurance

b. Application

Employees must apply for coverage within thirty (30) days of initial employment or during open enrollment periods.

c. Prescription Co-Pay

The co-pay for generic equivalent prescription drugs will be ten dollars (\$10) per prescription; the co-pay for non-generic, formulary prescription drugs will be twenty-five dollars (\$25) per prescription and the co-pay for non-generic, non-formulary prescription drugs shall be forty dollars (\$40).

Employees will have the option of utilizing mail order prescription service for maintenance medications prescribed for more than thirty (30) days. Employees utilizing the mail order prescription drug program will receive a ninety (90) day supply at a cost of two (2) prescription co-pays.

d. Emergency Room and Urgent Care Co-Pay

The emergency room co-pay for non-emergency care will be one hundred dollars (\$100) per visit. The urgent care co-pay shall be fifty dollars (\$50) per visit.

e. General

The District shall maintain a Section 125 plan for members of the bargaining unit.

2. Dental Insurance

Eligible employees may elect dental insurance for himself/herself and eligible dependents. Eligible employees may choose one of two dental plans. Employees shall contribute 20% of the cost of the dental insurance selected.

3. Optical Insurance

The District shall provide a comprehensive full-family optical care program to all full time employees.

Dependent children enrolled in school as full-time students shall receive optical coverage to age twenty-five (25).

4. Life Insurance/Death Benefits

The District shall underwrite the cost of group life insurance for all appointed employees. The policies shall provide the payment of \$25,000 to the employee's designated beneficiaries or the employee's estate if the employee should die while in the active service of the District.

The estate of a teacher who dies during the term of this Agreement shall receive terminal pay calculated on the same basis as if he/she had retired.

B. Husband and Wife Employees

If husband and wife are both regular District employees, insurance coverage will be subsidized only on the basis of one employee carrying full family health insurance and the other full family dental insurance. There shall be no duplication of individual benefits for a husband and wife who are both regular District employees.

ARTICLE 9 – RETIREMENT

A. Retirement Contributions

The District will continue to pay the retirement contribution to the Michigan Public School Employees' Retirement System for District employees of this bargaining unit, as required by law.

B. Payment of Unused Sick Days Upon Retirement

Payout of sick leave upon retirement shall be suspended for the duration of this Agreement.

C. 2009 Termination Incentive Payment

The Termination Incentive Payment (TIP) shall be paid out in accordance with Article Eleven of the Detroit Federation of Teachers July 1, 2009 – June 30, 2012 Collective Bargaining Agreement.

ARTICLE 10 – MEDICAL AND EMERGENCY LEAVES

A. Sick Leave

1. Family Medical Leave Act

For eligible employees (one year of service and 1,250 hours worked in past 12 months), maternity leaves shall be governed by the Family and Medical Leave Act ("FMLA") of 1993. Under the FMLA, eligible employees are allowed up to 12 weeks (in a rolling 12 month period) of job and benefit protected leave.

The Family Medical Leave Act ("FMLA") governs all medical leaves.

2. Accumulation and Carryover of Sick Days

Sick leave for regular school year teachers will accrue in a single bank with a limit of 200 days. Sick leave for regular school year teachers shall be earned as follows:

- Year one (1) – ten (10) sick days
- Years two (2) and beyond – twelve (12) sick days

Hourly-rated employees will accrue sick leave at the rate of one hour for every twenty-five (25) hours worked and will be provided a biweekly sick bank account on their pay advice for the hours they have accumulated. Provision of utilization of sick leave shall be the same as those of contract teachers.

a. Catastrophe Bank

When an employee's sick leave bank has reached the current allowable maximum as set forth in this Agreement, there shall be established a "Catastrophe Bank" into which all days over the maximum shall be placed. When an employee has used all days accumulated in his/her sick bank for an illness/disability extending more than six months, he/she may draw from the Catastrophe Bank to the extent he/she has made contribution to said bank. (The District may require medical evidence of illness/disability.)

If a teacher is unable to work as a result of a compensable injury, the teacher may utilize Catastrophe Bank sick leave days to maintain regular gross earning without affecting the teacher's regular sick leave bank.

Catastrophe Bank sick leave days shall not be paid out upon separation from the District.

b. Reclassification to DFT Bargaining Unit

Teachers who left the Union, and without a break in District service thereafter returned to the Union, may be entitled to use days currently earned and accrued in their sick bank.

c. Sick Leave Donation

The Sick Leave Donation Policy agreed to by the parties in a Letter of Agreement dated May 19, 2010 shall remain in effect for the duration of this agreement.

3. Absences Chargeable to Sick Leave

Absences due to causes listed below may be charged as specified to sick leave. Absence in excess of available sick leave days or for reasons other than those specified will result in loss of pay.

a. Personal Illness

All absences due to illness of employee may be charged to sick leave until the sick leave bank is exhausted.

b. Funeral Leave

Absence due to death of a member of the immediate family may be charged to sick leave up to five (5) scheduled working days as necessary for each death. All funeral leave days must be taken within seven (7) consecutive calendar days of the day of death. Included in immediate family membership:

- i. Husband, wife, children, father, mother, father-in-law, mother-in-law, grandfather, grandmother, brothers, sisters, and any other relative or non-relative living and making his/her home in the household of the employee.

c. Personal Business

Personal business, not to exceed two (2) days in any calendar year, may be charged to sick leave without loss of pay.

d. Emergency School Closures

The sick bank or vacation bank where applicable shall be charged against teachers who were scheduled to be absent on those day(s) their schools are closed due to an emergency.

4. Special Circumstance Absences Not to be Charged to Sick Bank

a. Childhood Diseases

The sick leave bank shall not be charged for necessary absences up to five (5) days resulting from the following childhood diseases: chickenpox, conjunctivitis, measles, mumps, diphtheria, whooping cough, impetigo. In addition, the sick leave bank shall not be charged for three (3) days of absence for classroom teachers who contract head lice or ringworm on the job. The statement of a licensed physician shall be required as proof of the cause for each day of absence.

5. Purpose and Use

Sick leave provisions are designed exclusively for absences caused by illness, injury, or as otherwise outlined in this Agreement. The District will investigate suspected instances of abuse of sick leave. In connection with its ability to investigate, the District shall have the right to require a doctor's note for any absence from work.

The District may implement a schedule of discipline based upon suspected abuse of the sick bank by any unit member pursuant to District policy.

6. Notification of Sick Leave Absence and Return

When it is necessary to be absent, the teacher should notify the school office or the person designated at the time established by the school. The school office should be informed of an expected absence early enough to be able to have the substitute teacher arrive before the opening of the school day. The absent

teacher must report to the District's attendance program and notify the school by 2:30 p.m. of the day preceding his/her return.

Employees able to anticipate non-illness absence chargeable to sick leave must make application in advance on a form provided by the District for such purpose.

B. Attendance Review

Excessive Use of Sick Leave - Any employee who uses five (5) or more days of unapproved or non-exempt sick leave in a school year will be determined to have used an excessive amount of sick leave.

Abuse or Capricious Use of Sick Leave - This is a pattern of poor attendance. Examples include but are not limited to:

- Each month earning a sick leave day and using the sick leave day with no sick leave hours or a small amount of sick leave hours in the bank.
- Frequent use of sick leave days on Monday, Friday, or in conjunction with other days off.
- Excessive use of sick leave.

Where an excessive use of sick leave or abuse of sick leave as defined above exists, the employee shall be notified by letter at a meeting with the employee's principal or supervisor that he/she is being placed on a six-month attendance review period and the letter shall be a written record of an oral reprimand. During the attendance review period a medical certificate must be provided for any use of sick leave. Where the attendance problem persists, the employee will be subject to an extended attendance review period and/or appropriate discipline up to and including termination.

C. Prolonged Illness

An employee may be granted a leave of absence for prolonged illness not to exceed one year and subject to applicable state and federal law and District policy.

D. Medical Examinations

If a regular school year employee is absent for illness on the first day of the work schedule in the school year, the illness must be confirmed by the Medical Office, or a written request for approval from the employee must be approved by the Division of Human Resources. This applies to absence for one (1) or more days. Approval by the Medical Office requires employee's attending physician to complete a form provided by the District for such purpose and return to the Medical Office.

An employee not able to return to work following four (4) consecutive days of absence for personal illness may, at the District's discretion, have a medical examination by the District's designated physician. The medical examination shall be restricted to the employee's stated reason(s) for the illness absence.

After four (4) consecutive work days of sick leave, a teacher must furnish a statement from his/her physician on a form provided by the District in order to secure his/her next pay check.

Employees who remain on extended sick leave may be asked to have a medical examination by the District's designated physician during the period they are absent after continued absence beyond two (2) consecutive pay periods. Such examinations are required when sufficient evidence of continued illness is not obtainable by other means.

Human Resources may require a medical examination by the District's designated physician for an employee at any time when the maintenance of minimum health standards in a school or department is in question.

An employee returning from a leave of absence may, at the District's discretion, have a medical examination by the District's designated physician. A form provided by the District for such purpose, from the employee's personal physician, is required for return from leave of absence for illness.

An employee who has been ill with a communicable disease must have a medical examination and release by the District's designated physician.

E. Workers' Compensation

The District shall provide Workers' Compensation insurance for all employees covered by this Agreement in compliance with the laws of the State of Michigan.

An employee will maintain employment for a maximum period of one (1) year from the date of injury while receiving workers' compensation benefits. An employee will continue to receive health insurance and life insurance benefits during the above referenced (1) year employment period as long as he continues to receive workers' compensation for that one year period. Upon termination from employment with the District, all benefits will end (workers' compensation will apply as provided by the laws of the State of Michigan).

F. Maternity Leaves

For eligible employees (one year of service and 1,250 hours worked in past 12 months), maternity leaves shall be governed by the Family and Medical Leave Act ("FMLA") of 1993. Under the FMLA, eligible employees are allowed up to 12 weeks (in a rolling 12 month period) of job and benefit protected leave.

ARTICLE 11 – OTHER LEAVES

A. General

The Family Medical Leave Act governs all medical leaves.

Upon written request, the District may grant a leave of absence for a period not to exceed one (1) year. Requests warranting special consideration beyond the one (1) year limitation may be granted at the discretion of the District.

B. Military Leaves

An employee entering any of the armed services or reserves of the United States will be granted a leave without pay for any leave covered by the Uniform Services Employment and Reemployment Rights Act when enrolled and assigned to active duty.

The re-employment rights of employees returning from a military leave will be equal to applicable laws and regulations.

C. Study Leaves

Study leaves shall be granted according to District policy.

D. Professional Service Leaves

Personal service leaves may be granted for elected or appointed service with the Detroit Federation of Teachers, the AFT Michigan, the American Federation of Teachers, or the AFL-CIO, only. Such a leave shall be without pay and shall be renewable annually upon written request of the employee. The teacher's seniority and experience credit shall accrue subject to applicable law.

E. Jury Duty

A teacher who serves on jury duty will be granted leave of absence. The teacher will be reimbursed for the difference between jury duty pay and his/her District salary for the days served. When the teacher is excused from jury duty for a half (1/2) day or more, he/she must notify his/her administrator immediately and report to his/her school or work location for a suitable assignment. Reimbursements will be granted after submitting a form provided by the District for such purpose and official proof of the number of days served to Human Resources. Teachers, when summoned to jury duty, should respond to such summons as directed.

F. Sabbatical Leaves

A contract teacher may apply for a year of sabbatical leave after seven (7) years of continuous or ten (10) years of non-continuous service, three (3) years of which shall immediately precede his/her application.

G. Leaves for Exchange Teaching

A teacher may qualify for a year of exchange teaching if he/she has taught for the District for at least five (5) consecutive years and can meet certain other conditions prescribed by the District.

H. Return from Leave

While leaves of absence are granted for definite periods, a return from leave before the end of the specified period may be effected pursuant to District policy, provided the employee requests to return, a vacancy for which he/she is qualified is available, and the assignment is in accordance with the requirements of the FMLA (when applicable).

An employee is required to notify Human Resources in writing at least two (2) months preceding the expiration date of a leave of his/her wish to return, request an extension, or resign.

An employee returning from a leave of absence may be required to have the approval of the District's designated physician prior to reporting to his/her assignment and may be required furnish to a chest x-ray report.

At the expiration of a leave, if an employee does not return and no extension is granted, the employee will be immediately terminated.

ARTICLE 12 - SENIORITY

A. Definition/Accrual

Seniority in the District means total accumulated contract service and/or permanent assignment service in this bargaining unit in any of the District schools since the most recent date of appointment. Seniority also accrues while the employee is on professional service leave, and approved military service leave subject to applicable law. Seniority does not accrue while on any other kind of leave.

ARTICLE 13 - LAYOFF AND RECALL

A. General

For teachers subject to the Teacher Tenure Act, layoffs and recalls shall be conducted in accordance with the Teacher Tenure Act, Michigan Revised School Code and all other applicable laws, Emergency Manager executive orders and District policies.

Employees in all other bargaining unit classifications will be laid off and recalled in accordance with District criteria including, but not limited to, performance, attendance, disciplinary record, job classification, and seniority. Seniority will be utilized only as a tie-breaker.

B. Layoff Notice

When conditions exist that allow the District to provide notice of layoff, teachers to be laid off will be provided fifteen (15) calendar days' notice subject to applicable state law and District policy. (The layoff notice period for other bargaining unit classifications is located in Appendix B. Appendix B may be subject to change pursuant to District policy).

C. Rights Under Layoff

District payment of health, dental and life insurance benefits carried by regular full time employees laid off shall be continued through the end of the month in which their layoff was effective, except regular full time employees laid off at the completion of the school year. Those employees' benefits shall be continued through August 31st of that calendar year.

Employees laid off shall be maintained on a recall/eligibility list for a period of three (3) years from the date of layoff subject to applicable state law.

D. Notification of Recall

A District employee covered by this agreement shall return to work as directed by the District within five (5) calendar days of the date of the notice of assignment letter or three (3) calendar days if notified by telephone or email (absent extenuating circumstances as determined by the District). Failure to respond to the written notice within the timelines above will result in the employee being considered as a voluntary quit and the District shall be under no further obligation to the employee. However, if the teacher who receives an assignment notification is currently employed by another school district and the Detroit Public Schools District offered the teacher an assignment, the teacher will be allowed to complete the school year in that district and will be considered for a teacher vacancy position in the following school year, provided that the teacher is qualified for the position.

It shall be the responsibility of the employee to notify the District of any change of mailing or email addresses and telephone number immediately after such change.

In the event that an employee covered by this Agreement is laid off (or on an approved leave of absence or otherwise separated from the District) for six months or more, he/she shall be subjected to a criminal history record check which includes fingerprinting at the employee's expense and a drug test before he/she is returned to service with the District.

ARTICLE 14 – WORK ASSIGNMENTS

A. General

All work assignments for employees covered by this Agreement will be determined by the District pursuant to the District's discretion and in accordance with applicable State and Federal law.

B. Part Time/Shared Time Positions

In its sole discretion, the District may allow members to serve in less than a full-time instructional and instructional support position under the following conditions:

Principals in the individual schools shall reserve the right to determine whether and how many part time/shared time positions shall be available in accordance with guidelines and policies established by the District and the Union.

An employee wishing to serve in a less than full time position must agree to work between two (2) and four (4) days per week (.40-.80).

A part time/shared time employee shall be subject to the rating and evaluation process(es) applicable to full time employees.

An employee newly hired by the District in a less than full time position shall be hired at the pro-rated salary commensurate with his/her degree level, and be afforded all salary incentives in accordance with this Agreement (i.e. outside teaching experience, substitute service).

An employee serving in a less than full time position shall receive sick days on a pro-rated basis consistent with his/her work schedule (two [2] – four [4] days, .40-.80).

A part time/shared time employee shall be required to participate in parent/teacher conferences and staff meetings.

Certified part time/shared time employees shall not be entitled to any health insurance coverage.

ARTICLE 15 – TRANSFERS AND VACANCIES

A. Voluntary Transfers

1. Open Transfer Period

The District shall maintain an open transfer period from April 1-July 15.

2. Request for Transfer

Teachers who wish to change the location of their teaching assignment may apply for a transfer by filing a form provided by the District for such purpose, and providing the form to the teacher's principal and to the transfer request principal location and to Human Resources.

Teachers who wish to transfer will be subject to the presentation and delivery of a demonstration lesson at the requested transfer location. The principal at the location transfer must approve the transfer.

The request must be renewed annually if the individual wishes to have the request continue to be considered. Transfer requests are listed by Human Resources in the order of receipt and area of specialization.

3. Selection Process

When a position is to be filled by transfer, the position is to be filled according to District policy.

B. Involuntary Transfers

The District retains the right to transfer teachers based on District Policy.

Contract teachers shall receive at least one day's notice before they are transferred from one regular assignment to another regular assignment.

ARTICLE 16 – TENURE; COMPETENCE; ASSISTANCE AND REPORT

A. Notice Required for Discontinuance of Employment of Tenured Teacher

No teacher on continuing tenure shall discontinue his/her services to the school system except by mutual consent, without giving a written notice to the District at least sixty (60) days before September first of the ensuing school year. Discontinuance in any other manner will result in forfeiture of rights to continuing tenure previously acquired and shall forfeit all benefits owed upon termination.

B. Teacher Evaluation Process

Teachers subject to the Teacher Tenure Act shall be evaluated in accordance with the evaluation requirements provided in the Teacher Tenure Act and the Michigan Revised School Code. The District shall have the sole discretion in the development and implementation of a teacher evaluation tool.

For teachers not subject to the Teacher Tenure Act and all other bargaining unit members, the District will develop a performance evaluation tool to be used for evaluation and/or utilize the existing Detroit Public Schools Division of Human Resources Employee Performance Evaluation Process.

C. Discipline or Discharge

Discharge/disciplinary action shall be for reasons that are non-arbitrary and non-capricious.

ARTICLE 17 - PERSONNEL FILES

A. General

Maintenance of personnel files and access to personnel records shall be as provided in the Bullard-Plawecki Employee Right to Know Act.

B. Removal of Reprimands

An employee may request removal of an official reprimand that has been in the personnel file for a three (3) year period provided no other official reprimands have been received during this period. The reprimand will be removed with the concurrence of the administrator who submitted the reprimand. In the event the employee has experienced a change in his/her administrator, the reprimand will be removed with the concurrence of the present administrator.

ARTICLE 18 – CLASS SIZE LIMITATIONS

A. Class Size Maximums

1. Grades K-3

The District will make reasonable efforts at limiting class size for grades kindergarten through three (3) to between seventeen (17) and twenty-five (25) students.

2. Grades 4-5

The District will make reasonable efforts at limiting class size for grades four (4) and five (5) to thirty (30) students.

3. Grades 6-12

The District will make reasonable efforts at limiting class size for grades six (6) through twelve (12) to thirty-five (35) students with the following exceptions: band, choir, secondary physical education, and JROTC.

4. Alternative Schools

The District will make reasonable efforts at limiting the class size for alternative schools to eighteen (18) students.

5. Special Education Classes

The number of children assigned to special education classes shall be in accordance with the state recommended standards.

6. Split Grade Classes

The District retains the right to implement split grade/classes within its discretion.

7. Summer School Classes

Maximum class size goals also apply to summer school.

8. The Letter of Agreement regarding class size executed on July 6, 2011 is extended through the duration of this agreement.

B. Reorganization of Classes

1. Grades K-3

The District will make reasonable efforts at reorganizing classes from and after the 4th Wednesday in the fall and the 2nd Wednesday in the spring semesters, if oversize classes in kindergarten through grade three (3) develop as a result of additional pupils entering the school or if classes above forty (40) are the result of inequitable school organization.

2. Grades 4-5

The District will make reasonable efforts at reorganizing classes from and after the 4th Wednesday in the fall and the 2nd Wednesday in the spring semesters, if

oversize classes in grades four (4) through five (5) develop as a result of additional pupils entering the school or if classes above forty-five (45) are the result of inequitable school organization.

3. Grades 6-12

The District shall make reasonable efforts at reorganizing classes from and after the 4th Wednesday in the fall and the 2nd Wednesday in the spring semesters, if in spite of good faith efforts, oversize classes in grades six (6) through twelve (12) develop or if classes above sixty (60) are the result of inequitable school organization.

ARTICLE 19 – TEACHER ACTIVITIES

A. Professional Development

The District retains the right to determine all levels and requirements of professional development in accordance with the Teacher Tenure Act, the Michigan Revised School Code and District policy.

B. Parent-Teacher Conferences

Each semester, specific times for parent-teacher conferences shall be designated by the principal. All scheduled conferences must be in compliance with the Michigan Department of Education mandated days and/or hours of instruction. These conferences shall be held at least four (4) times per year. Teacher attendance is required for all scheduled conferences. In addition to the scheduled conference, teachers shall confer with parents at other times mutually convenient to the teacher and parent.

Upon request of the kindergarten teacher and approval of the principal and District, an additional half (1/2) day may be used for parent-teacher conferences each semester, provided that such scheduling does not impact the school's ability to meet Michigan Department of Education mandated days and/or hours of instruction.

Special education teachers may, with the approval of the principal, utilize up to one (1) full day, designated for parent-teacher conferences to make visits or follow-up calls. In cases of particular urgency, additional time may be granted upon request and with the approval of the principal and the District.

Elementary teachers may, with permission of the principal, utilize up to one-half (1/2) day or a part of the day designated for parent-teacher conferences for home visits.

C. Pupil's Report Card Marks

It shall be the responsibility of the teacher to maintain adequate records to support all marks, which shall be the basis for determining suitability of the grade.

Pupil report cards will be administered consistent with District policy.

ARTICLE 20 – STUDENT DISCIPLINE

Student discipline shall be administered consistent with District policy and the District's "Rights and Responsibilities of Students in the Detroit Public Schools" (formerly the "Student Code of Conduct.")

ARTICLE 21 – LEGAL LIABILITY

- A. In the event that a legal action or complaint is filed against the employee involving actions taken by the employee in his/her authorized employment capacity for the District, the District will provide legal representation and indemnification provided that:
1. A copy of the Complaint and Summons or other relevant legal papers is transmitted to the District's Office of General Counsel within seven (7) calendar days or five (5) business days after service upon the employee/defendant.
 2. If at any time prior to or during the District's representation and indemnification of the employee, pursuant to the District's investigation and reasonable determination, it is determined that the employee/defendant was not acting within the scope of his/her authorized authority and duties as a representative and employee of the District, the District shall withdraw representation and cease its obligation to indemnify.
 3. If at any time prior to or during the District's representation and indemnification of the employee, pursuant to the District's investigation and reasonable determination, it is determined that the employee's actions were not in accord with District policy in carrying out the functions that gave rise to the legal action, the District shall withdraw representation and cease its obligation to indemnify.
 4. If at any time prior to or during the District's representation and indemnification of the employee, pursuant to the District's investigation and reasonable determination, it is determined that the employee's actions were illegal or criminal in nature, the District shall withdraw representation and cease its obligation to indemnify.

- B. Except as provided for in Article Twenty Three, the District will not provide legal representation or indemnification for the employee if he/she has been charged with criminal or illegal activity arising from the employee's actions during the course of his/her employment.
- C. As a prerequisite to receiving legal defense/indemnification, an employee who requests legal defense or indemnification pursuant to this Article, shall cooperate in the investigation and defense of his/her case.
- D. The employee's failure to cooperate could result in denying or withdrawing the defense and indemnification. Prior to withdrawal, the District will provide written notification to the employee and the Union which lists the specific areas in which cooperation is lacking. Within five (5) business days of receipt of such notification from the District, the Union shall attempt to secure the employee's cooperation.
- E. The Union or employee shall, within five (5) days of receipt of the notification, notify the District in writing with a detailed explanation as to how the specific areas in which cooperation is lacking will be remedied. If such notification is not received within the five (5) day period, or the detailed explanation is not satisfactory to the District, the District may withdraw representation and cease its obligation to indemnify.
- F. Any subsequent failure to cooperate by the employee will result in the withdrawal of representation and indemnification.
- G. The provisions of this Article are not intended to prevent an employee from retaining legal representation other than that provided by the District. If, however, an employee elects to obtain legal representation outside of the District, the employee is fully responsible for any and all costs, legal fees, interest or judgments which result from the legal process.
- H. With the exception of Article Twenty Three, decisions by the District with respect to the provision of legal representation and indemnification to individual employees shall not be subject to the grievance procedure, provided, however, in the event the Union disagrees with the District's decision on reasonable grounds, at the Union's request it may meet with the Office of General Counsel for the District for the purpose of appealing such decision.

ARTICLE 22 – ASSAULT

A. Assault Defined

For purposes of this Agreement, "Assault" shall be defined as a physical assault or an attempt at physical assault.

Members of the bargaining unit who are the victims of such occurrences as robbery or assault, while in school or engaging in school related activities, assignments, or duties regardless of the time or place shall have released time with pay for court appearances related to the assault.

B. Transfer/Suspension of Students Upon Assault

A child who initiates and inflicts a physical assault upon a teacher shall be transferred to another school and/or expelled from the school district in accordance with due process rights, applicable state law and the District's "Rights and Responsibilities of Students in the Detroit Public School" (formerly the "Student Code of Conduct"). Age and size of the offender shall be taken into consideration.

When the parent/guardian of a student assaults a teacher, the student may be subject to transfer to another school. If requested by the teacher, the District shall expedite the transfer of the teacher to another school where a vacancy exists for which the teacher is certified and qualified.

ARTICLE 23 - TUITION REIMBURSEMENT

Reimbursement for tuition is suspended for the duration of this Agreement.

ARTICLE 24 - PERSONAL PROPERTY LOSS

Personal property reimbursement is eliminated from this Agreement.

ARTICLE 25 – SCHOOL REORGANIZATION/RECONSTITUTION

Reconstitution/Reorganization shall be consistent with applicable State and Federal law, including, but not limited to, the No Child Left Behind. Schools subject to Reconstitution/Reorganization shall be staffed at the discretion of the District.

ARTICLE 26 – SPECIAL PROGRAMS

A. Special Education

SMI/SXI Program

All teachers currently classified as 48-week employees in the SMI/SXI program will be reclassified as 39-week employees.

The 48-week SMI/SXI Program will be maintained on a year-to-year basis at the discretion of the District.

If the SMI/SXI program is extended beyond 39 weeks, the teachers selected to work will be paid at their regular daily rate.

Teachers will be selected, within the discretion of the District, to work the extended program.

B. Adult Education

All teachers and counselors in the adult education program must meet state certification requirements, pursuant to the applicable state laws.

Termination of Adult Education Classes

A class may be terminated (closed) during the first five (5) weeks of the fall and spring semesters if it has not demonstrated proportionate growth toward an enrollment level of ten (10) students in vocational education, fifteen (15) students in adult basic education and eighteen (18) students in secondary.

A class may be terminated (closed) during the first two (2) weeks of the summer semester if it has not been demonstrated proportionate growth toward an enrollment level of ten (10) students in vocational education, fifteen (15) students in adult basic education and eighteen (18) students in secondary education.

C. Summer and Night School

All assignments of teachers to positions after school, in night school, in summer school and in extended day programs including, but not limited to, State and Federally funded programs, if any, shall be within the discretion of the District.

D. Interscholastic Athletic Programs, Music, Dance and Academic Games

1. Interscholastic Athletic Program

All coaches, assistant coaches and other coaching personnel assignments will be made consistent with the District's Athletics Coach Assignment Policy.

Coaches, assistant coaches and other coaching personnel who are not assigned in regular positions within this bargaining unit may be terminated with or without cause and with or without notice.

Employees in a regular full time position who have an additional assignment as a coach may be terminated from their coaching assignment with or without cause and with or without notice.

2. Music Education

All band directors, orchestra directors and choir directors with performing groups will be paid the same as softball coaches, subject to the following qualifications:

- a. Such teachers must perform a minimum of six (6) outside performances per school year with the exception of the winter and spring concerts.
- b. Outside engagement forms must approved by the music supervisor.

3. Dance Teachers

One (1) dance teacher per school with a performing group will be paid the same as a softball coach, subject to the following criteria:

- a. Must have a minimum of eighteen (18) hours of dance credit from an accredited college or university.
- b. Must maintain a performance group of a minimum of ten (10) dancers.
- c. Must program a minimum of six (6) approved out-of-school performances, not including winter and spring concerts.
- d. Must participate in at least one (1) city-wide dance calendar event.

4. Teachers of Academic Games

Teachers of academic games coaching students for various year-round competitions at school, district and national levels will be eligible to receive an annual stipend.

- a. Paid positions will be assigned to each school based on its enrollment.

Enrollment	Paid Positions
0-500	1.0
501-1,000	2.0
1,001-Up	3.0

- b. It is agreed that if more coaches participate than there are paid positions assigned to that school, the stipend(s) will be shared equally.
- c. The stipend will be equal to that of softball coaches and will be paid at the end of the school year.

ARTICLE 27 – SUBSTITUTES

A. Right to Outsource Substitute Service

The District has the right to outsource any and all substitute service in accordance with any applicable law.

If the District employs substitutes, the following applies:

B. Categories of Substitutes

There shall be four (4) categories of substitute teachers defined as follows:

- 1. Substitute I – Retiree** (Job Code Classification AR90)
Employees assigned to this classification are retired teachers who may work a schedule of one (1) to five (5) days per week.
- 2. Substitute II – Day-to-Day** (Job Code Classification 9000)
Employees assigned to this classification are non-contract teachers who do not meet the qualifications as defined for Substitute III or Substitute IV or who have requested to be assigned as a Substitute II and work in day-to-day assignments with a minimum of THREE (3) daily assignments per week.
- 3. Substitute III – FMLA/LOA** (Job Classification 9130)
Employees assigned to this classification are non-contract teachers who are certified, or who are enrolled in an approved plan of work and who meet an annual requirement to complete a minimum of six (6) hours of coursework in an approved Teacher Certification Program relative to the content area of the assignment.

The Substitute III performs the duties of the classroom teacher of record. Employees assigned in this classification must work five (5) days per week pursuant to the schedule of the absent teacher.

Reclassification of Substitute III – Refusing any assignment will result in reclassification to a Substitute II or termination at the District’s discretion.

- 4. Substitute IV – Long-Term/Vacancy** (Job Code Classification 9500)
Employees assigned to this classification are non-contract teachers who are certified, or who are enrolled in an approved plan of work and who meet an annual requirement to complete a minimum of six (6) hours of coursework in an approved Teacher Certification Program relative to the content area of the assignment.

Substitutes assigned in the classification serve in a vacancy and perform duties as the classroom teacher of record. The Substitute must work five (5) days per week.

Reclassification of Substitute IV – A substitute IV who does not maintain eligibility will be reclassified as a substitute II at the District’s discretion at any time during the school year. Refusing any assignment will result in reclassification to a Substitute II or termination at the District’s discretion.

C. Substitute Allowance

The District shall determine the maximum number of substitutes in each of the above four (4) categories.

D. Benefits

The Substitute IV classification is the only classification that is eligible to receive health, dental and life benefits. The other substitute classifications are not eligible for benefits, except as provided by state and federal laws.

E. Substitute Teacher Policy

1. All terms and conditions of employment such as, but not limited to, pay and evaluation shall be governed by the District's Substitute Teacher Policy.
2. Violations of any provision of the District policy regarding substitute service will result in the termination of employment.

ARTICLE 28 –SUPPORT STAFF

A. General

All members not subject to the Teacher Tenure Act shall serve a 90-day probationary period during which time the member can be terminated with or without cause and with or without notice. The Union shall have no right to grieve the termination.

B. Counselors

1. Lunch Period

Counselors will have a scheduled duty-free lunch period corresponding to the lunch period for teachers in the same building. In each building, lunch periods for counselors shall be scheduled so as to insure maximum available counseling service to students throughout the lunch times.

2. Summer School Assignments

Counselors may be assigned to summer school assignments at the discretion of the District.

3. Discipline of Students

When, in the opinion of the counselor, his/her dissemination of a discipline decision will destroy or seriously impair the counselor-counselee relationship, the counselor will so inform the principal or his/her designee and request the principal or his/her designee to disseminate the discipline decision.

4. Work Beyond School Year

Counselors directed in writing by the District to work in school before the first day of the school year, or after the last day of the school year, shall be paid at the workshop rate of pay. The requirement of a written directive does not apply when all counselors are scheduled to work before the first day or after the last day.

C. Educational/Compact Technicians and Special Instructors

Educational technicians, compact technicians and special instructors must be paid for all hours worked. If the work assignment for an educational technician, compact technician, and/or special instructor is equal to one (1) FTE, their work hours shall be determined by the District within its discretion and will include a paid lunch.

If an educational technician, compact technician and/or special instructors is directed to attend any school-related activity that falls outside of the regular work day (e.g. Wednesday staff meeting, parent teacher conference or open house) they shall be paid their regular hourly rate, subject to overtime status.

D. Health and Physical Education Teachers

CPR and Life Saving Certificates - All health and physical education teachers shall have a valid/current CPR Certificate on file in the Human Resources – Office of Certification/Employee Records by the beginning of the second semester.

All health and physical education teachers newly assigned/transferred to a school where there is a swimming pool must have and maintain a valid/current Lifesaving Certificate on file in the Human Resources – Office of Certification/Employee Records.

The District will provide the opportunity for health and physical education teachers to secure and maintain CPR certificates. The District will provide the opportunity for health and physical education teachers who are assigned to a school where there is a pool to secure and maintain the Lifesaving certificates.

E. JROTC Instructors

1. Duties

JROTC instructors and assistants shall assume those duties assigned by the principal which are not in conflict with site accreditation requirements and North Central regulations in addition to the particular responsibilities related to their sphere of instruction (military materials-uniforms-etc.)

2. Supervision and Evaluation

The Director of Army Instruction shall supervise and evaluate all JROTC personnel according to criteria formulated in Military directives and regulations as set forth by the Department of the Army, the U.S. Training and Doctrine Command, Fort Monroe, VA and Headquarters Second ROTC Region, Fort Knox, KY. It is recognized, however, that the JROTC program is part of the total teaching program within the schools and that the school administrator shall have the responsibility for the supervision and evaluation of the JROTC instructor's performance as it relates to his or her effectiveness in the local school setting. It is desirable that the school administrator and the Director of Army Instruction consult generally on evaluations of all JROTC instructors. Copies of evaluations shall be made available to JROTC instructors. Requirements and standards mutually acceptable to the U.S. Army and the District must be maintained.

3. Salaries

Salaries for JROTC instructors and assistant instructors shall be an amount that, when added to their retired United States Army pay, shall be no less than the amount of their active duty pay and allowances exclusive of hazardous duty pay.

Salaries for JROTC instructors and assistant instructors shall be adjusted annually based on retired and active duty United States Army pay raises and shall be effective January 1 for each school year, pursuant to Letter of Agreement JROTC Instructors and Assistant Instructors executed May 24, 2002.

F. Psychologists

Psychologists shall be responsible for at least three (3) evaluations or re-evaluations per week unless prevented from doing so by circumstances beyond their control.

G. Registered Nurses

1. Schedule

Registered nurses will continue their former schedule of working hours in order to be present whenever the children are present, accomplish their work load, and continue to make home calls.

2. Salary Information

Non-degree nurses are paid on Steps 1-4 of the B.A. salary schedule.

Experience and credit shall be granted on the salary schedule for hospital and industrial clinic experience.

H. Social Workers

When there is a change of assignment for a school social worker, sufficient time will be allowed for the social worker to come to closure with his/her students, school staff and to complete records.

I. Speech and Language Pathologists

Speech and language pathologists hold a Master's degree in Speech and Language Pathology and Certificate of Clinical Competency in Speech, but do not hold a teaching certificate.

ARTICLE 29 – SELF GOVERNING SCHOOLS

Schools identified by the District as DPS Self-Governing Schools shall have control over the budget, curriculum, hiring and overall operations of the school. While these schools will generally adhere to the terms of this Agreement, the schools are not bound by any of the express terms provided any divergence from the terms of this Agreement is approved by the Self-Governing School's governing council.

ARTICLE 30 – OUTSIDE EMPLOYMENT

Outside employment shall not interfere with an employee's employment obligations with the Detroit Public Schools.

An employee may engage in outside business activity or outside employment provided it is not inconsistent or incompatible with or does not interfere with the proper discharge of the employee's duties and responsibilities as an employee with the District. All employees are subject to the District's Financial Disclosure and Conflict of Interest Policy.

ARTICLE 31 – DIRECT DEPOSIT/DEBIT CARD

The District has the right to and will implement, at its discretion, the payment of wages to employees covered by this agreement through direct deposit or a payroll debit card and issue pay advices electronically in accordance with state law.

ARTICLE 32 - ENTIRE AGREEMENT

This document contains the parties' entire agreement with respect to their respective rights and obligations. The Union waives the right to bargain over any condition of employment which has not been addressed by this Agreement. Any Letters of Understanding executed prior to the effective date of this Agreement and past practices which were in effect prior to the effective date of this Agreement which are not contained within or attached to this Agreement shall be considered null and void.

ARTICLE 33 – CHANGE AND TERMINATION

The contract will terminate effective June 30, 2015.

APPENDIX A

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Instructional Personnel (38 Week)
Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Biweekly: [Annual] / [Number of Pay Periods]
 Daily: [Annual] / [Number of Work Days]
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays			26 Pays				
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual
Various	Various	Instructional Personnel (38 Weeks)	Bachelors	1	23.48	187.81	1,621.95	35,683	23.48	187.81	1,372.42	35,683
				2	24.08	192.67	1,663.95	36,607	24.08	192.67	1,407.96	36,607
				3	25.33	202.62	1,749.86	38,497	25.33	202.62	1,480.65	38,497
				4	26.53	212.26	1,833.14	40,329	26.53	212.26	1,551.12	40,329
				5	27.78	222.21	1,919.05	42,219	27.78	222.21	1,623.81	42,219
				6	29.02	232.17	2,005.09	44,112	29.02	232.17	1,696.62	44,112
				7	30.27	242.16	2,091.36	46,010	30.27	242.16	1,769.62	46,010
				8	31.47	251.78	2,174.50	47,839	31.47	251.78	1,839.96	47,839
				9	32.72	261.72	2,260.27	49,726	32.72	261.72	1,912.54	49,726
				10	36.91	295.26	2,549.95	56,099	36.91	295.26	2,157.65	56,099
Various	Various	Instructional Personnel (38 Weeks)	Masters	1	24.60	196.76	1,689.27	37,384	24.60	196.76	1,437.85	37,384
				2	26.74	213.91	1,847.41	40,643	26.74	213.91	1,563.19	40,643
				3	28.28	226.21	1,963.59	42,979	28.28	226.21	1,653.04	42,979
				4	29.78	238.20	2,057.18	45,258	29.78	238.20	1,740.69	45,258
				5	31.27	250.16	2,160.50	47,531	31.27	250.16	1,828.12	47,531
				6	32.81	262.51	2,267.09	49,876	32.81	262.51	1,918.31	49,876
				7	34.31	274.44	2,370.14	52,143	34.31	274.44	2,005.50	52,143
				8	35.85	286.77	2,476.64	54,486	35.85	286.77	2,095.62	54,486
				9	37.34	298.74	2,580.00	56,760	37.34	298.74	2,183.08	56,760
				10	42.94	343.50	2,966.59	65,265	42.94	343.50	2,510.19	65,265
Various	Various	Instructional Personnel (38 Weeks)	Mast+30, JD	1	24.79	198.34	1,712.91	37,684	24.79	198.34	1,449.38	37,684
				2	26.94	215.49	1,861.05	40,943	26.94	215.49	1,574.73	40,943
				3	28.47	227.78	1,967.23	43,279	28.47	227.78	1,664.58	43,279
				4	29.97	239.78	2,070.82	45,558	29.97	239.78	1,752.23	45,558
				5	31.47	251.74	2,174.14	47,831	31.47	251.74	1,839.66	47,831
				6	33.01	264.08	2,280.73	50,176	33.01	264.08	1,929.85	50,176
				7	34.50	276.02	2,383.77	52,443	34.50	276.02	2,017.04	52,443
				8	36.04	288.35	2,490.27	54,786	36.04	288.35	2,107.15	54,786
				9	37.54	300.32	2,593.64	57,060	37.54	300.32	2,194.62	57,060
				10	43.14	345.08	2,980.23	65,565	43.14	345.08	2,521.73	65,565
				11	43.40	347.18	2,998.41	65,965	43.40	347.18	2,537.12	65,965

DETROIT PUBLIC SCHOOLS

**DFT Salary Schedule A for Instructional Personnel (38 Week)
Effective August 25, 2012 through August 23, 2013 (10% wage concession)**

Biweekly: [Annual] / [Number of Pay Periods]
Daily: [Annual] / [Number of Work Days]
Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays			26 Pays				
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual
Various	Various	Instructional Personnel (38 Weeks)	Doctorate	1	24.99	199.92	1,726.55	37,984	24.99	199.92	1,460.92	37,984
				2	27.13	217.07	1,874.68	41,243	27.13	217.07	1,586.27	41,243
				3	28.67	229.36	1,980.86	43,579	28.67	229.36	1,676.12	43,579
				4	30.17	241.36	2,084.45	45,858	30.17	241.36	1,763.77	45,858
				5	31.67	253.32	2,187.77	48,131	31.67	253.32	1,851.19	48,131
				6	33.21	265.66	2,294.36	50,476	33.21	265.66	1,941.38	50,476
				7	34.70	277.59	2,397.41	52,743	34.70	277.59	2,028.58	52,743
				8	36.24	289.93	2,503.91	55,086	36.24	289.93	2,118.69	55,086
				9	37.74	301.89	2,607.27	57,360	37.74	301.89	2,206.15	57,360
				10	43.33	346.66	2,993.86	65,865	43.33	346.66	2,533.27	65,865
				11	43.60	348.76	3,012.05	66,265	43.60	348.76	2,548.65	66,265
Various	Various	Instructional Personnel - Extended Work ²	Bachelors	1	23.48	187.81	1,878.10		23.48	187.81	1,878.10	
				2	24.08	192.67	1,926.70		24.08	192.67	1,926.70	
				3	25.33	202.62	2,026.20		25.33	202.62	2,026.20	
				4	26.53	212.26	2,122.60		26.53	212.26	2,122.60	
				5	27.78	222.21	2,222.10		27.78	222.21	2,222.10	
				6	29.02	232.17	2,321.70		29.02	232.17	2,321.70	
				7	30.27	242.16	2,421.60		30.27	242.16	2,421.60	
				8	31.47	251.78	2,517.80		31.47	251.78	2,517.80	
				9	32.72	261.72	2,617.20		32.72	261.72	2,617.20	
				10	36.91	295.26	2,952.60		36.91	295.26	2,952.60	
Various	Various	Instructional Personnel - Extended Work	Masters	1	24.60	196.76	1,967.80		24.60	196.76	1,967.80	
				2	26.74	213.91	2,139.10		26.74	213.91	2,139.10	
				3	28.28	226.21	2,262.10		28.28	226.21	2,262.10	
				4	29.78	238.20	2,382.00		29.78	238.20	2,382.00	
				5	31.27	250.16	2,501.60		31.27	250.16	2,501.60	
				6	32.81	262.51	2,625.10		32.81	262.51	2,625.10	
				7	34.31	274.44	2,744.40		34.31	274.44	2,744.40	
				8	35.85	286.77	2,867.70		35.85	286.77	2,867.70	
				9	37.34	298.74	2,987.40		37.34	298.74	2,987.40	
				10	42.94	343.50	3,435.00		42.94	343.50	3,435.00	

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Instructional Personnel (38 Week)
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 Daily: [Annual] / [Number of Work Days]
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays			26 Pays				
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual
Various	Various	Instructional Personnel - Extended Work	Mast+30, JD	1	24.79	198.34	1,983.40		24.79	198.34	1,983.40	
				2	26.94	215.49	2,154.90		26.94	215.49	2,154.90	
				3	28.47	227.78	2,277.80		28.47	227.78	2,277.80	
				4	29.97	239.78	2,397.80		29.97	239.78	2,397.80	
				5	31.47	251.74	2,517.40		31.47	251.74	2,517.40	
				6	33.01	264.08	2,640.80		33.01	264.08	2,640.80	
				7	34.50	276.02	2,760.20		34.50	276.02	2,760.20	
				8	36.04	288.35	2,883.50		36.04	288.35	2,883.50	
				9	37.54	300.32	3,003.20		37.54	300.32	3,003.20	
				10	43.14	345.08	3,450.80		43.14	345.08	3,450.80	
				11	43.40	347.18	3,471.80		43.40	347.18	3,471.80	
Various	Various	Instructional Personnel - Extended Work	Doctorate	1	24.99	199.92	1,999.20		24.99	199.92	1,999.20	
				2	27.13	217.07	2,170.70		27.13	217.07	2,170.70	
				3	28.67	229.36	2,293.60		28.67	229.36	2,293.60	
				4	30.17	241.36	2,413.60		30.17	241.36	2,413.60	
				5	31.67	253.32	2,533.20		31.67	253.32	2,533.20	
				6	33.21	265.66	2,656.60		33.21	265.66	2,656.60	
				7	34.70	277.59	2,775.90		34.70	277.59	2,775.90	
				8	36.24	289.93	2,899.30		36.24	289.93	2,899.30	
				9	37.74	301.89	3,018.90		37.74	301.89	3,018.90	
				10	43.33	346.66	3,466.60		43.33	346.66	3,466.60	
				11	43.60	348.76	3,487.60		43.60	348.76	3,487.60	
Various	Various	Instructional Personnel (46 Weeks)	Bachelors	1	23.48	187.81	1,697.50		23.48	187.81	1,697.50	44,135
				2	24.08	192.67	1,741.46		24.08	192.67	1,741.46	45,278
				3	25.33	202.62	1,831.35		25.33	202.62	1,831.35	47,615
				4	26.53	212.26	1,918.50		26.53	212.26	1,918.50	49,881
				5	27.78	222.21	2,008.42		27.78	222.21	2,008.42	52,219
				6	29.02	232.17	2,098.46		29.02	232.17	2,098.46	54,560
				7	30.27	242.16	2,188.77		30.27	242.16	2,188.77	56,908
				8	31.47	251.78	2,275.77		31.47	251.78	2,275.77	59,170
				9	32.72	261.72	2,365.54		32.72	261.72	2,365.54	61,504
				10	36.91	295.26	2,668.69		36.91	295.26	2,668.69	69,396

DETROIT PUBLIC SCHOOLS

**DFT Salary Schedule A for Instructional Personnel (38 Week)
Effective August 25, 2012 through August 23, 2013 (10% wage concession)**

Biweekly: [Annual] / [Number of Pay Periods]
Daily: [Annual] / [Number of Work Days]
Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays				26 Pays			
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual
Various	Various	Instructional Personnel (46 Weeks)	Masters	1					24.60	196.76	1,778.42	46,239
				2					26.74	213.91	1,933.42	50,269
				3					28.28	226.21	2,044.58	53,159
				4					29.78	238.20	2,152.96	55,977
				5					31.27	250.16	2,261.12	58,789
				6					32.81	262.51	2,372.65	61,689
				7					34.31	274.44	2,480.50	64,493
				8					35.85	286.77	2,591.96	67,391
				9					37.34	298.74	2,700.15	70,204
				10					42.94	343.50	3,104.73	80,723
Various	Various	Instructional Personnel (46 Weeks)	Mast+30, JD	1					24.79	198.34	1,792.62	46,608
				2					26.94	215.49	1,947.62	50,638
				3					28.47	227.78	2,058.77	53,528
				4					29.97	239.78	2,167.15	56,346
				5					31.47	251.74	2,275.31	59,158
				6					33.01	264.08	2,386.85	62,058
				7					34.50	276.02	2,494.69	64,862
				8					36.04	288.35	2,606.15	67,760
				9					37.54	300.32	2,714.35	70,573
				10					43.14	345.08	3,118.92	81,092
				11					43.40	347.18	3,137.88	81,585
Various	Various	Instructional Personnel (46 Weeks)	Doctorate	1					24.99	199.92	1,806.81	46,977
				2					27.13	217.07	1,961.81	51,007
				3					28.67	229.36	2,072.96	53,897
				4					30.17	241.36	2,181.35	56,715
				5					31.67	253.32	2,289.50	59,527
				6					33.21	265.66	2,401.04	62,427
				7					34.70	277.59	2,508.88	65,231
				8					36.24	289.93	2,620.35	68,129
				9					37.74	301.89	2,728.54	70,942
				10					43.33	346.66	3,133.12	81,461
				11					43.60	348.76	3,152.08	81,954

DETROIT PUBLIC SCHOOLS
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 Daily: [Annual] / [Number of Work Days]
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays			26 Pays				
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual
A500		Behavioral Specialist	Masters	1	32.81	262.51	2,267.09	49,876	32.81	262.51	1,918.31	49,876
				2	34.31	274.44	2,370.14	52,143	34.31	274.44	2,005.50	52,143
				3	35.85	286.77	2,476.64	54,486	35.85	286.77	2,095.62	54,486
				4	37.34	298.74	2,580.00	56,760	37.34	298.74	2,183.08	56,760
				5	42.94	343.50	2,966.59	65,265	42.94	343.50	2,510.19	65,265
A500		Behavioral Specialist	Masters+30	1	33.01	264.08	2,280.73	50,176	33.01	264.08	1,929.85	50,176
				2	34.50	276.02	2,383.77	52,443	34.50	276.02	2,017.04	52,443
				3	36.04	288.35	2,490.27	54,786	36.04	288.35	2,107.15	54,786
				4	37.54	300.32	2,593.64	57,060	37.54	300.32	2,194.62	57,060
				5	43.14	345.08	2,980.23	65,565	43.14	345.08	2,521.73	65,565
				6	43.40	347.18	2,998.41	65,965	43.40	347.18	2,537.12	65,965
A500		Behavioral Specialist	Doctorate	1	33.21	265.66	2,294.36	50,476	33.21	265.66	1,941.38	50,476
				2	34.70	277.59	2,397.41	52,743	34.70	277.59	2,028.58	52,743
				3	36.24	289.93	2,503.91	55,086	36.24	289.93	2,118.69	55,086
				4	37.74	301.89	2,607.27	57,360	37.74	301.89	2,206.15	57,360
				5	43.33	346.66	2,993.86	65,865	43.33	346.66	2,533.27	65,865
				6	43.60	348.76	3,012.05	66,265	43.60	348.76	2,548.65	66,265
Various	Various	Instructional Personnel (39 Weeks) ²	Masters	1					32.81	262.51	1,968.81	51,189
				2					34.31	274.44	2,058.31	53,516
				3					35.85	286.77	2,150.77	55,920
				4					37.34	298.74	2,240.54	58,254
				5					42.94	343.50	2,576.27	66,983
Various	Various	Instructional Personnel (39 Weeks)	Masters+30	1					33.01	264.08	1,980.65	51,497
				2					34.50	276.02	2,070.15	53,824
				3					36.04	288.35	2,162.62	56,228
				4					37.54	300.32	2,252.38	58,562
				5					43.14	345.08	2,588.12	67,291
				6					43.40	347.18	2,603.88	67,701
Various	Various	Instructional Personnel (39 Weeks)	Doctorate	1					33.21	265.66	1,992.50	51,805
				2					34.70	277.59	2,081.96	54,131
				3					36.24	289.93	2,174.46	56,536
				4					37.74	301.89	2,264.23	58,870
				5					43.33	346.66	2,599.96	67,599
				6					43.60	348.76	2,615.73	68,009

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Instructional Personnel (38 Week)
Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Biweekly: [Annual] / [Number of Pay Periods]
 Daily: [Annual] / [Number of Work Days]
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays			26 Pays												
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual								
Various	Various	Instructional Personnel (40 Weeks) ⁴	Masters	1																
				2	32.81	262.51	2,019.31	52,502	32.81	262.51	2,019.31	52,502								
				3	34.31	274.44	2,111.08	54,888	34.31	274.44	2,111.08	54,888								
				4	35.85	286.77	2,205.92	57,354	35.85	286.77	2,205.92	57,354								
				5	37.34	298.74	2,298.00	59,748	37.34	298.74	2,298.00	59,748								
Various	Various	Instructional Personnel (40 Weeks)	Masters+30	1																
				2	33.01	264.08	2,031.42	52,817	33.01	264.08	2,031.42	52,817								
				3	34.50	276.02	2,123.23	55,204	34.50	276.02	2,123.23	55,204								
				4	36.04	288.35	2,218.08	57,670	36.04	288.35	2,218.08	57,670								
				5	37.54	300.32	2,310.15	60,064	37.54	300.32	2,310.15	60,064								
				6	43.14	345.08	2,654.46	69,016	43.14	345.08	2,654.46	69,016								
Various	Various	Instructional Personnel (40 Weeks)	Doctorate	1																
				2	33.21	265.66	2,043.58	53,133	33.21	265.66	2,043.58	53,133								
				3	34.70	277.59	2,135.35	55,519	34.70	277.59	2,135.35	55,519								
				4	36.24	289.93	2,230.23	57,986	36.24	289.93	2,230.23	57,986								
				5	37.74	301.89	2,322.27	60,379	37.74	301.89	2,322.27	60,379								
				6	43.33	346.66	2,666.62	69,332	43.33	346.66	2,666.62	69,332								
A08R	Various	Instructional Specialist Retiree	Masters Masters+30 Doctorate	1																
				2	32.81	262.51	1,968.81	51,189	32.81	262.51	1,968.81	51,189								
Various	Various	Retired Personnel ⁵	Bachelors Masters Mast+30, JD Doctorate	1	23.48	187.81	1,621.95	35,683	23.48	187.81	1,621.95	35,683								
				2	24.60	196.76	1,699.27	37,384	24.60	196.76	1,699.27	37,384								
				3	24.79	198.34	1,712.91	37,684	24.79	198.34	1,712.91	37,684								
				4	24.99	199.92	1,726.55	37,984	24.99	199.92	1,726.55	37,984								
				5	32.81	262.51	2,267.09	49,876	32.81	262.51	2,267.09	49,876								
A510	Various	Special Education Transition Specialist	Masters	1	34.31	274.44	2,370.14	52,143	34.31	274.44	2,370.14	52,143								
				2	35.85	286.77	2,476.64	54,486	35.85	286.77	2,476.64	54,486								
				3	37.34	298.74	2,580.00	56,760	37.34	298.74	2,580.00	56,760								
				4	42.94	343.50	2,966.59	65,265	42.94	343.50	2,966.59	65,265								
				5																

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Instructional Personnel (38 Week)
Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Biweekly: [Annual] / [Number of Pay Periods]
 Daily: [Annual] / [Number of Work Days]
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays			26 Pays				
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual
A510		Special Education Transition Specialist	Masters+30	1	33.01	264.08	2,280.73	50,176	33.01	264.08	1,929.85	50,176
				2	34.50	276.02	2,383.77	52,443	34.50	276.02	2,017.04	52,443
				3	36.04	288.35	2,490.27	54,786	36.04	288.35	2,107.15	54,786
				4	37.54	300.32	2,593.64	57,060	37.54	300.32	2,194.62	57,060
				5	43.14	345.08	2,980.23	65,565	43.14	345.08	2,521.73	65,565
				6	43.40	347.18	2,998.41	65,965	43.40	347.18	2,537.12	65,965
A510		Special Education Transition Specialist	Doctorate	1	33.21	265.66	2,294.36	50,476	33.21	265.66	1,941.36	50,476
				2	34.70	277.59	2,397.41	52,743	34.70	277.59	2,028.58	52,743
				3	36.24	289.93	2,503.91	55,086	36.24	289.93	2,118.69	55,086
				4	37.74	301.89	2,607.27	57,360	37.74	301.89	2,206.15	57,360
				5	43.33	346.66	2,993.86	65,865	43.33	346.66	2,533.27	65,865
				6	43.60	348.76	3,012.05	66,265	43.60	348.76	2,548.65	66,265
A920	531	T2EA Teacher	Bachelors		23.48	187.81	1,621.95	35,683	23.48	187.81	1,372.42	35,683
		T2EA Teacher	Masters		24.60	196.76	1,699.27	37,384	24.60	196.76	1,437.85	37,384
		T2EA Teacher	Mast+30, JD		24.79	198.34	1,712.91	37,684	24.79	198.34	1,449.38	37,684
		T2EA Teacher	Doctorate		24.99	199.92	1,726.55	37,984	24.99	199.92	1,460.92	37,984
ATCH		Teacher-Teach for America	Bachelors		23.48	187.81	1,621.95	35,683	23.48	187.81	1,372.42	35,683
					24.60	196.76	1,699.27	37,384	24.60	196.76	1,437.85	37,384

**DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Instructional Personnel (52 Week)
Effective July 3, 2012 through June 30, 2013 (10% wage concession)**

Pay Class Code	Position Code	Description	Degree	Step	Hourly	Daily	Biweekly	Annual
Various	Various	Instructional Personnel	Bachelors	1	21.22	169.75	1,697.50	44,135
				2	21.77	174.15	1,741.46	45,278
				3	22.89	183.14	1,831.35	47,615
				4	23.98	191.85	1,918.50	49,881
				5	25.11	200.84	2,008.42	52,219
				6	26.23	209.85	2,098.46	54,560
				7	27.36	218.88	2,188.77	56,908
				8	28.45	227.58	2,275.77	59,170
				9	29.57	236.55	2,365.54	61,504
				10	33.36	266.87	2,668.69	69,386
Various	Various	Instructional Personnel	Masters	1	22.23	177.84	1,778.42	46,239
				2	24.17	193.34	1,933.42	50,269
				3	25.56	204.46	2,044.58	53,159
				4	26.91	215.30	2,152.96	55,977
				5	28.26	226.11	2,261.12	58,789
				6	29.66	237.27	2,372.65	61,689
				7	31.01	248.05	2,480.50	64,493
				8	32.40	259.20	2,591.96	67,391
				9	33.75	270.02	2,700.15	70,204
				10	38.81	310.47	3,104.73	80,723
Various	Various	Instructional Personnel	Mast+30, JD	1	22.41	179.26	1,792.62	46,608
				2	24.35	194.76	1,947.62	50,638
				3	25.74	205.88	2,058.77	53,528
				4	27.09	216.72	2,167.15	56,346
				5	28.44	227.53	2,275.31	59,158
				6	29.84	238.69	2,386.85	62,058
				7	31.18	249.47	2,494.69	64,862
				8	32.58	260.62	2,606.15	67,760
				9	33.93	271.44	2,714.35	70,573
				10	38.99	311.89	3,118.92	81,092
				11	39.22	313.79	3,137.88	81,585

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Instructional Personnel (52 Week)
Effective July 3, 2012 through June 30, 2013 (10% wage concession)

Pay Class Code	Position Code	Description	Degree	Step	Hourly	Daily	Biweekly	Annual
Various	Various	Instructional Personnel	Doctorate	1	22.59	180.68	1,806.81	46,977
				2	24.52	196.18	1,961.81	51,007
				3	25.91	207.30	2,072.96	53,897
				4	27.27	218.14	2,181.35	56,715
				5	28.62	228.95	2,289.50	59,527
				6	30.01	240.10	2,401.04	62,427
				7	31.36	250.89	2,508.88	65,231
				8	32.76	262.04	2,620.35	68,129
				9	34.11	272.85	2,728.54	70,942
				10	39.16	313.31	3,133.12	81,461
				11	39.40	315.21	3,152.08	81,954

DETROIT PUBLIC SCHOOLS

**DFT Salary Schedule A for Instructional Support Personnel (38 Week)
Effective August 25, 2012 through August 23, 2013 (10% wage concession)**

Biweekly: [Annual] / [Number of Pay Periods]
Daily: [Annual] / [Number of Work Days]
Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays			26 Pays				
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual
Various		Instructional Support Personnel ⁵	< Masters	1	23.48	187.81	1,621.95	35,683	23.48	187.81	1,372.42	35,683
				2	24.08	192.67	1,663.95	36,607	24.08	192.67	1,407.96	36,607
				3	25.33	202.62	1,749.86	38,497	25.33	202.62	1,480.65	38,497
				4	26.53	212.26	1,833.14	40,329	26.53	212.26	1,551.12	40,329
				5	27.78	222.21	1,919.05	42,219	27.78	222.21	1,623.81	42,219
				6	29.02	232.17	2,005.09	44,112	29.02	232.17	1,696.62	44,112
				7	30.27	242.16	2,091.36	46,010	30.27	242.16	1,769.62	46,010
				8	31.47	251.78	2,174.50	47,839	31.47	251.78	1,839.96	47,839
				9	32.72	261.72	2,260.27	49,726	32.72	261.72	1,912.54	49,726
				10	36.91	295.26	2,549.95	56,099	36.91	295.26	2,157.65	56,099
Various		Instructional Support Personnel	Masters	1	24.60	196.76	1,699.27	37,384	24.60	196.76	1,437.85	37,384
				2	26.74	213.91	1,847.41	40,643	26.74	213.91	1,563.19	40,643
				3	28.28	226.21	1,953.59	42,979	28.28	226.21	1,653.04	42,979
				4	29.78	238.20	2,057.18	45,258	29.78	238.20	1,740.69	45,258
				5	31.27	250.16	2,160.50	47,531	31.27	250.16	1,828.12	47,531
				6	32.81	262.51	2,267.09	49,876	32.81	262.51	1,918.31	49,876
				7	34.31	274.44	2,370.14	52,143	34.31	274.44	2,005.50	52,143
				8	35.85	286.77	2,476.64	54,486	35.85	286.77	2,095.62	54,486
				9	37.34	298.74	2,580.00	56,760	37.34	298.74	2,183.08	56,760
				10	42.94	343.50	2,966.59	65,265	42.94	343.50	2,510.19	65,265
Various		Instructional Support Personnel	Mast+30, JD	1	24.79	198.34	1,712.91	37,684	24.79	198.34	1,449.38	37,684
				2	26.94	215.49	1,861.05	40,943	26.94	215.49	1,574.73	40,943
				3	28.47	227.78	1,967.23	43,279	28.47	227.78	1,664.58	43,279
				4	29.97	239.78	2,070.82	45,558	29.97	239.78	1,752.23	45,558
				5	31.47	251.74	2,174.14	47,831	31.47	251.74	1,839.65	47,831
				6	33.01	264.08	2,280.73	50,176	33.01	264.08	1,929.85	50,176
				7	34.50	276.02	2,383.77	52,443	34.50	276.02	2,017.04	52,443
				8	36.04	288.35	2,490.27	54,786	36.04	288.35	2,107.15	54,786
				9	37.54	300.32	2,593.64	57,060	37.54	300.32	2,194.62	57,060
				10	43.14	345.08	2,980.23	65,565	43.14	345.08	2,521.73	65,565

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Instructional Support Personnel (38 Week)
Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Biweekly: [Annual] / [Number of Pay Periods]
 Daily: [Annual] / [Number of Work Days]
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays				26 Pays			
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual
Various		Instructional Support Personnel	Doctorate	1	24.99	199.92	1,726.55	37,984	24.99	199.92	1,460.92	37,984
				2	27.13	217.07	1,874.68	41,243	27.13	217.07	1,586.27	41,243
				3	28.67	229.36	1,980.86	43,579	28.67	229.36	1,676.12	43,579
				4	30.17	241.36	2,084.45	45,858	30.17	241.36	1,763.77	45,858
				5	31.67	253.32	2,187.77	48,131	31.67	253.32	1,851.19	48,131
				6	33.21	265.66	2,294.36	50,476	33.21	265.66	1,941.38	50,476
				7	34.70	277.59	2,397.41	52,743	34.70	277.59	2,028.58	52,743
				8	36.24	289.93	2,503.91	55,086	36.24	289.93	2,118.69	55,086
				9	37.74	301.89	2,607.27	57,360	37.74	301.89	2,206.15	57,360
				10	43.33	346.66	2,993.86	65,865	43.33	346.66	2,533.27	65,865
Various		Instructional Support Personnel (48 Weeks)	< Masters	1	23.48				23.48	187.81	1,697.50	44,135
				2	24.08				24.08	192.67	1,741.46	45,278
				3	25.33				25.33	202.62	1,831.35	47,615
				4	26.53				26.53	212.26	1,918.50	49,881
				5	27.78				27.78	222.21	2,008.42	52,219
				6	29.02				29.02	232.17	2,098.46	54,560
				7	30.27				30.27	242.16	2,188.77	56,908
				8	31.47				31.47	251.78	2,275.77	59,170
				9	32.72				32.72	261.72	2,365.54	61,504
				10	36.91				36.91	295.26	2,668.69	69,386
Various		Instructional Support Personnel (48 Weeks)	Masters	1	24.60				24.60	196.76	1,778.42	46,239
				2	26.74				26.74	213.91	1,933.42	50,269
				3	28.28				28.28	226.21	2,044.58	53,159
				4	29.78				29.78	238.20	2,152.96	55,977
				5	31.27				31.27	250.16	2,261.12	58,789
				6	32.81				32.81	262.51	2,372.65	61,689
				7	34.31				34.31	274.44	2,480.50	64,493
				8	35.85				35.85	286.77	2,591.96	67,391
				9	37.34				37.34	298.74	2,700.15	70,204
				10	42.94				42.94	343.50	3,104.73	80,723

DETROIT PUBLIC SCHOOLS

**DFT Salary Schedule A for Instructional Support Personnel (38 Week)
Effective August 25, 2012 through August 23, 2013 (10% wage concession)**

Biweekly: [Annual] / [Number of Pay Periods]
Daily: [Annual] / [Number of Work Days]
Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays			26 Pays						
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual		
Various	Various	Instructional Support Personnel (48 Weeks)	Mast+30, JD	1							24.79	198.34	1,792.62	46,608
				2							26.94	215.49	1,947.62	50,638
				3							28.47	227.78	2,068.77	53,528
				4							29.97	239.78	2,167.15	56,346
				5							31.47	251.74	2,275.31	59,158
				6							33.01	264.08	2,386.85	62,058
				7							34.50	276.02	2,494.69	64,862
				8							36.04	288.35	2,606.15	67,760
				9							37.54	300.32	2,714.35	70,573
				10							43.14	345.08	3,118.92	81,092
Various	Various	Instructional Support Personnel (48 Weeks)	Doctorate	1						24.99	199.92	1,806.81	46,977	
				2						27.13	217.07	1,961.81	51,007	
				3						28.67	229.36	2,072.96	53,897	
				4						30.17	241.36	2,181.35	56,715	
				5						31.67	253.32	2,289.50	59,527	
				6						33.21	265.66	2,401.04	62,427	
				7						34.70	277.59	2,508.88	65,231	
				8						36.24	289.93	2,620.35	68,129	
				9						37.74	301.89	2,728.54	70,942	
				10						43.33	346.66	3,133.12	81,461	
7250	0587	Social Work Assistant Ext. Work	< Masters	1			23.48	187.81	1,878.10		23.48	187.81	1,878.10	
				2			24.08	192.67	1,926.70		24.08	192.67	1,926.70	
				3			25.33	202.62	2,026.20		25.33	202.62	2,026.20	
				4			26.53	212.26	2,122.60		26.53	212.26	2,122.60	
				5			27.78	222.21	2,222.10		27.78	222.21	2,222.10	
				6			29.02	232.17	2,321.70		29.02	232.17	2,321.70	
				7			30.27	242.16	2,421.60		30.27	242.16	2,421.60	
				8			31.47	251.78	2,517.80		31.47	251.78	2,517.80	
				9			32.72	261.72	2,617.20		32.72	261.72	2,617.20	
				10			36.91	295.26	2,952.60		36.91	295.26	2,952.60	

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Instructional Support Personnel (38 Week)
Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Biweekly: [Annual] / [Number of Pay Periods]
 Daily: [Annual] / [Number of Work Days]
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays			26 Pays				
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual
7250	0587	Social Work Assistant Ext. Work	Masters	1	24.60	196.76	1,967.60		24.60	196.76	1,967.60	
				2	26.74	213.91	2,139.10		26.74	213.91	2,139.10	
				3	28.28	226.21	2,262.10		28.28	226.21	2,262.10	
				4	29.78	238.20	2,382.00		29.78	238.20	2,382.00	
				5	31.27	250.16	2,501.60		31.27	250.16	2,501.60	
				6	32.81	262.51	2,625.10		32.81	262.51	2,625.10	
				7	34.31	274.44	2,744.40		34.31	274.44	2,744.40	
				8	35.85	286.77	2,867.70		35.85	286.77	2,867.70	
				9	37.34	298.74	2,987.40		37.34	298.74	2,987.40	
				10	42.94	343.50	3,435.00		42.94	343.50	3,435.00	
7250	0587	Social Work Assistant Ext. Work	Mast+30, JD	1	24.79	198.34	1,983.40		24.79	198.34	1,983.40	
				2	26.94	215.49	2,154.90		26.94	215.49	2,154.90	
				3	28.47	227.78	2,277.80		28.47	227.78	2,277.80	
				4	29.97	239.78	2,397.80		29.97	239.78	2,397.80	
				5	31.47	251.74	2,517.40		31.47	251.74	2,517.40	
				6	33.01	264.08	2,640.80		33.01	264.08	2,640.80	
				7	34.50	276.02	2,760.20		34.50	276.02	2,760.20	
				8	36.04	288.35	2,883.50		36.04	288.35	2,883.50	
				9	37.54	300.32	3,003.20		37.54	300.32	3,003.20	
				10	43.14	345.08	3,450.80		43.14	345.08	3,450.80	
7250	0587	Social Work Assistant Ext. Work	Doctorate	1	24.99	199.92	1,999.20		24.99	199.92	1,999.20	
				2	27.13	217.07	2,170.70		27.13	217.07	2,170.70	
				3	28.67	229.36	2,293.60		28.67	229.36	2,293.60	
				4	30.17	241.36	2,413.60		30.17	241.36	2,413.60	
				5	31.67	253.32	2,533.20		31.67	253.32	2,533.20	
				6	33.21	265.66	2,656.60		33.21	265.66	2,656.60	
				7	34.70	277.59	2,775.90		34.70	277.59	2,775.90	
				8	36.24	289.93	2,899.30		36.24	289.93	2,899.30	
				9	37.74	301.89	3,018.90		37.74	301.89	3,018.90	
				10	43.33	346.66	3,466.60		43.33	346.66	3,466.60	

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Instructional Support Personnel (52 Week)
Effective July 3, 2012 through June 30, 2013 (10% wage concession)

Pay Class Code	Position Code	Description	Degree	Step	Hourly	Daily	Biweekly	Annual
Various	Various	Instructional Support Personnel ³	< Masters	1	21.22	169.75	1,697.50	44,135
				2	21.77	174.15	1,741.46	45,278
				3	22.89	183.14	1,831.35	47,615
				4	23.98	191.85	1,918.50	49,881
				5	25.11	200.84	2,008.42	52,219
				6	26.23	209.85	2,098.46	54,560
				7	27.36	218.88	2,188.77	56,908
				8	28.45	227.58	2,275.77	59,170
				9	29.57	236.55	2,365.54	61,504
				10	33.36	266.87	2,668.69	69,386
Various	Various	Instructional Support Personnel	Masters	1	22.23	177.84	1,778.42	46,239
				2	24.17	193.34	1,933.42	50,269
				3	25.56	204.46	2,044.58	53,159
				4	26.91	215.30	2,152.96	55,977
				5	28.26	226.11	2,261.12	58,789
				6	29.66	237.27	2,372.65	61,689
				7	31.01	248.05	2,480.50	64,493
				8	32.40	259.20	2,591.96	67,391
				9	33.75	270.02	2,700.15	70,204
				10	38.81	310.47	3,104.73	80,723
Various	Various	Instructional Support Personnel	Mast+30, JD	1	22.41	179.26	1,792.62	46,608
				2	24.35	194.76	1,947.62	50,638
				3	25.74	205.88	2,058.77	53,528
				4	27.09	216.72	2,167.15	56,346
				5	28.44	227.53	2,275.31	59,158
				6	29.84	238.69	2,386.85	62,058
				7	31.18	249.47	2,494.69	64,862
				8	32.58	260.62	2,606.15	67,760
				9	33.93	271.44	2,714.35	70,573
				10	38.99	311.89	3,118.92	81,092

DETROIT PUBLIC SCHOOLS

**DFT Salary Schedule A for Instructional Support Personnel (52 Week)
Effective July 3, 2012 through June 30, 2013 (10% wage concession)**

Pay Class Code	Position Code	Description	Degree	Step	Hourly	Daily	Biweekly	Annual
Various	Various	Instructional Support Personnel	Doctorate	1	22.59	180.68	1,806.81	46,977
				2	24.52	196.18	1,961.81	51,007
				3	25.91	207.30	2,072.96	53,897
				4	27.27	218.14	2,181.35	56,715
				5	28.62	228.95	2,289.50	59,527
				6	30.01	240.10	2,401.04	62,427
				7	31.36	250.89	2,508.88	65,231
				8	32.76	262.04	2,620.35	68,129
				9	34.11	272.85	2,728.54	70,942
				10	39.16	313.31	3,133.12	81,461

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Substitute Teaching Service
Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Pay Class Code	Position Code	Description	Step	Hourly	Daily
9500		Long-Term Substitutes - In A Vacancy (Highly Qualified)		16.32	130.56
9600		Long-Term Substitutes - In A Vacancy (Not Highly Qualified)		13.05	104.40
9130		Long-Term Substitutes - Not In A Vacancy (Highly Qualified)		16.32	130.56
AR90		Retiree - Day-To-Day Sub		13.05	104.40
AR95		Retiree - Long-Term Substitutes w/o Benefits		13.05	104.40
9000		Substitute - Not Highly Qualified		13.05	104.40

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Counselors (Promoted) (38 Week)
Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Biweekly: [Annual] / [Number of Pay Periods]
 Daily: [Annual] / 195
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	22 Pays				26 Pays			
				Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual
1540	050	Counselor (Promoted)	Masters	43.86	350.87	3,030.23	66,665	43.86	350.87	2,564.04	66,665
			Mast.+30,JD	44.32	354.55	3,062.05	67,365	44.32	354.55	2,590.96	67,365
7670	050	Counselor (Promoted) Extended Work	Doctorate	44.52	356.13	3,075.68	67,665	44.52	356.13	2,602.50	67,665
			Masters	43.86	350.87	3,508.70		43.86	350.87	3,508.70	
			Mast.+30,JD	44.32	354.55	3,545.50		44.32	354.55	3,545.50	
			Doctorate	44.52	356.13	3,561.30		44.52	356.13	3,561.30	

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Other Regular Classifications
Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Biweekly: [Annual] / [Number of Pay Periods]
 Daily: [Annual] / 190
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays			26 Pays					
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual	
0010	104	Accompanist		1	20.08	160.67	1,387.64	30,528	20.08	160.67	1,174.15	30,528	
				2	20.91	167.31	1,444.95	31,789	20.91	167.31	1,222.65	31,789	
				3	21.73	173.83	1,501.23	33,027	21.73	173.83	1,270.27	33,027	
				4	22.55	180.38	1,557.82	34,272	22.55	180.38	1,318.15	34,272	
				5	23.37	186.95	1,614.55	35,520	23.37	186.95	1,366.15	35,520	
9220	104	Accompanist ES			20.08				20.08				
9520	103	Accompanist ESRP				20.08			20.08				
				1	20.91				20.91				
0630	338	Microcomputer Instructional Asst. (52 Weeks)											
0140	344	Registered Nurse (38 Weeks)	None	1	23.48	187.81	1,621.95	35,683	23.48	187.81	2,084.31	54,192	
				2	24.08	192.67	1,663.95	36,607	24.08	192.67	2,132.42	36,607	
				3	25.33	202.62	1,749.86	38,497	25.33	202.62	2,180.65	38,497	
				4	26.53	212.26	1,833.14	40,329	26.53	212.26	2,228.81	40,329	
0150	344	Registered Nurse (38 Weeks)	< Masters	1	23.48	187.81	1,621.95	35,683	23.48	187.81	2,084.31	54,192	
				2	24.08	192.67	1,663.95	36,607	24.08	192.67	2,132.42	36,607	
				3	25.33	202.62	1,749.86	38,497	25.33	202.62	2,180.65	38,497	
				4	26.53	212.26	1,833.14	40,329	26.53	212.26	2,228.81	40,329	
				5	27.78	222.21	1,919.05	42,219	27.78	222.21	2,276.96	42,219	
				6	28.02	232.17	2,005.09	44,112	28.02	232.17	2,325.11	44,112	
				7	30.27	242.16	2,091.36	46,010	30.27	242.16	2,373.26	46,010	
				8	31.47	251.78	2,174.50	47,839	31.47	251.78	2,421.41	47,839	
				9	32.72	261.72	2,260.27	49,726	32.72	261.72	2,469.56	49,726	
				10	36.91	295.26	2,549.95	56,099	36.91	295.26	2,517.71	56,099	

DETROIT PUBLIC SCHOOLS

DFT Salary Schedule A for Other Regular Classifications

Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Biweekly: [Annual] / [Number of Pay Periods]
 Daily: [Annual] / 190
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays			26 Pays				
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual
0150	344	Registered Nurse (38 Weeks)	Masters	1	24.60	196.76	1,699.27	37,384	24.60	196.76	1,437.85	37,384
				2	26.74	213.91	1,847.41	40,643	26.74	213.91	1,563.19	40,643
				3	28.28	226.21	1,953.59	42,979	28.28	226.21	1,653.04	42,979
				4	29.78	238.20	2,057.18	45,258	29.78	238.20	1,740.69	45,258
				5	31.27	250.16	2,160.50	47,531	31.27	250.16	1,828.12	47,531
				6	32.81	262.51	2,267.09	49,876	32.81	262.51	1,918.31	49,876
				7	34.31	274.44	2,370.14	52,143	34.31	274.44	2,005.50	52,143
				8	35.85	286.77	2,476.64	54,486	35.85	286.77	2,095.62	54,486
				9	37.34	298.74	2,580.00	56,760	37.34	298.74	2,183.08	56,760
				10	42.94	343.50	2,966.59	65,265	42.94	343.50	2,510.19	65,265
0150	344	Registered Nurse (38 Weeks)	Mast.+30.JD	1	24.79	198.34	1,712.91	37,684	24.79	198.34	1,449.38	37,684
				2	26.94	215.49	1,861.05	40,943	26.94	215.49	1,574.73	40,943
				3	28.47	227.78	1,967.23	43,279	28.47	227.78	1,664.58	43,279
				4	29.97	239.78	2,070.82	45,558	29.97	239.78	1,752.23	45,558
				5	31.47	251.74	2,174.14	47,831	31.47	251.74	1,839.65	47,831
				6	33.01	264.08	2,280.73	50,176	33.01	264.08	1,929.85	50,176
				7	34.50	276.02	2,383.77	52,443	34.50	276.02	2,017.04	52,443
				8	36.04	288.35	2,490.27	54,786	36.04	288.35	2,107.15	54,786
				9	37.54	300.32	2,593.64	57,060	37.54	300.32	2,194.62	57,060
				10	43.14	345.08	2,980.23	65,565	43.14	345.08	2,521.73	65,565
0150	344	Registered Nurse (38 Weeks)	Doctorate	1	24.99	199.92	1,726.55	37,984	24.99	199.92	1,460.92	37,984
				2	27.13	217.07	1,874.68	41,243	27.13	217.07	1,586.27	41,243
				3	28.67	229.36	1,980.86	43,579	28.67	229.36	1,676.12	43,579
				4	30.17	241.36	2,084.45	45,858	30.17	241.36	1,763.77	45,858
				5	31.67	253.32	2,187.77	48,131	31.67	253.32	1,851.19	48,131
				6	33.21	265.66	2,294.36	50,476	33.21	265.66	1,941.38	50,476
				7	34.70	277.59	2,397.41	52,743	34.70	277.59	2,028.58	52,743
				8	36.24	289.93	2,503.91	55,086	36.24	289.93	2,118.69	55,086
				9	37.74	301.89	2,607.27	57,360	37.74	301.89	2,206.15	57,360
				10	43.33	346.66	2,993.86	65,865	43.33	346.66	2,533.27	65,865
9060	344	Registered Nurse (38 Weeks) ES			23.48				23.48			
0140	344	Registered Nurse (52 Weeks)	None	1					21.22	169.75	1,697.50	44,135
				2					21.77	174.15	1,741.46	45,278
				3					22.89	183.14	1,831.35	47,615
				4					23.98	191.85	1,918.50	49,881

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Other Regular Classifications
Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Biweekly: [Annual] / [Number of Pay Periods]
 Daily: [Annual] / 190
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays			26 Pays																
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual												
0150	344	Registered Nurse (52 Weeks)	< Masters	1																				
				2																				
				3																				
				4																				
				5																				
				6																				
				7																				
				8																				
				9																				
				10																				
0150	344	Registered Nurse (52 Weeks)	Masters	1																				
				2																				
				3																				
				4																				
				5																				
				6																				
				7																				
				8																				
				9																				
				10																				
0150	344	Registered Nurse (52 Weeks)	Mast.+30,JD	1																				
				2																				
				3																				
				4																				
				5																				
				6																				
				7																				
				8																				
				9																				
				10																				

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Other Regular Classifications
Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Biweekly: [Annual] / [Number of Pay Periods]
 Daily: [Annual] / 190
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Degree	Step	22 Pays			26 Pays			
					Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly
0150	344	Registered Nurse (52 Weeks)	Doctorate	1				22.59	180.68	1,806.81	46,977
				2				24.52	196.18	1,961.81	51,007
				3				25.91	207.30	2,072.96	53,897
				4				27.27	218.14	2,181.35	56,715
				5				28.62	228.95	2,289.50	59,527
				6				30.01	240.10	2,401.04	62,427
				7				31.36	250.89	2,508.88	65,231
				8				32.76	262.04	2,620.35	68,129
				9				34.11	272.85	2,728.54	70,942
				10				39.16	313.31	3,133.12	81,461
6470	594	Work Study Assistant		1	21.57	172.57	1,490.41	32,789			
			2	22.98	183.83	1,587.64	34,928				
			3	24.39	195.08	1,684.77	37,065				
6750	594	Work Study Assistant Ext. Work		1	21.57	172.57	1,725.70				
			2	22.98	183.83	1,838.30					
			3	24.39	195.08	1,950.80					

DETROIT PUBLIC SCHOOLS

**DFT Salary Schedule A for JROTC Instructors and Assistant Instructors⁶
Effective July 3, 2012 through December 31, 2012 (10% wage concession)**

Biweekly: [Annual] / [Number of Pay Periods]
Daily: [Annual] / 190
Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	22 Pays				26 Pays			
			Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual
0380	465	JROTC Assistant Instructor (10 Months)	36.14	289.08	2,496.64	54,926	36.14	289.08	2,112.54	54,926
6790	465	JROTC Assistant Instructor Ext. Work	36.14	289.08	2,496.64		36.14	289.08	2,112.54	
0380	465	JROTC Assistant Instructor (12 Months)					35.21	281.67	2,535.05	65,911
0080	514	JROTC Instructor (10 Months)	42.34	338.68	2,925.00	64,350	42.34	338.68	2,475.00	64,350
6780	514	JROTC Instructor Ext. Work	42.34	338.68	2,925.00		42.34	338.68	2,475.00	
0080	514	JROTC Instructor (12 Months)					41.25	330.00	2,970.00	77,220

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Summer/Evening School and Hourly Rated Personnel
Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Pay Class Code	Position Code	Description	Degree	Step	Hourly
0500	104	Accompanist Hourly			23.15
7500	104	Accompanist Summer School			23.15
0670	342	Adult Education Teacher	Bachelors	1	26.01
				2	28.09
				3	29.48
0670	342	Adult Education Teacher	Masters	1	28.73
				2	31.23
				3	33.03
9480	382	Adult Education Teacher ES			26.01
AERO		Adult Education Teacher ES - Retired	Bachelors		29.48
AERO		Adult Education Teacher ES - Retired	Masters		33.03
0680	341	Adult Education Teacher - In - Charge	Bachelors	1	27.75
				2	29.96
				3	31.45
0680	341	Adult Education Teacher - In - Charge	Masters	1	30.65
				2	33.33
				3	35.22
8902		Attendance Officer, Add'l Wk			26.01
A010	001	Compact Technician			20.26
0510	050	Counselor (Promoted) Hourly			26.01
7750	050	Counselor (Promoted) Summer School			32.50
0530	730	Educational Technician (subsidy)			20.26
0540	730	Educational Technician (no subsidy)			20.26
8980	730	Educational Technician Additional Position			20.26
9460	730	Educational Technician ES			20.26
7570	730	Educational Technician Summer School			20.26
0690	343	JTPA / SLPN	Bachelors	1	26.01
				2	28.09
				3	29.48

DETROIT PUBLIC SCHOOLS

**DFT Salary Schedule A for Summer/Evening School and Hourly Rated Personnel
Effective August 25, 2012 through August 23, 2013 (10% wage concession)**

Pay Class Code	Position Code	Description	Degree	Step	Hourly
0690	343	JTPA / SLPN	Masters	1	28.73
				2	31.23
				3	33.03
0660	401	Non-Public School Teacher (certified)	Bachelors	1	26.01
				2	28.09
0660	401	Non-Public School Teacher (certified)	Masters	1	28.73
				2	31.23
7620	344	Registered Nurse Summer School			32.50
7460	661	School Social Worker Hourly			26.01
7650	660	School Social Worker Summer School			32.50
0620	382	Special Instructor			26.01
A038		SS Attendance Agent			32.50
A042		SS Curriculum Leader			32.50
A049		SS Day Trade Teacher			32.50
A045		SS ESRP			32.50
A037		SS Guidance Counselor			32.50
A044		SS Limited License Instructor			32.50
A100		SS Occupational Therapist			32.50
A110		SS Physical Therapist			32.50
A039		SS Psychologist			32.50
A046		SS Retired Teacher			32.50
A048		SS Special Instructor			32.50
A041		SS Teacher			32.50
A043		SS Teacher - Certified New Hire			32.50
A047		SS Teacher - Certified Non-Employee			32.50
		Summer Professional Development Activities			32.50
0560	382	Teacher Hourly (subsidy)			26.01
0290	382	Teacher Hourly (no subsidy)			26.01
8970	382	Teacher Hourly (Additional Position)			26.01
0600	381	Teacher - In - Charge (subsidy)			27.75
8960	381	Teacher - In - Charge Additional Position			27.75

DETROIT PUBLIC SCHOOLS

**DFT Salary Schedule A for Summer/Evening School and Hourly Rated Personnel
Effective August 25, 2012 through August 23, 2013 (10% wage concession)**

Pay Class Code	Position Code	Description	Degree	Step	Hourly
7730	381	Teacher - In - Charge Summer School			27.75
7720	382	Teacher Summer School			32.50
0610	383	Team Leader (MDTA)			22.19
7550	594	Work Study Assistant			25.65

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Interscholastic Athletic Program
Effective August 25, 2012 through August 23, 2013

Description	Stipend
Academic Games	2,828
Baseball Coach	2,828
Basketball Assistant Coach	2,358
Basketball Head Coach	4,006
Cheerleader Coach	4,006
Cross Country Coach	1,884
Dance Teacher	2,828
Drill Team Teacher	2,828
Field Hockey Teacher	2,828
Football Assistant Coach	2,358
Football Head Coach	4,006
Golf Coach	1,884
Music Education	2,828
Softball Coach	2,828
Swim Coach	2,828
Tennis Coach	1,884
Track Coach	3,302
Volleyball Coach	2,828

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Workshops
Effective August 25, 2012 through August 23, 2013

Description	Hourly
Educational Technician	12.73
Teacher	23.82

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule A for Assistant Attendance Officers
Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Biweekly: [Annual] / [Number of Pay Periods]
 Daily: [Annual] / 190
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Step	22 Pays			26 Pays				
				Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual
5540	464	Assistant Attendance Officer	1	9.11	72.88	629.45	13,848	9.11	72.88	532.62	13,848
			2	9.30	74.36	642.18	14,128	9.30	74.36	543.38	14,128
			3	9.48	75.85	655.05	14,411	9.48	75.85	554.27	14,411
			4	9.67	77.33	667.82	14,692	9.67	77.33	565.08	14,692
			5	9.85	78.81	680.59	14,973	9.85	78.81	575.88	14,973
			6	10.04	80.28	693.32	15,253	10.04	80.28	586.65	15,253
			7	10.22	81.76	706.14	15,535	10.22	81.76	597.50	15,535
			8	10.41	83.24	718.91	15,816	10.41	83.24	608.31	15,816
			9	10.53	84.27	727.82	16,012	10.53	84.27	615.85	16,012
			Z010	003	Assistant Attendance Officer Add'l Work	1	10.96				10.96
			2	11.15				11.15			
			3	11.36				11.36			
			4	11.57				11.57			
			5	11.75				11.75			
			6	11.95				11.95			
			7	12.14				12.14			
			8	12.35				12.35			
			9	12.55				12.55			
			10	12.67				12.67			
7330	464	Assistant Attendance Officer Ext Work	1	9.11	72.88	728.80		9.11	72.88	728.80	
			2	9.30	74.36	743.60		9.30	74.36	743.60	
			3	9.48	75.85	758.50		9.48	75.85	758.50	
			4	9.67	77.33	773.30		9.67	77.33	773.30	
			5	9.85	78.81	788.10		9.85	78.81	788.10	
			6	10.04	80.28	802.80		10.04	80.28	802.80	
			7	10.22	81.76	817.60		10.22	81.76	817.60	
			8	10.41	83.24	832.40		10.41	83.24	832.40	
			9	10.53	84.27	842.70		10.53	84.27	842.70	
			7510	464	Asst Attendance Officer Summer School		10.96				10.96
		Asst Attendance Officer Workshop Rate		9.04				9.04			

DETROIT PUBLIC SCHOOLS
DFT Salary Schedule L for Summer School Employees Related for
Salary Rate Purposes Only to Salary Schedule A
Effective August 25, 2012 through August 23, 2013 (10% wage concession)

Biweekly: [Annual] / [Number of Pay Periods]
 Daily: [Annual] / 190
 Hourly: [Daily] / 8

Pay Class Code	Position Code	Description	Step	22 Pays				26 Pays					
				Hourly	Daily	Biweekly	Annual	Hourly	Daily	Biweekly	Annual		
5650	109	Black Studies Program Assistant	1	9.11	72.88	629.45	13,848	9.11	72.88	532.62	13,848		
			2	9.30	74.36	642.18	14,128	9.30	74.36	543.38	14,128		
			3	9.48	75.85	655.05	14,411	9.48	75.85	554.27	14,411		
			4	9.67	77.33	667.82	14,692	9.67	77.33	565.08	14,692		
			5	9.85	78.81	680.59	14,973	9.85	78.81	575.88	14,973		
			6	10.04	80.28	693.32	15,253	10.04	80.28	586.65	15,253		
			7	10.22	81.76	706.14	15,535	10.22	81.76	597.50	15,535		
			8	10.41	83.24	718.91	15,816	10.41	83.24	608.31	15,816		
			9	10.53	84.27	727.82	16,012	10.53	84.27	615.85	16,012		
7530	109	Black Studies Program Assistant SS		10.96				10.96					
5560	174	Community Liaison Assistant	1	9.11	72.88	629.45	13,848	9.11	72.88	532.62	13,848		
			2	9.30	74.36	642.18	14,128	9.30	74.36	543.38	14,128		
			3	9.48	75.85	655.05	14,411	9.48	75.85	554.27	14,411		
			4	9.67	77.33	667.82	14,692	9.67	77.33	565.08	14,692		
			5	9.85	78.81	680.59	14,973	9.85	78.81	575.88	14,973		
			6	10.04	80.28	693.32	15,253	10.04	80.28	586.65	15,253		
			7	10.22	81.76	706.14	15,535	10.22	81.76	597.50	15,535		
			8	10.41	83.24	718.91	15,816	10.41	83.24	608.31	15,816		
			9	10.53	84.27	727.82	16,012	10.53	84.27	615.85	16,012		
7560	174	Community Liaison Assistant SS		10.96				10.96					

DETROIT PUBLIC SCHOOLS
Salary Schedule A Endnotes

¹ Instructional Personnel (38 Weeks)

Auditorium Teacher (Pay Class 0250)
Music Therapist (0190)
Occupational Therapist (0170)
Physical Therapist (0180)
Psychologist (0200)
School Social Worker (0230)
Senior Teacher (0250)
Special Education Teacher (0250)
Staff Development Specialist (A020)
Teacher (0250)
Teacher Consultant (0300)
Teacher Consultant of the Emotionally Impaired (0300)
Teacher-Guidance Counselor (0270)
Teacher of the Speech and Language Impaired (0330)

² Instructional Personnel Extended Work

Psychologist Extended Work (Pay Class 7910)
Social Worker Extended Work (7920)
Teacher Extended Work (7040)

³ Instructional Personnel (39 Weeks)

Content Coach-Math (AMTH)
Content Coach-English Language Arts (AELA)
Content Coach-Technology (ATEC)
Instructional Specialist (A080)
Literacy Coach (A081)

⁴ Retired Personnel

Psychologist Retiree (020R)
Teacher Retiree (A030)

⁵ Instructional Support Personnel

Attendance Officer / Agent (Pay Class 0020) -- Attendance Agents who have earned at least 18 semester or 27 quarter hours credit beyond the B.A. degree from an accredited college or university in a planned course of study directly related to their professional development shall advance through Step 10 of the salary schedule.

Audiologist (0310) -- Salary is capped at seventh step until the teaching certificate is earned.

Day Trade Teacher (0260) -- Day Trade Teachers who teach reimbursable vocational courses shall receive annual increments through the ninth step of the salary schedule, providing they make satisfactory progress on the improvement and validation of the Michigan Vocational Education Certificate required. Day Trade Teachers who earn a

DETROIT PUBLIC SCHOOLS
Salary Schedule A Endnotes

Bachelor's Degree, qualify for a Michigan Secondary Provisional Certificate and are granted a Detroit teaching contract, shall then progress in regular fashion on the teacher salary schedule.

School-Community Agent (0040) -- This is a 48-week position. School-Community Agents are eligible through Step 9.

Social Work Assistant (0210)

Speech / Language Pathologist (0320) -- Salary is capped at seventh step until the teaching certificate is earned.

⁶ JROTC Instructors and Assistant Instructors

Salaries for JROTC Instructors and Assistant Instructors shall be adjusted annually based on retired and active duty United States Army pay raises and shall be effective January 1 for each school year.

APPENDIX B

APPENDIX B – WAGE AND BENEFIT GUIDE

	Salary ¹	Health, Dental, Optical, Life Insurance	Layoff Notice ⁴	Holi days	Salary Differential ²	Maxi mum Steps	Sick Bank ³
Accompanists	A	X	15 calendar days	X	No	5	10-12 Days
Adult Education Teachers	H	X	7 calendar days	X	No	3	1 Hr/25 Hrs
Art Therapists	A	X	15 calendar days	X	X	11	10-12 Days
Assistant Attendance Officers	A	X	7 calendar days	X	No	9	10-12 Days
Attendance Agent/Officers	A	X	15 calendar days	X	X	9/10	10-12 Days
Audiologists	A	X	15 calendar days	X	X	11	10-12 Days
Auditorium Teachers	A	X	15 calendar days	X	X	11	10-12 Days
Behavioral Specialists	A	X	15 calendar days	X	X	11	10-12 Days
Compact Technicians	H	X	7 calendar days	X	No	1	1 Hr/25 Hrs
Counselors/Promoted	A	X	15 calendar days	X	X	12	10-12 Days
Counselors/ Teacher Guidance	A	X	15 calendar days	X	X	11	10-12 Days
Day Trade Teachers	A	X	15 calendar days	X	X	9/11	10-12 Days
Educational Technicians	H	X	7 calendar days	X	No	1	1 Hr/25 Hrs
IEP Specialists	A	X	15 calendar days	X	X	11	10-12 Days
Instructional Specialists	A	X	15 calendar days	X	X	11	10-12 Days
JROTC Instructors & Assistant Instructors	A	X	15 calendar days	X	No	1	10-12 Days
Librarians/ Media Specialists	A	X	15 calendar days	X	X	11	10-12 Days
Literacy Coaches	A	X	15 calendar days	X	X	11	10-12 Days
Mobility Instructors	A	X	15 calendar days	X	X	11	10-12 Days
Music Therapists	A	X	15 calendar days	X	X	11	10-12 Days
Occupational Therapists	A	X	15 calendar days	X	X	11	10-12 Days
Physical Therapists (Physiotherapists)	A	X	15 calendar days	X	X	11	10-12 Days
Psychologists	A	X	15 calendar days	X	X	11	10-12 Days
Registered Nurses - Degree	A	X	15 calendar days	X	X	11	10-12 Days

Registered Nurses - Non-Degree	A	X	15 calendar days	X	No	4	10-12 Days
School Community Agents	A	X	15 calendar days	X	No	9	10-12 Days
Social Workers	A	X	15 calendar days	X	X	11	10-12 Days
Special Education: Teachers/Counselors/Resource Teachers	A	X	15 calendar days	X	X	11	10-12 Days
Special Instructors	H	X	7 calendar days	X	No	1	1 Hr/25 Hrs
Speech/Language Pathologists	A	X	15 calendar days	X	X	11	10-12 Days
Speech Therapists	A	X	15 calendar days	X	X	11	10-12 Days
Substitutes 1, 2 and 3	D	No	1 calendar day	No	No	1	No
Substitutes 4	D	X	2 calendar days	X	No	1	10 Days
Teachers	A	X	15 calendar days	X	X	11	10-12 Days
Teacher Consultants	A	X	15 calendar days	X	X	11	10-12 Days
Teacher, Retirees	A	No	2 calendar days	X	X	1	No
Transition Specialists	A	X	15 calendar days	X	X	11	10-12 Days
Work Study Assistants	A	X	15 calendar days	X	No	3	10-12 Days

¹ Salary: A = Annual; H = Hourly; D = Daily

² BA, MA MA+30, Doctorate

³ Year one = 10 sick days.

Years two and beyond = 12 sick days.

Paid Holidays:

Labor Day

Veterans Day (1/2)

Thanksgiving

Day after Thanksgiving

Christmas

New Year's Day

Martin Luther King Jr.'s Birthday

Good Friday

Memorial Day

July 4th (Summer School Only)

⁴ On being recalled, a teacher shall become a contract teacher w/ limited recall rights until such time as enrollment figures are verified and the permanency of the position is verified. A contract teacher with limited recall rights shall have all benefits and pay as would accrue under this Agreement except layoff notice, which is two (2) days. The pay rate shall be the same as the teacher would have received if he/she had not been laid off. The determination regarding the permanency of the position will take place no later than the end of the fifth week of school. When the recall has been determined to be finalized, the teacher shall, retroactive to date of recall, have restored status and benefits acquired before layoff including, but not limited to, placement on the salary schedule, sick leave bank and other fringe benefits.

