

Exceptional

ANN ARBOR PUBLIC SCHOOLS

Lead. Care. Inspire.



MASTER AGREEMENT

between the

ANN ARBOR BOARD OF EDUCATION

and the

ANN ARBOR EDUCATION ASSOCIATION

July 1, 2022 to December 31, 2025

FORWARD

In fulfilling the responsibility of determining the context, extent of, facilities and finances for the educational, library and recreational programs that will be offered by or through the Ann Arbor Public Schools, the Board will utilize the ability, experience and judgment of its professional staff, will look to them for leadership and assistance in developing and improving programs, and rely upon them to carry those programs out successfully.

The Board, the Professional Staff and the Association seek to work together in a spirit of good faith and cooperation toward their common goal of providing relevant educational, library, and recreational programs that will best meet the needs and develop the capabilities of the total community.

It is the purpose of the Agreement to strengthen that spirit, to continue good relations among the Board, the Professional Staff and the Association and to aid in achieving their common goal.

CONTRACT BAR

This Agreement entered into this seventeenth day of March 2020, by and between the Ann Arbor Education Association, hereinafter called the "Association," affiliated with the Michigan Education Association, hereinafter called the "MEA," and the National Education Association, hereinafter called the "NEA," and the Board of Education of the school district of the City of Ann Arbor, Michigan, hereinafter called the "Board." The signatories shall be the sole parties to this Agreement. Where appropriate for the implementation of this Agreement, "Board" shall be construed as including its individual members and its authorized administrative agent; "Association" shall be construed to include its officers and its authorized agents.

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1.000 BOARD-ASSOCIATION RELATIONS

1.100 Recognition of the Association

1.111 The Board in accordance with Act 336 of Michigan Public Acts of 1947 as amended through Act 379 of 1965, and Act 176 of Michigan Public Acts of 1939 as amended through Act 282 of 1965 (herein called Public Acts), hereby recognizes the Association for the duration of this Agreement as the exclusive negotiating representative for all certified or professional personnel on an index, a per diem, hourly or class rate basis while under contract or on Board approved leave, listed under Group A and excluding personnel listed in Group B, Appendix I of this Agreement.

1.112 Representation of personnel in newly created certificated or vocationally licensed positions shall be negotiated within 30 days of Board authorization for the position. Either party may appeal to arbitration upon expiration of the time limits stated above in accordance with the provisions of Section 4.230 and all of its subsections.

1.200 Methods of Communication

1.210 Negotiation Matters

1.211 The Board and the Association have a statutory obligation pursuant to Act 379 of the Michigan Public Acts of 1965, to negotiate with each other with respect to hours, wages, terms and conditions of employment of bargaining unit employees.

1.212 The Board and the Association shall negotiate such other matters as they may, by mutual consent, hereafter agree to negotiate, but neither party shall be obligated to give such consent.

1.213 The Board and the Association recognize the legal and professional obligation to comply with the provisions of the NCLB Act of 2001, and any amendments thereto, as well as regulations promulgated thereunder.

1.214 The parties hereby agree that their Teams shall meet at least monthly during the school year to attempt to resolve problems. The topics for these meetings shall be established by the group at the previous month's meeting whenever possible. Topics will remain on the agendas until resolved or until deleted by mutual agreement.

Should any such meeting result in a mutually acceptable amendment to the Agreement, the amendment shall be subject to ratification; provided that the negotiating teams shall be empowered to effect temporary accommodations to resolve special problems.

1.215 Prior to the establishment of any new position in the bargaining unit, the Board shall notify the Association of such a contemplated action, and meet with the Association to negotiate workload for the position. This provision does not preclude the Board's ability to create and post positions.

If the timing of the decision to establish the position precludes such a meeting, the Board shall meet with the Association as soon as possible. The parties may agree that the position should be allowed to operate without a defined workload for some defined period of time to determine what a reasonable workload might be.

1.220 Negotiation Procedures

- 1.221 All negotiations on behalf of teachers, whether seeking to reach a collective negotiation agreement or pursuant to any provision of this Agreement, or otherwise shall be conducted between a negotiating team for the Association and a negotiating team for the Board.
- 1.222 Each party shall select the members of its own negotiating team from within or outside of the school district as it sees fit, and neither party shall have any control over the selection of the members of the other party's team. The parties mutually pledge that the members selected by each of them shall be clothed with all necessary power and authority to present and consider proposals, make concessions in the course of negotiations and reach agreement, subject only to ultimate ratification. It is recognized that no final agreement between the parties, save memoranda of agreement (as provided in Section 1.214), may be executed or become binding without ratification by the Board and by the Association.
- 1.223 Negotiations for a new Agreement between the parties shall begin by March 1st of the year this contract expires.
- 1.224 At any meeting of the negotiating teams, either team may be assisted by such consultants as it may desire, providing that the number of consultants shall not exceed the number of members on the team employing them. All such meetings shall be closed unless the two teams shall, as to any meeting or part thereof, agree to the contrary.
- 1.225 Members of the Association's negotiation team and consultants thereto, who are employees of the Board, shall be released from their normal duties without loss of salary or other benefits when meetings of the two negotiating teams are scheduled during their normal working hours.
- 1.226 Teachers and/building or departmental staffs may apply for a variation from the terms of the Master Agreement. Such applications must be submitted if possible at least thirty (30) days prior to the deviation implementation date, and cannot be implemented without approval of the Association and Board Negotiating Teams. When such approval is granted, all sections of the Master Agreement which are affected by the variation shall be considered modified in the context of the application for the duration of the approval.
- 1.227 For the successor agreement to the 2019-2022 collective bargaining agreement, both parties will be trained to

negotiate using the Interest Based Bargaining (IBB) process. Subsequently, the two parties will utilize the Interest Based Bargaining (IBB) process to negotiate the new collective bargaining agreement.

1.230 Professional Study Committees

- 1.231 The Board may establish such professional study committees as may be necessary to advise the Association and the Board on such matters as teaching techniques, courses of study, textbooks, curriculum guides, pupil testing plans, philosophy and educational goals of the district, research and experimentation, educational specifications for buildings and other related matters. Such committees shall include representatives of the Association, teachers, students, parents and administration; the representation of teachers shall be at least equal to that of each individual group described herein unless equal representation is waived by the Association. The recommendations of these committees may be submitted directly to the Board.
- 1.232 The Association shall nominate, and the Board appoint, the teacher members of such committees, giving consideration to the involvement of teachers from various organizational levels, departments, grades, and with different experience and points of view. In consideration of the extraordinary demands on new teachers, a probationary teacher may be on no more than two building, AAEA, or district wide committees.
- 1.233 In planning new educational facilities, educational specifications committees shall be established and shall include teacher representatives at least equal in number to the representatives of any other individual group as described in Section 1.231 above. Such committees shall be involved in all planning stages of each project and their recommendations shall be presented to the Administration and the Association and may be submitted directly to the Board.
- 1.234 The Board shall involve the Association, directly or through joint Professional Study Committees, selected in accordance with Section 1.232, above, in the formulation and evaluation of any proposal with respect to any education or recreational program or change therein, or with respect to any matter prior to the Board making any final decision.
- 1.235 The Board shall directly involve individual teachers and the building professional staff in the formulation of the education goals, practices, and programs for the individual building and for system-wide implementation. The Board shall directly involve individual teachers and the building professional staff in the preparation of the individual building budget and shall consider recommendations from the Association in the formulation and evaluation of any proposed fiscal, budgeting, tax or facility program.

- 1.236 In the event that an individual building staff elects personnel and programs that would, if implemented, conflict with any of the terms of this Agreement, representatives of the Board and the Association shall meet and negotiate to determine what measures may be taken to assure optimum latitude for local program control.
- 1.237.1 The Board and Association jointly agree to encourage experimentation and innovation to improve instruction and services to students.
- 1.237.2 The parties recognize the need to give special consideration to the obligation to implement state mandates.
- 1.237.3 The parties agree to create a joint consultation team that will be available to work with building staffs when those staffs are considering changes at the building level that may impact on the Master Agreement. This team shall make every reasonable effort to facilitate, through consultation with the building staffs, the experimentation and innovation referenced in Section 1.237.1.
- 1.237.4 The consultation team will be composed of at least one member of each party's negotiating team. The team will advise building staffs on possible problems with the Master Agreement or board policy and will work with them to seek solutions to those problems. The team may provide information regarding decision making models that will enhance the possibility for maximum possible agreement within building staffs.
- 1.237.5 The consultation team will advise building staffs when it is necessary to apply for contract variations as provided for in section 1.226, and will guide these applications through the contract variance process outlined in the Master Agreement.
- 1.238 Professional Learning Community (PLC) Study Committee
- The parties will create a team to create and implement the use of PLC's.
- 1.238.1 The membership consists of two (2) co-chairs, one from the Association and one from the District and 4 teammates from each party (ten (10) total). The team will meet a minimum of twice per month. The team will share monthly progress at problem solving.
- 1.239 Joint Salary Committee
- A joint work group involving the Association and the District will be created to analyze the salary schedule (Appendix IV).
- 1.240 Other Communications and Liaison
- 1.241 The Board agrees to provide the President of the Association and his/her designee a reserved seat at all public meetings

of the Board. The Board shall invite the representative of the Association to enter in discussion of all agenda items at the Briefing Session and Regular Meetings. Other items of the Association may be brought up during Board Briefing Sessions under Items of the Board and the Association.

1.242 The Administration shall include a representative of the Association on all ad hoc committees, commissions or groups of any kind created to deal with any and all matters on which the Administration seeks counsel.

1.243 The Board and the Association will meet in executive session upon reasonable request of either party, in accordance with applicable law.

1.250 Continuing Committees

1.251 The Board and the Association shall maintain a joint standing curriculum council for purposes of reviewing the district's curriculum and in-service needs of teachers from the perspective of recommending changes.

1.252.1 The Board and the Association shall establish and maintain a joint Multi-Cultural Standing Committee, and include positions for representatives of each bargaining unit with the District. The purpose of the committee shall be: 1) to develop and/or refine guidelines and implementation procedures for teacher preparation and practice in ethnic/minority cultural studies; 2) to offer assistance to building multi-cultural committees in planning and carrying out their programs as outlined in Section 1.252.2; 3) to make an annual report to the Board and the Association which includes the committee's assessment of the progress made that school year and of the in-service time needed subsequently to insure continuing achievement of the goals of this provision; 4) to plan multi-cultural in-service programs subject to the approval of the Office of Curriculum and Instruction.

1.252.2 Each principal, house leader, or director will establish and be involved in a multi-cultural committee from within his/her building staff, including invitations to personnel from other bargaining units. This committee will analyze and prepare an annual written plan for integrating multi-cultural concepts into the curriculum by May 1st. This plan must receive approval of the Multi-Cultural Standing Committee established in Section 1.252.1.

1.252.3 Major emphasis in terms of ethnicity shall be on those four groups of color: American Indians or Alaskan Native, Asian or Pacific Islander, Black, and Hispanic.

1.300 Assistance to Teachers by the Association

1.310 The Board may call upon the Association to assist teachers, provided the affected teacher agrees. The Association agrees to assist to the extent it can and has resources allocated.

This provision is not meant in any way to abrogate the duty of fair representation the Association has to its members.

2.000 BOARD RIGHTS

- 2.111 It is expressly agreed that all rights which ordinarily vest in and have been exercised by the Board, except those which are expressly relinquished herein by the Board, shall continue to vest exclusively in and be exercised by the Board.

Nothing in this Agreement shall be construed to limit the powers and responsibilities conferred upon the Board or the Superintendent under the laws or constitution of the State of Michigan, specifically the right and responsibilities as conferred under The School Code and Tenure Laws are preserved.

3.000 ASSOCIATION RIGHTS

- 3.100 All deductions, except Association dues, from the teacher's salaries shall be listed separately on the employee's statement of earnings issued each pay period when practicable.
- 3.110 The Board will also deduct and pay over from the pay of any teacher such deductions, except Association dues, as the teacher may direct, by written authorization delivered to the Board at least seven (7) calendar days prior to issuance of the paycheck to be affected, and within the enrollment period of any plan accepted, in negotiations, as a carrier for teachers as listed in Appendix VII.
- 3.111 The Board and the Association recognize the importance of each employee pursuing an active retirement savings program in achieving their retirement savings goal.

The parties further understand and agree that the regulations regarding the administration of 403(b) and 457(b) plans will be followed.

The plan document shall allow employees the ability to make changes in their investment portfolio.

Additionally, the plan document, if legally allowable, shall provide for:

1. Employer contributions, if mutually agreed upon herein.
2. Roth IRA contributions.
3. "Catch up" contributions as defined by the IRS for participants over 50 years of age.
4. Emergency or hardship withdrawals under restrictions agreed upon by the parties and included within the plan.

5. The ability of an employee to request and receive a loan as appropriate under 403 (b) and 457(b) regulations.
6. Acceptance of contributions to the plan from monies generated by liquidation of another plan (i.e. "rollover").
7. Planned withdrawals.
8. Any monies taken under a salary reduction agreement shall be remitted to the appropriate approved vendor under the plan within fifteen (15) business days following the act of reduction of salary for the purpose.
9. Regular communication, important dates, mandated changes, and any legal limitations placed on the plan and/or its administration, should be included.

The parties agree that the District by providing the voluntary 403(b) and 457(b) plans does not hold itself out as providing any financial or legal advice, investment or tax advice, and does not make any recommendation or endorsement as to any investment, advisor, or other service or product. The District does not offer any advice regarding the nature, potential value, or suitability of any particular investment, security or investment strategy. Any investment decisions are made solely by the employee.

The parties agree to request an RFP (Request for Proposal) for a TPA 3rd party service. The parties, along with other district employee groups will jointly agree to the new 3rd party TPA.

3.200 Business on School Property

- 3.211.1 The Association and its representative may transact Association business on Board property at reasonable times and may, without charge, make reasonable use of Board buildings for Association meetings.
- 3.211.2 Such business shall not interfere with or interrupt normal school or recreational operations.
- 3.211.3 If special custodial or other services furnished by the Board are required, the Board may make a reasonable charge therefore and if materials or supplies are consumed the Association shall pay the cost thereof.
- 3.212 The Association and its representatives may make reasonable use of bulletin boards, equipment, and other established media of communication which shall be made available without charge (except toll calls) to the Association and its members. All such use shall be subject to Board and district policies and regulations as to acceptable use. No other teacher bargaining representative or organization shall be afforded this right.

3.300 Access to Information

- 3.311 The Board shall make available to the Association upon request, from time to time:

Such information in such form as it may have concerning its financial resources or personnel, generally including but not limited to: Annual financial reports and audits, registered or certified personnel, tentative and final budget and budget transfers, agendas and minutes of Board meetings (but not executive/closed session meetings). The Board will provide upon request and as allowed by law treasurer's reports, census and membership data and names and addresses of all personnel, and any other information as can be made available and as will assist the Association in collective negotiations, or in carrying out the provisions of this Agreement including the processing of any grievance or complaint hereunder.

- 3.312 The Association may review tentative secondary teaching schedules as they are being developed and to the extent they are available and in the form they exist in the individual buildings. The building principal will be the responsible authority for the implementation of this provision.

3.400 New Personnel Orientation

- 3.411 The Association shall be allotted two consecutive hours between 8:00 a.m. and 3:00 p.m. on the first day of new personnel orientation scheduled by the Board, for presentation and discussion of items of mutual interest to the Association and the new personnel.

- 3.412 The Board shall provide the Association with the names and addresses of all new teachers within ten (10) days of notification to the teacher by the Human Resource Services Office of intent to hire, pending Board approval.

3.500 Released Time for Association Business

- 3.511 The Board shall release the President of the Association from his/her normally assigned duties without loss of pay or other benefits. The Association shall reimburse the Board for one-half (1/2) of the President's salary. The Board also agrees to restore the President to a position of like nature, or to an assignment for which the teacher is qualified as stated on his/her teaching certificate.

- 3.512 The Board shall release the Vice President of the Association from one-half (1/2) of his/her normally assigned duties without loss of pay or other benefits. Such released time shall be during the second half of his/her duty day. The Association shall reimburse the Board for one-half (1/2) of the Vice President's salary. The Board also agrees to restore the Vice President to a position of like nature, or to an assignment for which the teacher is qualified as stated on his/her teaching certificate. The Association must notify the Board by the end of the previous school year if it intends to invoke this provision. This provision shall not be

construed as requiring the retention of the Vice President in one-half (1/2) of his/her then current assignment.

3.513 If the Chief Negotiator of the Association is a member of the bargaining unit, the Board shall grant him/her a leave of absence without pay or release him/her from one-half (1/2) of his/her normally assigned duties without loss of pay or other benefits. This release time shall occur in the second half of his/her teaching day and the Association shall reimburse the Board for one-half (1/2) of the Chief Negotiator's salary. The Board also agrees to restore the Chief Negotiator to a position of like nature, or to a position for which the teacher is qualified as stated in his/her teaching certificate. This provision shall not be construed as requiring the retention of the Chief Negotiator in one-half (1/2) of his/her then current assignment or to restoring him/her to a bargaining unit position prior to the conclusion of a school year.

3.514 The Board shall release designated Association Representatives for one-quarter day each month, to be taken in half day increments, up to a maximum of fifty-four (54) quarter-days each month, to conduct Association Business. Such released time shall be taken at the representative's discretion without loss of pay or benefits, provided that the administrators affected are notified at least two (2) days in advance, except in case of emergency and provided further that the substitutes can be secured. The names of the representatives will be identified to the Administration by the Association president. No individual association representative may be absent from the classroom more than eighteen (18) half-days per year, excluding arbitration cases, in any combination of representative days or association days.

3.515 The Board shall grant the Association up to thirty (30) days of leave of absence each year without loss of pay or benefits for use at the discretion of the Association, provided that the administrators affected are notified at least two (2) days in advance, except in case of emergency, and provided further that substitutes can be secured. The Association office shall provide the Human Resource Services Office with written verification of all days used. Any days which are unused at the end of each year shall be added to the following year's grant. Association days shall not be used during summer school.

3.600 Student Teacher Program

3.610 Negotiations

3.611 The Board shall make no agreement with other agencies employing teachers who are also employed by the Board concerning the wages or terms and conditions of employment of such teachers without the participation of the Association as a third party in those negotiations and agreements.

3.620 Program Improvement

- 3.621 The Board and the Association shall continue to work together to improve the teacher training and other student training programs within the schools and at institutions which, pursuant to Board policies and procedures, shall be entitled to place student trainees in the Ann Arbor Public Schools.
- 3.622 Student teachers shall not be assigned to any probationary teacher except in special circumstances.
- 3.623 No teacher may be required to accept a student teacher. All appointments of student teachers shall be made by the Administration. No agreement to participate shall be deemed final unless and until the teacher has been advised of all compensations and benefits offered by the placing institution to the supervising teacher (Interns, pre-student teachers, etc.)
- 3.624 No teacher may accept more than one student teacher at a time unless the teacher is voluntarily participating in an innovative program which requires more than one, or is a physical education teacher, an art teacher, a helping teacher, an ILC specialist, or a music teacher.
- 3.625 No elementary teacher, excepting teachers of art, music, and physical education, may be assigned or accept a student teacher who has not successfully completed a course in the teaching of reading.
- 3.626 No student teacher shall be accepted by the Ann Arbor Public Schools unless he/she can demonstrate attitudes necessary to support and create the multi-cultural curriculum. Each such student teacher must provide a document or transcript which reflects training in or evidence of substantive understanding of the multi-cultural or minority experience.

4.000 PERSONNEL RIGHTS

4.100 Legal

- 4.111 Teachers shall have the right freely to organize, join and support the Association for the purpose of engaging in collective negotiations, and other concerted activities for mutual aid and protection, pursuant to the Public Acts.
- 4.112 The Board shall not, directly or indirectly, deprive or coerce any teacher in the enjoyment of any rights conferred by the Public Acts or other laws or the Constitutions of Michigan or the United States.

4.113 Nothing contained in this Agreement shall be construed to deny or restrict any rights which any teacher may have under the Michigan General School Laws or other applicable laws and regulations, and the rights granted teachers hereunder shall be deemed to be in addition to those provided elsewhere.

4.114.1 All teachers employed by the Board shall immediately receive all the benefits of this Agreement and a mutually binding contractual commitment except as provided in Section 4.114.2.

4.200 Grievance Procedure

4.210 Definition

4.211 Any dispute which may arise between a teacher or the Association and the Board as to the meaning, interpretation or application of the provisions of this Agreement may be considered a grievance subject to settlement under the procedures provided in Section 4.200 and related sections. Any other dispute between the parties shall not constitute a grievance.

4.220 Processing of Grievances

4.221 Informal procedure. Any teacher may take up a grievance directly with the Board, via such channels as it may establish, in accordance with and subject to the conditions and limitations provided by applicable state laws. Without limiting the foregoing, any teacher with a grievance may discuss the matter, in verbal or written form, with the appropriate Administrator within fourteen (14) work days after the date on which the alleged grievance occurred, or on which the grievant first learned of its occurrence. Written notice must be given to the Association and the representative for Human Resource Services that the grievant intends to pursue the grievance informally. The grievant, under the informal procedure, is entitled to the same rights, including counsel and assistance from the Association, as are given the teacher filing a formal grievance. Any grievance discussed in the informal procedure may, at the option of the grievant, be filed under the formal procedure any time up to thirty (30) work days from the filing of the informal grievance.

4.222 Formal Procedure. Any teacher desiring to invoke the formal grievance procedure (hereinafter called Grievant) shall proceed as follows: (provided that, a grievance may be initiated at any level of the procedure if the grievance is not against an agent of the Board at any preceding level.)

4.223 Written notices of the Grievance, in the form annexed as Appendix II, signed by the Grievant or a representative of the Association, shall be delivered to the appropriate administrator, the representative for Human Resource Services, and the Association within fourteen (14) work days after the date on which the Grievance occurred, or on which the Grievant first learned of its occurrence, or if the formal

grievance procedure is invoked, within thirty (30) work days of filing of an informal grievance. Within seven (7) work days of receipt of such notice, the appropriate administrator shall meet with the Grievant and representatives of the Association in an effort to settle the grievance, and shall deliver a decision in writing to the Association's representative within five (5) work days after such meeting. Whenever a Grievance is initially filed against the Board, the time limits described in Section 4.224 shall apply. Appeal of any Grievance initially filed against the Board shall be immediately to arbitration.

4.224 If the Association is not satisfied with the decision of the appropriate administrator, or if no decision has been delivered in the time allowed in Section 4.223 above, written notice of appeal signed by a representative of the Association shall be delivered to the Superintendent within ten (10) work days thereafter. Within fourteen (14) work days of receipt of such notice, the Superintendent or his/her designee(s) shall meet with the Grievant and representative(s) of the Association in an effort to settle the Grievance and shall deliver his/her decision in writing to the Association's representative within five (5) work days after such meeting.

4.225 When the parties mutually agree on the urgency of a specific grievance, the Board shall arrange, whenever reasonably possible, for a meeting of those parties necessary to resolve the grievance within two business days during the school year.

4.230 Arbitration of Grievances

4.231 If the Association is not satisfied with the decision of the appropriate administrator, or if no decision has been delivered within the time allowed in Section 4.224 above, written notice of demand for arbitration before an impartial arbitrator shall be delivered, pursuant to Section 4.233, within thirty (30) work days thereafter. Any notice of joinder of grievances under Section 4.232 shall result in a delay of fourteen (14) work days in appeal for arbitration, but the thirty (30) work day filing time shall not be reduced by this delay.

4.232 For purposes of arbitration of formal grievances, the Association may join individual, Association and class grievances arising from the same or similar circumstances and seeking the same or similar remedy, regardless of whether the grievances are filed by different teachers, teachers in different buildings, or groups of teachers in the same or different buildings. To be joined, such grievances must be extant at the time a response is given by the Superintendent on any such grievance or grievances. Grievances dealing with facilities and/or physical plant shall not be so joined, but joinder of grievances dealing with instructional materials is allowed. The appropriateness of joinder may be subject to contest in arbitration. Decisions by an arbitrator on a grievance dealing with facilities and/or physical plant may

be used as precedent or evidence for any other such grievance, as is appropriate.

- 4.233 The Board and the Association shall attempt to mutually agree on a panel of three (3) permanent arbitrators who shall be appointed annually. The three (3) arbitrators shall be used on a rotating basis except where the parties mutually agree to use an arbitrator out of rotation. If agreement cannot be reached on each of the three (3) arbitrators, the parties may opt to use only those arbitrators on which agreement has been reached or use the services of the American Arbitration Association in the rotation process. Except in cases involving the American Arbitration Association, appeals for arbitration shall be sent directly to the arbitrator, in rotation with a copy to the Assistant Superintendent for Human Resources and Legal Services.

The Board and the Association agree to schedule a mutually agreeable hearing date as soon as practicable, recognizing limitations caused by the arbitrator's calendar.

Once the appeal for arbitration has been filed, all communications with the arbitrator about that case shall be done jointly, or with prompt notice to the other party in emergencies or where the arbitrator initiates the contact.

- 4.234 Cases being arbitrated shall be presented by not more than three representatives for the Association and not more than three representatives for the Board, and shall be conducted in accordance with rules established by the American Arbitration Association. The Association may release witnesses for such proceedings by either authorizing association days or by paying for the cost of any needed substitutes for attendance at arbitration hearings when the number of association days falls below twenty (20) work days.

- 4.235 All evidence to be used by a party in arbitration should, whenever possible, be disclosed to the other party within fourteen (14) work days after the Association informs the Office of Employee Relations and Staff Development of its demand for arbitration. Evidence not available within such fourteen (14) work days may, however, be presented in arbitration provided such evidence has been disclosed to the other party not less than seven (7) work days before the initial arbitration hearing is held. Evidence in expedited arbitration must be disclosed to the other party at least twenty-four (24) hours prior to the hearing. Arbitration proceedings shall not be postponed or recessed to allow compliance with the above requirements. The arbitrator shall rule on any objection made under the terms of this provision, and his/her decision shall be final.

- 4.236 The arbitrator shall have no power to alter, add to, or subtract from the terms of this Agreement or to decide any issue not constituting a grievance.

4.237 The arbitrator shall render his/her decision in accordance with the rules of the American Arbitration Association, except that he/she shall mail the decision directly to the parties. Both parties agree to be bound by the decision of the arbitrator, as long as the decision complies with applicable law and does not exceed the power of the arbitrator set forth in 4.236, and the parties agree that either party may enter judgment thereon in any court of competent jurisdiction.

4.238 The fees and expenses of the arbitrator shall be shared equally by the Board and the Association.

4.240 Grievance Limitations

4.241 Any grievance not taken up on the Formal Procedure shall, except for any adjustment arrived at under the Informal Procedure, be deemed settled on the basis of the action taken by the Superintendent. Any grievance taken up on the Formal Procedure and not appealed from any decision at any step of the procedure to the next step within the time allowed shall be deemed settled on the basis of such decision. Any grievance settled satisfactorily at any step of the Formal Procedure will be final and binding on the grievant, the Association and the Board, and not subject to further review. Any time limit provided in Sections 4.222 through 4.241 may be extended by written agreement executed by the Association and the Board.

4.242 Excluding statements appended to the record of any disciplinary action taken, no grievance filed by any teacher under the terms of the grievance procedure of this Agreement shall be placed in any form in any personnel file of the grieving teacher. No grievance shall be used in any disciplinary proceeding against the grieving teacher or in any consideration for promotion or recommendation for job placement.

4.250 Grievance Withdrawal and Reinstatement

4.251 A Grievance may, by notice in writing to the Superintendent or designee, be withdrawn after it is taken up, but before the decision is delivered, at any step of the Formal Grievance Procedure and may be reinstated within thirty (30) work days after such notice of withdrawal is received by the Superintendent, but not thereafter. Upon any reinstatement of a withdrawn grievance, any financial liability of the Board shall exclude the period from the date of withdrawal to the date of reinstatement; provided that if several grievances involve the same issue, one or more may be withdrawn pending the final written decision in a representative case and may be reinstated within thirty (30) work days after such decision is delivered, in which event the withdrawal shall not affect financial liability.

4.260 Grievances, Back Pay

4.261 In the event a grievance is upheld, no claim for back pay or other benefits based thereon shall exceed the pay and other benefits to which the grievant would have been entitled hereunder except for such grievance, less any unemployment compensation (except to the extent it must be repaid to the state) and any compensation for personal services received from any source during the period of back pay.

4.300 Teacher Grievances Filed Independently

4.311 Nothing in this Agreement shall be construed to prevent any individual from among personnel from presenting and adjusting a grievance directly with the Board, without intervention of the Association, in accordance with and subject to the conditions and limitations provided by Act 379 of the Michigan Public Acts, 1965.

4.400 No Discrimination

4.411 The Board shall not, directly or indirectly, discriminate against any teacher with respect to hours, wages, terms or conditions of employment or application of the provisions of this Agreement or Board policies, and the Association shall not, directly or indirectly, discriminate against any teacher with respect to membership representation or participation in Association activities, by reason of race, creed, religion, color, national origin, age, sex, marital status, sexual orientation, handicap, or political beliefs.

4.412 Staffing practices will reflect the Ann Arbor Public Schools and community's desire for diversity. The Board and the Association agree that action as allowed by law must be taken to recruit, employ, and retain ethnic minority group persons. Both parties agree that a highly significant part of the experience of children in today's society involves cross racial experiences. Part of that experience must be with ethnic minority group members who are educators. To the achievement of these ends, both parties agree that personnel practices in hiring, initial assignment, voluntary re-assignment and the maintenance of minority staff in buildings shall not constitute discrimination within the meaning of Section 4.411. The parties also agree that it shall be their mutual goal to assign at least two African-American classroom teachers to each building.

4.413 The Board shall not, directly or indirectly, discriminate against any teacher with respect to hours, wages, terms or conditions of employment or application of the provisions of this Agreement or Board policies by reason of membership in the Association, participation in any activities of the Association including collective negotiations pursuant to the Public Acts, or the institution of any grievance, complaint or proceeding under this Agreement or otherwise with respect to any term or condition of employment.

4.500 Protection by The Board

4.510 Student Discipline and Control

- 4.511 The Board and the Association recognize the mutuality of responsibility shared by teachers and administrators in the maintenance of student discipline and control.
- 4.511.1 The teachers in each elementary building shall cooperate with their respective building principal in the development and implementation of an appropriate plan for teachers to supervise the safe arrival and the passage of students to classrooms preceding the beginning of school and the passage and safe departure of students after school in accordance with Section 7.217.3. Such plan shall be at no additional cost to the Board or require teachers to report to work earlier or remain at work later than those periods referenced elsewhere in this Agreement. All plans will be submitted for review and approval by the Superintendent's designees and representatives of the Association, which approval shall not be unreasonably withheld.
- 4.511.2 For its part, the Board agrees to support, assist, and protect teachers in carrying out this responsibility and will provide direct assistance to teachers who are encountering discipline problems beyond their reasonably expectable capacity to handle (though this provision will not be construed in any way as diminishing the responsibility of teachers). The Board will, further, directly involve the Association in developing and evaluating rules, regulations, and enforcement policies and procedures to this end.
- 4.511.3 For their part, elementary teachers shall provide discipline and supervision as reflected in the building safety plan. Association members assume responsibility for the maintenance of order among all students within their sphere of effective control while in the performance of their employment, especially immediately before and after school and between classes. Teachers shall be expected to be visible and available in the halls between classes and immediately prior to and after school where classroom responsibilities allow in accordance with Section 7.217.3.
- 4.511.4 While this provision shall not be construed in such a way as to force teachers to serve as sentries, it shall be deemed to mean that teachers are expected to be where students are especially as needed from time to time when and where there is an atmosphere of stress or volatility, and to enforce the discipline policies of the District.
- 4.511.5 The parties agree to work cooperatively at the building level to anticipate those times and places of stress and volatility and to work jointly in taking preventive measures.
- 4.511.6 Teachers shall assist in controlling students in extraordinary situations which occur at extracurricular

activities at which the teacher is in attendance, is known by the students and can reasonably be expected to exert effective influence.

4.511.7 Both parties agree to seek ways of involving the total staff in efforts to establish long range goals for prevention of disruption.

4.511.8 Upon request, the Administration shall notify the Association of cases where a student assault on a teacher is reported.

4.511.9 If the Board is notified of an assault on a teacher, which had its inception in a school centered activity, the Board will render all reasonable assistance to the teacher in connection with the investigation by law enforcement.

4.511.10 An administrator shall attend a parent-teacher conference when it is believed that the parent may become physically or verbally abusive. Except in cases of emergency, prior arrangements will be made with the administrator.

4.512 A Safety Huddle will be created. Each building will create a team to address safety issues.

4.513 If any civil cause of action shall be brought against any teacher, by any party other than the Board or an employee of the Board, which arises out of such teacher's reasonable performance of his/her employment the Board agrees to submit such claims to its insurance carrier for defense.

4.514 Teachers will not be penalized in loss of pay, sick days or other benefits for necessary absences in connection with any occurrence referred to in Section 4.513.

4.522 When information is known, and it is permissible by law, the Board shall make reasonable efforts to notify the affected teacher(s) prior to the placement of any child who is a delinquency ward of the juvenile court based on an adjudicated felony or who has been convicted in adult court of a felony.

4.523.1 Based on demonstrated need and/or requests, the Board shall make a reasonable effort to make available training in intervention without physical contact and training in physical restraint of students in dangerous situations. Such training shall be offered free of charge and may be offered at a time beyond the scheduled work day.

4.523.2 Students who are defiant or verbally abusive to teachers are to be dealt with promptly as in accordance with the law, regularly established school and district discipline policies and procedures.

4.523.3 Physical contact may be used in compliance with the above sections only when there is a threat to the physical safety of the student, the teacher, or other persons. In those instances, the Board shall give deference to the reasonable good-faith judgment made by the teacher in determining if

physical contact was necessary and if it was applied appropriately.

- 4.524.1 Home visits by teachers are an expectation in some programs and at times desirable in other programs. Teachers who are concerned for their personal safety in visiting or teaching in a specific home may initiate the following procedure:
- 4.524.2 The teacher should discuss the nature and basis of his/her concerns with the teacher's building or program supervisor.
- 4.524.3 After the discussion with the supervisor, if the teacher remains concerned, the supervisor shall gather additional information, if available, for the purpose of a more comprehensive assessment of the assignment. Such an assessment may include information gained by the supervisor's on-site evaluation of the assignment. Upon completion of this assessment and consultation with the teacher, the supervisor shall develop a plan for delivering services to the student.
- 4.524.4 The supervisor will meet with the teacher to discuss the plan. If the teacher disagrees with a home visit component of the plan, he/she may request a meeting with his/her supervisor and that person's supervisor for the purpose of reviewing the assessment of the proposed assignment, the plan, and the teacher's objections. The teacher may request that a representative from the Association be present at the meeting. After considering the information provided during the meeting, the second level supervisor will either confirm that the plan should be implemented or suggest an alternative course of action.

In cases involving students who have been formally charged by legal authorities with violent personal felonies, the supervisor will consult with appropriate authorities as part of his/her assessment of the proposed assignment.

- 4.524.5 No home visits shall be required until after the activities described above have been completed.
- 4.530 Health and Safety
 - 4.531 When the Board's agents learn of a student or a staff member who has a communicable disease that the Washtenaw County Health Department has judged hazardous to others, they shall promptly notify those teachers designated by the Health Department as needing to know the information.
 - 4.532 During construction or as a result of catastrophe, teachers shall not be required to work in areas where excessive dust or dirt is present and endangers health and safety. The parties will promptly meet to provide cleaning or reach agreement on alternative work areas.

4.533 To ensure a safe educational environment, visits by community members, other than parents of current students, to a classroom must have prior approval by the building administrator and the teacher.

All visits must be scheduled in accordance with building and district policy.

4.540 Personal Protection

4.541 For NCPS private and personal life of any teacher is not within the appropriate attention or concern of the Board, insofar as it is consistent with the Code of Ethics of the Education Profession. Teachers shall be entitled to full rights of citizenship; and the religious or political activities, or lack thereof, of any teacher shall not be grounds for any disciplinary action or discrimination with respect to the professional employment of such teacher. Nothing contained in this provision is intended to enlarge upon academic freedom as described in Section 4.700 of this Agreement.

4.542 No polygraph or lie detector device shall be used in any investigation of any teacher by school authorities.

4.550 Personal Property

The Board shall reimburse any teacher for any loss, damage or destruction of personal property which arises out of such teacher's reasonable performance of his/her employment, not including vehicles and not covered by other insurance or caused by the teacher's negligence, provided that the personal property involved is reasonably needed by the teacher personally or professionally and is not readily available in the building or through the Board. The Board shall be liable only for that portion of the loss in excess of ten (\$10.00) dollars and not exceeding a total loss of two-hundred dollars.

The Board shall be liable for the loss of money not to exceed one-hundred (\$100.00) dollars provided said money is deposited in the school safe during the school day. The Board shall not be liable for money left overnight, during weekends, or vacation periods.

The Board shall make a decision on approval or denial of such claims within thirty (30) days of receipt of the claim or additionally requested information, whichever is later. Payment will be made within fourteen (14) days of agreement on the decision.

4.560 Personnel Records

4.561 Upon reasonable advance arrangement, and in the presence of the representative for Human Resource Services or his/her

designee, a teacher shall be permitted the opportunity to review the district's personnel file pertaining to his/her employment with the district. This review of the file shall not, however, be construed to include review of the Confidential Credential Folder or other confidential recommendations sought as a basis for determining whether or not the teacher was to be initially hired. Teachers shall also, upon reasonable notice, be permitted to inspect any official building or department files, which pertain to them, in the presence of the building or department administrator. Administrators may keep their confidential notes, as provided by law, to which the teacher shall not have access. The teacher may be accompanied by a representative of the Association if he/she so chooses.

- 4.562 The official Personnel File at the Human Resource Services Office shall contain no complaints about the teacher which have not gone through a procedure which includes teacher notification, investigation of the complaint, a finding that the complaint is legitimate, and notification to the teacher of their right to append a response or pursue the placement of the complaint through the grievance procedure. If any such complaints are in these files prior to the summer of 1990, they shall be removed and destroyed at the request of the teacher.
- 4.563 The Board agrees that all central personnel file materials regarding discipline records of actions more than four years old, medical, counseling or psychological records shall not be shown to or released to third parties absent written consent of the teacher or as required by law. The board further agrees that in the event a request is made by a third party for such records, the board shall promptly notify the teacher and the Association and agrees that it shall deny the request and shall assert on behalf of the teacher all applicable Freedom of Information Act exemptions.
- 4.564 If the Board receives a Freedom of Information Act request for documents in a teacher's central personnel file that are not covered in the previous section, the board shall make a good faith attempt to promptly orally notify the teacher and the Association of the receipt of the request. Upon request and insofar as time reasonably permits, the Board's designated FOIA officer shall meet with the affected teacher and/or the teacher's representatives to review the board's proposed response to the request. In order to allow the teacher and Association to seek legal relief, the Board shall delay granting the request to the extent permitted by law (ordinarily five business days after the receipt of the written request). Consideration shall be given to the teacher's privacy interests and all available Freedom of Information Act exemptions to compelled disclosure.
- 4.565 The provision of subsections of section 4.521 shall not prevent the Association from having access to any employment

records reasonably related to its duties as the exclusive bargain representative.

4.600 Evaluation of NCPS Personnel

4.611.1 The primary purpose of evaluation is oriented toward the development, maintenance, and retention of a highly qualified, competent and professional staff and to identify, if necessary, areas of needed and appropriate supervisory assistance. In keeping with this purpose, a reprimand shall not be issued as a consequence of a formal written evaluation but this shall not prevent the issuance of a reprimand for an incident which warrants such discipline.¹

4.611.2 All NCPS scheduled to be evaluated will complete a self-assessment as a component of their evaluation process. The self-assessment will be related to the scope and professional standards of their specific NCPS discipline. See Appendix XV

4.611.3 Evaluation instrument found in Appendix XV

4.612.1 The parties agree that the following provisions, when followed, will assure procedurally a fair evaluation and will provide the probationary NCPS every reasonable opportunity to demonstrate his/her competence, but the parties recognize that the purpose of evaluation is to assess performance and provide a format for guidance, including how well he/she is performing and areas in which improvement is needed. Evaluation for probationary NCPS shall be used as a basis for a recommendation for renewal, or non-renewal.

The probationary period for NCPS personnel will be three years.

4.612.2 Probationary NCPS shall be evaluated at least two times during the school year within the following limitations, and shall participate in an individualized development plan (IDP) process.

By last Friday in September: Notification of Process.

By second Friday in October: Meeting regarding process and procedures. Review IDP.

By first Monday in December: Complete first evaluation cycle.

By last Friday in January: Develop initial IDP for first year probationary NCPS.

Between first Monday in November and first Friday in February: IDP Review for other probationary NCPS.

By first Monday in April: Complete second evaluation cycle.

By third Friday in May: IDP for following year.

There shall, however, be a time between evaluations (normally four weeks, but consistent also with the time limitations specified above) sufficient to permit the NCPS to improve if improvement is to be forthcoming.

The above cited evaluation periods will be modified as warranted and appropriate for probationary NCPS employed for less than a full school year. The Board may not exceed the application of these modified timelines by a five-day deviation for probationary NCPS employed for less than a full school year.

4.612.3 A probationary NCPS may request assistance from the Association. At the NCPS's request, a representative from the Association may attend a meeting when the probationary NCPS's evaluation is discussed or where the NCPS's IDP is being discussed with the supervising administrator. In such cases the evaluating administrator will be notified one day in advance.

4.612.4 Evaluation is an ongoing process. Informal observations may be conducted at any time and included as part of the evaluation. Formal observations will not be done during the first two (2) weeks or last two (2) weeks of each school year.

4.612.5 Administrators shall arrange for the utilization of instructional supervision for each probationary NCPS, at the level needed for that NCPS in the judgment of the supervising administrator.

4.613.1 Evaluations shall be conducted by a building principal or assistant principal or other administrator. Each evaluation shall be preceded by at least one observation made in person by the evaluator, for a minimum of thirty consecutive minutes. Before the final decision is made on any evaluation report, the administrator shall hold a conference with the NCPS evaluated for purposes of discussing matters related to the observation and evaluation and to solicit NCPS response to the administrator's comments.

NCPS will be evaluated by the building administrator where they have the most FTE. If **most** of NCPS FTE is district based, NCPS will be evaluated by an SISS administrator. If NCPS FTE is equally distributed by all buildings the evaluations will be provided by building administrators on a rotating basis. NCPS staff will not be evaluated by non AAPS administrators or staff.

4.613.2 No parent as a parent shall serve as the formal evaluator described in Section 4.613.1.

- 4.613.3 At the option of the NCPS, Secondary NCPS may utilize one of the Student Opinion of NCPS Forms (Appendix III) for all students on their caseload. The parties agree that the student opinion forms may contain valuable information which could lead to the improvement of teaching and learning. If the building administrator requests this information it will be shared in a collegial and professional manner to improve teaching and learning. During the evaluation year, the sharing of the student opinion form will be voluntary.
- 4.613.5 The Board shall, as soon as possible, notify each NCPS who his/her evaluator is to be. If another administrator is to be involved, the NCPS shall receive prior notification as to the role the other administrator(s) will play in the evaluation process.
- 4.613.6 The evaluator shall, upon NCPS request, meet with the NCPS prior to any formal observation as defined in Section 4.613.1.
- 4.613.7 The principal/evaluator shall notify the NCPS of date(s) on which the formal observation could occur. These dates may be modified by the principal/evaluator when absences interfere with previously scheduled observations.
- 4.613.8 There shall be at least three weeks between formal observations of NCPS, except as agreed to by the NCPS and principal/evaluator. This section may be modified by the principal/evaluator when absences interfere with previously scheduled observations. There shall be no more than six such observations during any given year. This section does not apply to NCPS whose performance has been identified as minimally effective or ineffective.
- 4.614.1 Evaluations shall be in writing and reviewed with the NCPS within ten work days of the last observation. For probationary NCPS this review may occur up to five (5) work days beyond this limit if scheduling is interrupted. NCPS evaluations citing deficiencies shall include recommendations as to how the performance of the NCPS may be improved. Each evaluation shall include the statement:

"I understand that my signature is not intended to indicate my agreement with the evaluation, but is simply to provide the required record that I have read this evaluation and that I have been offered an opportunity to discuss this evaluation with my evaluator. I also recognize my right to attach comments concerning this evaluation to this document."

The NCPS and the principal/evaluator shall sign the evaluation. If the NCPS objects to such signature, he/she may submit a separate signed document acknowledging the same statements that are above. A copy of the signed evaluation shall be provided for the NCPS.

- 4.614.2 If any NCPS evaluation is not finalized by the last day of school year, they will be rated as Highly Effective and will benefit from any incentives awarded to effective or highly effective staff.
- 4.614.3 If any timeline is missed beyond a two week window during the NCPS evaluation process, the NCPS will receive a final rating of Highly Effective and will benefit from any incentives awarded to effective or highly effective staff.
- 4.614.5 Non-Probationary NCPS shall be evaluated on the following timelines:

By Last Friday in September	Notification of evaluation (Tenured, Probationary, PGP, IDP)
By Second Friday in October	Meeting regarding process/procedures (individual or group) Discuss process options Review last year's IDP if teacher has one
By First Friday in December	The first round of the pre observation conference/observation/post observation conference is to be completed by this date A teacher may appeal the interpretation of evidence by the evaluator
By Second Friday in January	IDP due for any tenured teacher with an "Ineffective" or "Minimally Effective" evaluation
By Third Friday in May	Complete the NCPS evaluation cycle (pre-conference, observation, post-observation conference) for staff with any "Ineffective" ratings or more than 2 "Minimally Effective" ratings
By First Friday in June	Complete the NCPS evaluation cycle (pre-conference observation, post-observation conference) for all other staff
By Second Monday in June	Complete improvement IDP for tenured staff with any "Ineffective" ratings or more than 2 "Minimal Effective" ratings

- * Observations may not take place during first two weeks or last two weeks of school.
- * There must be three weeks between observations unless by mutual agreement.
- * Post Evaluation Conference must be reviewed with staff person within 10 days of last observation or agreed to end date.

4.616 In the event that the NCPS feels his/her evaluation was incomplete or unjust, he/she may put his/her objections in writing and have them attached to the evaluation report to be placed in the Personnel File. All evaluations of performance shall be based upon valid criteria for evaluating professional growth as jointly developed by the Board and the

Association and approved by the Superintendent or his/her designee. Administrative criteria for evaluating the NCPS's professional conduct in circumstances other than the classroom shall be described in the Personnel Policies Handbook.

Any NCPS who is not satisfied with his/her evaluation has recourse to the grievance procedure.

4.617 Evaluations used in determining reemployment of probationary NCPS shall conform to the provisions above and no such NCPS shall be denied reemployment unless he/she has been properly evaluated, except that the Board may act to deny reemployment pursuant to Section 5.211 of this Agreement, independently of evaluations.

4.618 Probationary NCPS shall be denied reemployment only for just and reasonable cause, but no such denial shall be construed as disciplinary. If a NCPS wishes to appeal such dismissal, he/she may use the grievance procedure.

4.619.1 Evaluations of NCPS shall conform to Sections 4.611, 4.612.4, 4.613, 4.614, 4.615, and 4.616 above. Notwithstanding this, any and all evaluations of NCPS shall conform to a legitimate purpose.

4.619.2 For purposes of professional improvement each non-probationary NCPS shall be evaluated once every three years. Non-probationary NCPS will have one focus domain during the evaluation process. However, this provision shall not be construed as inhibiting the Board's right to dismiss a NCPS pursuant to Section 5.211.

A non-probationary NCPS who receives a final rating of minimally effective or ineffective on his/her evaluation will be evaluated in the following school year.

4.619.3 Observation of a NCPS for purposes of evaluation may be a joint observation by the appropriate administrator and a NCPS -observer if the NCPS and administrator agree. A model and guide for peer evaluation may be found incorporated herein as Appendix X.

4.619.4 During school years when the non-probationary NCPS is not evaluated, the NCPS staff member will benefit from any incentives awarded to effective or highly effective staff depending on most recent evaluation.

4.700 Academic Freedom

4.711 In educating young people, the parties seek to inspire in them an inquiring mind and respect for truth, a recognition of individual freedom, social responsibility, and the democratic tradition, an understanding and respect for the

Constitution, Bill of Rights, and the law, and an appreciation of individual personality. The parties recognize that these aims can best be accomplished in, and will work together to create and preserve, an atmosphere which is free from censorship and artificial restraint and in which academic freedom for teacher and student is guaranteed. Further, the teaching about controversial issues, suitable to the age level, is approved as preparation of students for intelligent and conscientious participation in our democratic social order. The maintenance of the intellectual atmosphere which is implied here will necessarily depend upon the discretion of the administration and the objectivity and wisdom of the teaching staff.

4.712 Other than adopted standards of professional behavior and responsibility, and the competent fulfillment of the Board's approved curriculum guides, there shall be no limitations on teachers or students with respect to their study, investigation, presentation or interpretation of facts or ideas concerning man, society, government, the arts or sciences, the physical and biological world, or other areas of learning, and teachers and students shall be guaranteed freedom of individual conscience, association and expression. Formal or informal religious instruction for purposes of proselytization is prohibited.

4.713 Lesson Plans

4.713.1 The Board agrees to provide each teacher with the approved curriculum, materials, and training for each course a teacher is assigned. It is the professional responsibility of each teacher to be prepared for teaching through daily and long range written lesson plans demonstrably related to the Board's approved curriculum. It is agreed that planning is an integral part of effective teaching. Lesson plans shall not be routinely submitted to any supervisor. Plans shall be available to the supervisors and/or building administrators for planning and consultation upon request as well as in cases of teacher absences. Both parties agree that lesson plans may be used as evidence that the district curriculum has been taught. A substitute lesson plan of sufficient detail, clarity, and related to content expectations and lesson sequence to enable continuity of the learning program needs to be available in the event of a teacher's absence.

4.800 Reductions in NCPS Personnel

4.811 In the event of a lay-off to achieve targeted savings the proportion of funds saved by NCPS lay-offs shall not exceed the proportion of the bargaining unit's employment costs compared to the total budget.

4.812 If, at the discretion of the Board, a reduction of NCPS staff by means of a lay-off is necessary, the order of lay-off described in this position shall apply within the constraints listed below.

- 4.813.1 If a NCPS layoff is anticipated, the parties agree to meet to review the layoff and recall procedure and criteria. The purpose of the meeting will be to determine a legally enforceable layoff and recall procedure, which is consistent with the intent of Sections 4.411 and 4.412 of the Master Agreement, to retain minority employees.
- 4.813.3 Experience shall mean months, days and years of employment in the Ann Arbor Public Schools. If two or more NCPS have the same seniority and the Board must decide on laying off one of the NCPS, the last four digits of the NCPS's social security number will be used as a tie breaker. The lower number will have the most seniority.
- 4.813.4 Probationary NCPS shall be laid off on the basis of certification, qualification, degree and experience. The categories in this provision shall control when a position for which a NCPS is certified and qualified is available.
- 4.813.5 The order of lay-off for probationary NCPS, within the constraints listed above, shall be as follows:
1. Probationary NCPS with a BA and no previous experience.
 2. Probationary NCPS with no previous experience and a Masters degree.
 3. Probationary NCPS with a BA degree and previous experience in districts other than Ann Arbor.
 4. Probationary NCPS with a Masters Degree and previous experience in districts other than Ann Arbor.
 5. Probationary NCPS with a BA degree with experience in Ann Arbor.
 6. Probationary NCPS with a Masters Degree with experience in Ann Arbor.
- 4.813.6 NCPS shall be laid off on the basis of certification, qualification and experience; experience shall control when a position for which a NCPS is certified and qualified is available.
- 4.813.7 NCPS in positions which do not require teacher certification shall be laid off from those positions on the basis of experience.
- 4.813.8 In the event of a NCPS lay-off under Section 4.811, the Board may invoke the voluntary and involuntary transfer process as specified in Section 7.920 of the Master Agreement after following the lay-off identification procedure. The involuntary process will be invoked to the extent possible to a) preserve NCPS seniority and b) maintain current NCPS staff.

- 4.814.1 The following procedures and conditions shall apply to any necessary reduction in NCPS personnel.
- 4.814.2 The Board shall consult with the Association about any proposed NCPS lay-off.
- 4.814.3 No NCPS shall be discharged or laid off pursuant to a necessary reduction under Section 4.811.1 for the beginning of a school year unless such NCPS shall have been notified of discharge or lay-off by the last day of the previous school year.
- 4.814.4 No NCPS shall be discharged or laid off pursuant to a necessary reduction under Section 4.811.1 during the school year unless such NCPS shall have been notified for discharge or lay-off at least thirty (30) days prior to the effective date, but all individual contracts are hereby made specifically subject to this provision.
- 4.815.1 Consistent with Section 4.813.2, and 4.813.3, NCPS on lay-off shall be recalled to the first vacancy for which they are certified, and qualified in the reverse order of experience at the time of layoff. NCPS who become qualified and certified in additional areas while on layoff must notify the Human Resource Services Office with appropriate documentation and transcripts to be considered for any position held by a probationary NCPS or any subsequent position which is to be filled. Individuals who become newly qualified and/or newly certified while on layoff will not be eligible to displace probationary NCPS until the end of the current semester or NCPS who have less experience. NCPS shall be recalled to positions which do not require teacher certification in the reverse order of layoff from that position.
- 4.815.2 Each NCPS being recalled shall be notified by certified mail (or other provable means of delivery) at his/her last known address, of all vacancies for which that NCPS is eligible. Each NCPS being recalled shall have ten (10) calendar days from the date of initial attempted delivery to notify the Board of his/her intentions. Failure to respond within this time limit shall result in termination of all employment rights, and shall be considered a resignation. The Board shall notify the Association of all NCPS recalls.
- 4.815.3 The Board shall have no obligation to recall any individual twenty-four (24) months after lay-off after layoff becomes effective.
- 4.816.1 Upon return to service with the Ann Arbor Public Schools, NCPS who have been laid off because of a necessary reduction in staff shall receive salary credit as follows:
- 4.816.2 NCPS returned to employment in the same school year as their lay-off will be placed on the same salary step they were on at the time of lay-off.

- 4.816.3 NCPS laid off before the end of the first semester and returned to employment the subsequent year or thereafter shall be placed at the same salary step they were on at the time of lay-off.
- 4.816.4 NCPS laid off after the end of the first semester and returned to employment the subsequent school year or thereafter shall be placed on the next higher step unless they are already at maximum on the salary schedule.
- 4.816.5 NCPS who are on layoff may refuse an offer of return to a position which is less percentage of time (FTE) than that which the NCPS had at the time of layoff without penalty for a period from the time of layoff until October 15th of the third school year after the layoff. If such refusal occurs in that time period, the NCPS will be recalled to subsequent positions to which they are entitled under section 4.815 without regard for the refusal.
- 4.817 For the duration of this Agreement, the Board shall enter into no performance or sub contract which will result in reduction of present NCPS staff or otherwise adversely affect the wages, hours and conditions of employment of NCPS in contravention of this Agreement. This provision shall not be construed, however, to include a prohibition on the use of any services available through state or county agencies, provided that no NCPS are laid off or terminated from employment thereby.
- 4.818 The Board shall consult with the Association prior to entering into a performance or subcontract for persons or organizations to perform work that is the same or similar to any bargaining unit work. This provision does not limit or restrict the Board's rights to subcontract according to Section 4.818.
- 4.819 In the event that the Board reorganizes schools or is facing a decision on a possible layoff NCPS, the parties shall meet to discuss an early retirement program at the time of either action. The parties shall also meet to discuss a possible program for the voluntary reduction of individual's F.T.E. As another method of avoiding layoff.
- 4.820 A bargaining unit employee who is laid off and then recalled the following school year is subject to the following provisions:
- 4.821 If recalled after the last day of school but before August 1 they will return 50% of their unemployment compensation to the district.
- 4.822 If recalled between August 1 and August 15 they will return 25% of their unemployment compensation to the district.

- 4.823 If recalled after August 15 they will not return any of their unemployment compensation to the district.
- 4.824 The recalled employee may make arrangements with the finance department to have this obligation spread out evenly over the entire year or paid in one sum.

4.900 Independent Medical Exam

- 4.911 Should the Board or its agent have reason to suspect that a teacher is unable to perform his/her professional duties due to physical, mental, and/or emotional disability, they may demand that said teacher submit to a physical or psychological/psychiatric evaluation. Upon such demand the Association will be notified with permission of the individual. The Board may designate an examiner, who must be a licensed physician, neuro psychologist or allied health care professional, osteopath or psychiatrist and the Board will assume the cost of the examination. When the Board exercises its right for the fitness of duty test, the teacher will be placed on paid administrative leave. Upon receipt of the report by Human Resources and Legal Services a copy will be provided to the teacher. Should the teacher be found not fit for duty, they are eligible to use any days as allowed in the Master Agreement.

An additional examiner may be selected by the teacher at his/her expense. Should the teacher exercise his/her right to select their own examiner whose professional opinion differs from that of the Board's examiner on the issue of fitness for duty, the parties will select a third examiner and share equally in that expense. The parties will be bound by the third examiner's findings on fitness for duty.

- 4.912 The teacher shall be returned to the same or substantially equivalent position, with no loss of benefits, at the end of the period of incapacity specified by the Board in its determination of incapacity unless the Board, not more than sixty (60) calendar days before the end of such designated period of incapacity, shall request in writing to the Association and teacher the reconvening of a medical panel, as described in Section 4.911, to examine the teacher and report its findings to the Board. The Board shall then determine whether the incapacity is continuing and its decision in this regard and the procedures in connection therewith, including the right to arbitration, shall be as provided in Sections 4.912 and 4.913 of this Article. All requirements of this Article shall be applicable to any subsequent Board allegation of continuing incapacity.
- 4.913 The sole Board remedy under this Article upon determination of incapacity shall be placement of the teacher on disability leave with the right to disability benefits in accordance with Sections 6.311 and 6.321 of this Agreement. Nothing in this provision shall be interpreted, however, as appropriate cause for denial of benefits provided otherwise by

applicable state law or this Agreement subject to Article V, Section 2 38.112 of the Michigan Teacher Tenure Act.

- 4.914 During the pendency of proceedings under this Article, the Board shall have the right to remove or reassign the teacher, provided the teacher is compensated at his/her regular salary during such removal or reassignment and provided further that if the removal is subsequently upheld, sick leave shall be charged retroactive to the date of removal, in which event Section 6.130 and any/all of its applicable subsections shall likewise be deemed retroactively granted and applied subject to Article V, Section 2 38.112 of the Michigan Teacher Tenure Act.
- 4.915 At any time after thirty (30) calendar days during the period of incapacity designated by the Board, the teacher or the Association or both may present, in writing, evidence, medical or otherwise, and request that the incapacity found by the Board be deemed ended and that the teacher be restored to regular and normal teaching duties at the regular salary then applicable. The decision of the Board in refusing to restore the teacher to normal teaching duties shall be in writing and be subject to arbitration in accordance with the arbitration provisions of this Agreement, but with the additional constraints specified in Section 4.913 of this Article. A teacher may make no more than one request for restoration to normal duty during the designated period of incapacity or of any subsequent decision by the Board extending such incapacity.
- 4.916 The expenses and fees of the medical panel shall be paid solely by the Board, but such expenses shall not exceed reasonable expenses and fees customarily charged for individual patients by licensed physicians practicing in Washtenaw County.
- 4.917 These provisions covering Independent Medical Exams shall in no way be construed as applicable to cases involving pregnancy.

5.000 TEACHER RESPONSIBILITIES

5.100 Professional Behavior

- 5.111 The Association recognizes the Board's right to adopt and enforce reasonable standards of professional, ethical behavior.
- 5.112 Board and Association members, in ratifying a Master Agreement agree to be governed by each of the provisions of that Agreement. However, the size of the Agreement is such that members can, while working in good faith, miss items at times. It is in the interest of all parties that review and clarification of the relevant provisions be accomplished from time to time.

Therefore, at the beginning of each school year the Association will circulate a document to secondary school teachers listing specific contractual responsibilities related to interaction with students and parents, and responsibilities related to obligations in the building.

5.200 Cause for Discipline, Docking, Demotion, or Discharge

5.211 The Board shall dock, demote, discharge, or otherwise formally discipline NCPS only for reasonable and just cause, including, but not limited to:

5.211.2 Continued or repeated refusal or failure to carry out work assignments made by the Board and not in conflict with the provisions of this Agreement;

5.211.3 Continued or repeated refusal or failure to comply with policies and procedures established by the Board and not in conflict with the provisions of this Agreement;

5.211.4 Continued or repeated refusal to provide supervision of and discipline among students within the sphere of his/her effective control while in the performance of his/her employment;

5.211.5 Continued or repeated refusal or failure to adhere to contractual obligations;

5.211.6 Continued or repeated refusal or failure to maintain or submit required records;

5.211.7 Continued or repeated refusal or failure to maintain appropriate standards of professional or ethical behavior;

5.211.8 Causing or contributing, by deliberate action or willful negligence, to the active and extensive disruption of the learning environment.

Nothing in this provision is intended, however, to limit the Board's power or ability to discipline NCPS pursuant to Section 5.300 for reasonable and just cause, including for individual/initial occurrences of the items listed above (.1-.8).

5.212 Any teacher who negligently loses keys signed out to him/her, especially building keys, shall be liable for all and any costs of replacing keys and locks if security requires such changes. Teachers who lend students such keys shall be further liable for all direct damages resulting therefrom. No teacher shall duplicate any school key. Failure to report known loss shall render the teacher liable for any damages that may directly result.

5.300 Procedure for Formal NCPS Discipline or Discharge

- 5.311 Any administrator who receives a complaint about a NCPS where the complaint could lead to a reprimand or more serious disciplinary action, shall notify the NCPS of the complaint without requesting an immediate response. NCPS are entitled to know the identity or source and details of all such complaints. The NCPS will be given up to twenty four (24) hours to respond to the complaint.
- 5.312.1 No NCPS shall be reprimanded for conduct under this article except in writing.
- 5.312.2 A copy of the written reprimand shall be filed either with the Human Resource Services Office for placement in the central personnel file or shall be retained by the appropriate administrator.
- 5.312.3 If the reprimand is to be placed in the central personnel file, the complaint shall be first reviewed by the Human Resource Services Office and the NCPS shall be offered a hearing to assess the accuracy of the charges and the appropriateness of the conclusions.
- 5.312.4 All reprimands initiated at the central administrative level shall be subject to the processes described herein.
- 5.312.5 All reprimands may be appealed to the Superintendent for review.
- 5.312.6 NCPS shall have the right to append a reply or statement to any reprimand.
- 5.313.1 No NCPS shall be disciplined (except for reprimand or docking of pay due to lack of approved leave time unless:
- 5.313.2 The Association and the NCPS have been notified in writing of the specific complaint.
- 5.313.3 The hearing officer selected is not a direct party to the complaint or the initiation, receipt or preferment of charges;
- 5.313.4 The NCPS may attend a preliminary hearing at which time he/she shall be presented with the evidence against him/her and shall be allowed to make a preliminary response in his/her own defense if he/she so wishes; and/or
- 5.313.5 The NCPS may respond either in person or in writing to refute the evidence against him/her, in addition to the opportunity for defense provided in Section 5.313.4 above;
- 5.313.6 The finding of the hearing officer has been presented to the Association and the NCPS and, as a part thereof, the hearing officer has indicated how long and to what extent the disciplinary action, if any, shall be effective;

- 5.313.7 The NCPS has been given the opportunity to append to any finding whatever statements he/she may wish to make.
- 5.313.8 Failure of a NCPS to respond may result in a decision by default. A decision by default shall be reconsidered only for reasonable and just cause.
- 5.315 The appropriate administrator(s) may confer with NCPS in order to investigate facts or allegations in cases that may result in disciplinary action.
- 5.316.1 Any disciplinary action imposed by the Board on any NCPS may be processed as a grievance.
- 5.316.2 The Board recognizes the teacher's right to request the consideration of his/her dismissal, suspension, discipline or the consideration of periodic personnel evaluations conducted by the Board of Education in a closed hearing pursuant to the provisions of the Open Meetings Act
- 5.317 Demotion or reclassification of NCPS for disciplinary reasons shall not be construed as involuntary transfer but shall be subjected to the procedure established in Section 5.313.
- 5.318 Except for offenses which on first commission justify dismissal or cannot justify continued employment, the parties adopt the concept of progressive discipline designed to necessitate corrected behavior and agree with the concept that the severity of the infraction should determine the degree of discipline to be imposed. To that end, any complaints, observed infractions, or charges against the NCPS, shall be promptly brought to the attention of the NCPS but this provision shall not be construed as negating, where appropriate, the Master Agreement itself as constituting first notice.

6.000 PERSONNEL BENEFITS

6.100 Salaries

6.110 Salary Placement

- 6.111 The regular basic salary schedule for all teachers for the term of this Agreement is attached hereto as Appendix IV. This provision shall not be construed as binding beyond the life of this Agreement.
- 6.112 Placement on the salary step upon initial hiring shall be at the discretion of the Board. In making this placement the Board shall not discriminate on the basis of race, creed, religion, color, national origin, age, sex, marital status, sexual orientation, handicap, or political beliefs.

- 6.113 Teachers who are properly certified but do not possess a minimum of a Baccalaureate Degree shall receive the salary listed on the B.A. lane of the salary schedule, provided that no such teacher may progress beyond the seventh (7) step on the schedule without earning a degree. Such teachers shall receive all other benefits under this Agreement.
- 6.114 The parties agree that all staff in the Adult Education and Project Education staff will move a step up on the AAEEA salary schedule at the beginning of the 1999-2000 school year. In addition if any of the staff earn sufficient credit to change lanes on the salary schedule the change shall be implemented as it is for other teachers in the bargaining unit. This agreement does not imply any movement beyond the 1999-2000 school year. Such movement shall be a subject of bargaining for a multi-year agreement.
- 6.115 All newly eligible members of the bargaining unit whose first day of work falls after the start of a school year and on or before December 31st will receive a step advancement at the conclusion of that school year if steps are awarded in the following school year.

6.130 Computation and Method of Payment

- 6.131 Teachers may choose either the long (twenty-six or twenty-seven) or short (twenty-one or twenty-two) pay date options. Pay dates shall adhere without deviation to those set forth in Appendix VI, and there shall be no payment of money accumulated for the summer checks for those choosing the long pay option other than on the schedule set forth in Appendix VI. The long pay option will be automatically adjusted to provide for biweekly paychecks without interruption.
- 6.132 Continuing and returning teachers may request a change in pay date option for the school year anytime up to the last week in August by contacting the Payroll Office. Teachers who have been on leaves of absence who do not notify the Payroll Office by that time shall be placed on the long pay option.

New teachers shall be automatically placed on the long pay option, but any new teacher may choose the short pay option by submitting a request to the Human Resource Services Office on the appropriate form by 5:00 p.m. of the Friday of the second week of employment.

Changes in option by any returning teacher, made after the beginning of the last week of August, shall be made only after a request on the appropriate form is submitted to and approved by the Human Resource Services Office. The Human Resource Services Office may require that such requests be justified by changed circumstances. Such requests must be submitted before 5:00 p.m. of the Friday of the second week of employment. Change in option shall be reflected as soon as

possible after the request is approved by the Human Resource Services Office, not to exceed thirty (30) school days.

- 6.133 Teachers may have all pays deposited directly by the Board into their accounts at any Ann Arbor bank, or the Michigan Educational Credit Union. If teachers elect to have payroll checks deposited in a bank, they must specify one account. No changes in this election may be made until the following school year.
- 6.134.1 Upon request submitted to Human Resource Services on the appropriate form, the Board shall grant placement on the appropriate salary schedule, effective according to the schedule identified below. The transcript or other official statement from the granting institution, showing the change in hours or degree, must be received in the same semester as the application and the pay will be retroactive to the effective adjustment date.
- 6.134.2 For requests received prior to 5:00 p.m. Friday of the fourth week of the school year to be effective the beginning of the school year;
- 6.134.3 For requests received after the fourth Friday but prior to the last day of the first quarter to be effective the latter date;
- 6.134.4 For requests received after the last day of the first quarter but prior to the last day of the first semester to be effective the latter date.
- 6.134.5 Retroactive adjustments will be made effective the adjustment date subsequent to the application, provided the required official statement is received during the semester in which the application is made, and the work was completed by the applied for adjustment date. All adjustments shall be reflected in pay as soon thereafter as possible, but in no event to exceed thirty (30) school days.
- 6.134.6 During March or April of each school year, the Office of Human Resource Services will provide information jointly developed with the Association to each new hire in his/her first year of employment. The information will explain the criteria for salary placement and will request that the teacher check his/her contract to ensure the correct salary placement. The parties will jointly determine the most effective way to implement this provision.
- 6.135 Salary for part-time teachers shall be prorated. Elementary and K-8 building teachers shall be paid in tenths of a full-time equivalent. Secondary part-time teachers assigned .60 FTE or more may have one scheduled released time period. Secondary teachers shall be paid two-tenths (.2) FTE for each class excluding the released time period.

For teachers less than .60 FTE, if classes and assignments are not scheduled consecutively and there is only one released time period between the classes or assignments, the teacher shall be paid for each class period, prorating the pay for each period in the school day (sevenths at the middle school and sixths at the high school).

If there are two or more released-time periods between the teacher's classes, the teacher shall be paid two-tenths (.2) FTE for each class or assignment and each period between the classes or assignments. Teachers who have four classes or assignments and have two class periods between shall be paid full-time. Part-time teachers with an advisory class shall be paid one-tenth (.1) FTE for that assignment.

6.136 When daily pay rate must be determined, it is equal to the contractual pay divided by the number of days contracted for in the individual contract with the Board. The hourly rate will be determined by dividing the daily rate by 6 hours.

6.137 Teachers who receive an incorrect paycheck or fail to receive a paycheck on a regular pay date, through no fault of their own, must notify the Payroll Office by 5:00 p.m. of the day the check is scheduled to be distributed. In such instances the corrected paycheck will be available by the close of the workday immediately following the day the check is distributed. The incorrect check must be returned to the Payroll Office when picking up the newly issued check. A check which is missed or incorrectly issued as a result of a teacher error shall be corrected on a subsequent payday.

6.150 Supplementary Pay

6.151 Supplemental Assignments

6.151.1 The Board shall pay to teachers, in addition to all other pay, index (or percentage) pay, for fulfilling the assignments listed in Appendix V.

6.151.2 Listing of additional remuneration above the basic salary schedule (Appendix IV) for any position included in this agreement shall not be deemed to commit the Board to filling any such position absent a specific requirement to the contrary. If filled, positions where professional certification is required shall be filled by teachers unless none apply. Sections 4.411 and 4.412 shall be included among the factors considered in filling a position.

6.151.3 Every reasonable effort should be made to fill supplementary pay positions where professional certification is not required, including coaching positions, with teachers.

6.151.4 In filling coaching positions, the following criteria shall apply:

1. Length and kind of coaching experience;

2. Formal preparation, previous experience in coaching the sport, and any relevant written evaluations;
 3. Participation in the sport to be coached.
 4. Sections 4.411 and 4.412.
- 6.151.6 The stipulations in Sections 6.151.1 through 6.151.5 are not intended in any way to confer tenure rights or to increase the length of appointment beyond one (1) year.
- 6.152 Computation and Method of Payment
- 6.152.1 Teachers shall receive payment for short term (less than one-half semester) extra-duty work in a lump sum, in the next pay period after completion of the assignment. Other extra-duty assignment supplementary pay shall be prorated over the period of employment and shall be paid in the first pay period of the individual contract if the index pay and the assignment are known by August 1.
- 6.152.2 If a teacher receives an extra-duty work assignment of more than one-half a school semester after the beginning date of the teacher's individual contract, payment for such assignment shall begin as soon as practicable, but not to exceed thirty calendar days.
- 6.152.3 Coaches who are also teachers will be paid in the following manner:
1. Payments will be made in 19 pay periods. This replaces the previous 21/26 pay options.
 2. The first payment will commence with the first pay in October.
 3. The final payment will be made in the first pay period in June.
 4. This schedule is effective with the 2013/2014 school year.
 5. Any employee, excluding counselors, but including coaches, who elect to have their supplemental pay "spread" will receive it in the 19 pay periods beginning with the first pay in October and ending with the first pay in June. For coaches, this amends 6.152.4(B & C).
- Coaches who are teachers may take the pay in two lump sums during the season.
- 6.152.5 Teachers hired for production work shall receive rates of pay as established in Appendix V, or released time, or a combination of released time and pay rates as individually contracted for with the Division of Instruction. Production work shall be defined as preparation or revision of unit or course guides and pay rates for development of any other instructional or institutional aids shall be individually contracted for with the Division of Instruction.

Pay for the development of any of the above mentioned tasks shall be established prior to the first day of any such work and the Association shall be notified of all such arrangements.

6.200 Fringe Benefits

6.210 Insurance

6.211.1 The Board shall provide a MESSA ABC Plan I. District will contribute 100% of cost of the HSA, 1/12 per year, starting January, 2017 or Priority Health HMO or PPO Plan of fringe benefits for all teachers working no less than .40 F.T.E., who opt to pay the amount of premium that is beyond the Board's contribution. The Board shall pay the same proration as their percent of time of employment. The plan shall include options as shown in Appendix XII.

6.211.2 The MESSA PAK plan includes: Life; Accidental D&D; Dental; VSP3 Vision; LTD

6.211.4.1 As of July 1, 2022 the annual Board Contribution toward health care was \$13,781.61. Upon the ratification of the tentative agreement dated February 16, 2023 the parties agreed that the District contribution toward medical benefit plan annual costs will increase annually by the same percentage as the State of Michigan Department of Treasury memo pursuant to current PA152.

For the 2023 calendar year, that amount increased by 1.3%. The Board contribution for the remainder of the 2023 calendar year will be \$1,163.40 per month effective the month following the date of ratification by both parties (based on the annual increase from \$13,781.61 to \$13,960.77).

For the 2024 calendar year, the amount will increase by 4.1%. The Board contribution for the 2024 calendar year will be \$14,533.16.

This provision will be in effect for the remaining collective bargaining agreement term. Vision insurance is employee paid.

6.211.5 The Board shall offer the medical health benefits included in plans defined in Appendix XII to same sex domestic partners of teachers.

This coverage shall be subject to Internal Revenue Service Regulations and the specifications and requirements of the District's medical health insurance providers.

To be eligible the teacher must complete the verification form which is mutually agreed to by the Board and Association.

- 6.212 Each plan that provides Delta Dental Insurance shall provide full family year-round coverage with the percentage levels of coverage and maximums as described in the plans.
- 6.213 The Board shall provide to each teacher year-round group term life insurance protection with A.D. and D. with waiver of premium in the amounts specified in each plan.
- 6.214.1 The Board shall provide for all eligible teachers working 12 hours (.40 F.T.E.) or more per week, including normal preparation time, a long term disability insurance policy as specified in Appendix XII.
- 6.214.2 Any NCPS who resigns or retires because of physical and/or mental disability will be returned to employment with the Board in a position as a NCPS if a position is available based on kind of experience, provided:
1. The NCPS can present to the Board a physician's report certifying the NCPS as able to perform the duties of a NCPS at the level of anticipated assignment. The Board reserves the right to obtain a second medical report.
 2. The NCPS notifies the Board in writing and presents the physician's report required in number 1 above at least sixty (60) days prior to the end of the semester immediately preceding the beginning of the semester in which he/she wishes to return to the employ of the Board.
- Such right to return to the employ of the Board as provided for in this section shall extend for three (3) calendar years from the effective date of resignation and/or retirement as established by the Board.
- 6.214.3 Any increased cost of this benefit will be funded as part of the total employment cost settlement for the bargaining unit.
- 6.215.1 Each plan that provides vision insurance shall provide full family year-round coverage with Vision Service Plan 3.
- 6.215.2 Each plan that provides an annuity shall provide it in the amount specified in the plan through any of the carriers listed in Appendix VII.
- 6.215.3 Teachers who select Plan C must certify that they have health insurance from another source, and that they are aware they have the right to select it from the Board and are choosing another option.
- 6.215.4 Open Enrollment to be held in November/December.
- 6.216 The Board shall not be liable for disputes between insurance carriers and employees provided that the Board has properly transmitted insurance premiums.

- 6.217.1 For teachers new to the school system, all Board paid insurance coverage shall be effective the first day of the month following date of hire. Such teachers who are hired after the first of a month may, carrier permitting, elect immediate health insurance coverage by reimbursing the Board for that month's premium.
- 6.217.2 All teachers hired for two-fifths time (40%) or more, whose initial employment began with the 1978-79 school year or later, shall receive the same fringe benefits as full-time teachers but on a prorated basis. Teachers hired for less than two fifths (40%) time shall receive no fringe benefits except sick leave on a prorated basis.
- 6.218.1 Teachers may make changes in fringe benefit options during the last month of the school year for the period beginning July 1st of that year, with specific dates to be mutually agreed upon and announced each year. Deductions for tax deferred annuities may be changed at any time during the year, subject to Federal Regulations.
- 6.218.2 Teachers losing outside insurance coverage may change their Board provided insurance options accordingly at any time.
- 6.218.3 Teachers who work either semester during a school year will have their July and August fringe benefits paid, provided they have notified the District that they are returning at the beginning of the following school year and provided that they re-enroll for fringe benefits prior to July 1st of the year in question.

If a teacher gives official written notice, at least 85 work days prior to the last day of school, of intent to retire or resign at the end of the school year, and if, for the months of July and August of that year, the teacher is not receiving a pension through the Michigan Public School Employees Retirement Fund or is not eligible for medical benefits through another source, the Board agrees to pay for the teacher's insurance benefits for the months of July and August of that year.

The parties agree to comply with 26 U.S.C & 36(B)(c)2(c)(ii). Should it be found that 26 U.S.C & 36(B)(c)2(c)(ii) requires a change to the Master Agreement, the parties will meet in problem solving to discuss the impact of the above cited statutes or their amendments.

6.220 Health Services

- 6.221 The Board shall organize and provide all tests, including, when necessary, x-ray, required of teachers by state law for the detection of tuberculosis. No more than one-hundred-fifty (150) teachers shall be scheduled for each medical personnel during any one hour period. All tests shall be scheduled between 8:00 a.m. and 6:00 p.m. All teachers shall receive written notification of the location, date and

time of the tuberculin clinic at least one week prior to such clinic. The Board shall bear the cost of such tests including physician's fees and costs of materials. X-ray examinations shall be provided for any teacher only if other recognized tests are not suitable to the individual.

6.222 The Board shall reimburse to the teacher the full cost of any other tests or physical exams required by State or Federal statute.

6.230 Terminal Leave Pay

6.231 Terminal leave pay shall be granted to any teacher who is hired and commences work with the Board on or before June 13, 2003, or to his/her estate, when he/she retires from employment with the Board or dies during employment with the Board. Pay shall be at the rate of one percent (1%) of the highest regular contractual salary and all other earnings that are provided for the Master Agreement earned by that teacher in the twelve month period that immediately precedes the retirement, or in a twelve month period with higher earnings, as identified by the teacher, times the number of full-time equivalent years that teacher has been employed, and has commenced work with by the Board as a teacher up to and including June 13, 2003, subject to the following conditions:

6.232 If a teacher wants a twelve month period other than the one immediately preceding his/her retirement to be used for terminal leave pay calculations, the teacher must submit that request to the Human Resource Services Office no later than thirty (30) days prior to retirement. The Human Resource Services Office will assist the teacher by providing, upon request, specific earnings information for the teacher.

6.233 To be eligible for terminal leave pay, a teacher must have been employed, and commenced work, as a teacher with the Board on or before June 13, 2003, and for a minimum of five (5) of the six (6) years (or at least one semester per year for ten (10) of the eleven (11) years) immediately prior to death or retirement; and if retiring, must be qualified to receive retirement benefits under the provisions of the Michigan Teachers' Retirement Act. Sabbatical leaves, but not other leaves, shall be counted in determining years or semesters of employment.

6.234 Terminal leave pay shall be paid in full to an eligible teacher upon retirement or to his/her beneficiary named in writing to the Board, or in default thereof to his/her estate, upon his/her death. A teacher on a paid leave of absence with a contractual obligation to return to the Ann Arbor Public Schools shall be considered as under contract. If a teacher gives official written notice of intent to retire or resign at least 85 work days prior to the last day worked, the Board agrees to allow the teacher to utilize terminal leave pay to purchase any service credits allowable by the

Michigan Public School Employees Retirement Fund during that final period of service to the school district.

6.235 For the duration of this agreement the terminal leave pay (section 6.230) will be paid by direct deposit into a tax-sheltered annuity through MEA financial Services/Paradigm Equities, subject to contribution and other limitations imposed by applicable state/federal law.

6.240 Tax Exempt Payment Programs

6.241 The Board shall provide the appropriate services to allow teachers to make payments with non-taxable salary for dependent care, continuing medical expenses not covered by insurance, and insurance premiums as provided in Section 125 of the Internal Revenue Service Code.

6.242 The Board may levy a fee to cover the cost of this program including reasonable cost of a third party administrator.

6.243 Participation shall be in accordance with rules jointly developed by the Board and the Association.

6.250 Worker's Compensation

6.251 The Board shall cover all Teachers under the Michigan Worker's Compensation Act. Teachers receiving payment for claims under the Act shall be paid the difference between such payments and their normal daily rate of contractual take home pay. No deductions from a teacher's accumulated sick leave shall be made for absences due to any occurrence covered by the Michigan Worker's Compensation Act. The supplement of Worker's Compensation by the Board shall continue for a maximum of five (5) years for any individual teacher.

6.252 No deductions will be made for the first five workdays of absences due to physical injury or disabling physical symptoms that are the result of student assaults on teachers. The teacher must be in compliance with section 4.523 in order to receive these days. The Board may employ the same medical examination procedures provided for Workers Compensation absences. The Board shall provide the first twenty-one (21) days in each year to be used under these circumstances. If the number of days exceed twenty-one (21), the days will be provided from the Sick Leave Bank, using the procedures identified in Appendix IX.

6.300 Leaves of Absence

6.310 Sick Leave

6.311 The purpose of the following provisions is to permit teachers, because of illness, injury, or physical disability of themselves, members of their families, or others for whom they have a close responsibility, or death of persons closely

associated with them, to be absent from scheduled work days without loss of pay or benefits to the extent of sick leave credits available to them.

Credits shall be used in full or half day increments only. The Human Resource Services Office may require a physician's report for use of a sick day on a day immediately before or after a holiday, vacation period, or during the first or last week of the school year. A physician's verification may also be required for any use of sick leave exceeding ten (10) consecutive school days, or ten (10) school days in any twenty (20) day period. In case of suspected abuse the district may require a physician's verification at any time. The Association shall immediately be notified of each case.

6.312 Each teacher shall notify the Board, by the appropriate method established, of his/her absence on a sick leave day as soon as possible, normally one and one-half (1 1/2) hours before his/her duty day is to begin. Length of absence in excess of one day, if ascertainable, shall be stipulated, and renewal of absence shall follow the same notification process. Renewal of absence shall, when reasonably possible, be made in time to permit action to retain the same substitute for the following day. Any teacher who reports for work after having given notice of absence shall have an amount equal to the amount received by the substitute teacher deducted from his/her pay. Any NCPS who fails to notify the Board of sick leave or renewal of sick leave shall be subject to discipline as provided for in Section 5.211, exclusive of the continued or repeated limitations on docking, or Section 5.313.1.

6.313 The Board shall accumulate days of sick leave credit, up to a maximum of 200 days, at the following rates per month of regular employment for each full-time teacher (pro-rated for part-time teachers):

Days Credit/ Month of Employment	During years of service in Ann Arbor
1	1 - 10
1-1/2	11 - 20
2	21 - and up

Such credits shall be utilized only during the teacher's regular employment period.

6.314 For the Summer School Session, the Board shall provide one (1) day of sick leave credit for each full-time teacher (pro-rated for part-time). Such credit shall not be accumulated from year to year or with other credits, and shall be utilized only during the Summer School Session for which it is provided.

6.315 Sick leave credits accumulated by any teacher during previous employment with the Board, determined from the records of the Board, shall be recognized upon reemployment as a teacher by the Board.

6.318 The District shall provide 2 paid days for observing religious holidays which fall on a workday. These days will have no carry over, transfer, or payout. Days must be entered by the employee into the attendance management system no later than five (5) workdays prior to the date of use.

Employees will be required to use sick days for any religious holidays beyond these two (2) days. Teachers may use sick days for purposes of participating in recognized religious holidays of the teacher's personal faith. If a teacher has exhausted both his/her personal sick leave and personal leave days, and wishes to take a leave day(s) for (a) recognized religious observance(s), she/he is entitled to use up to three (3) days from the Common Sick Leave Bank by notifying the bank at least one week in advance of the observance day.

6.320 Common Sick Bank

6.321 At the beginning of each regular school year, each member shall donate a number of days equal to 10% of their annual allotment (6.313) pro-rated for part-time teachers, to a Common Sick Leave Bank to be administered by the Human Resources and Legal Services Office. The initial yearly contribution will not exceed 1200 days. If the total days donated exceed 1200 days the excess days will be returned to the members' individual sick leave banks in reverse seniority order (least senior first) until the initial contribution is 1200 days. Any days remaining in the Sick Leave Bank at the end of any school year shall be carried over to the next school year.

The parties will establish a Sick Leave Bank Committee with each party having equal authority, to make decisions on allocations to any applicant. The Committee members shall be held harmless by the Employer and the Association for any decisions they make provided those decisions are consistent with mutually approved guidelines for the operation of the Sick Leave Bank and within the law. The decisions of the Committee will be final, and not subject to the grievance procedure described elsewhere in this Agreement.

Teachers who have exhausted their accumulated personal sick leave credits may make withdrawals in accordance with the Sick Leave Bank Operating Procedures attached hereto as Appendix IX. The Association may examine the records of the Sick Leave Bank operation at its discretion. If the teacher's illness or disability is four (4) weeks or more, and the teacher returns to work during a school year, the teacher shall have five (5) personal sick days restored to his/her account when he/she returns to service. This five day restoration may not occur more than once in a school year.

6.322 In the event the Common Sick Leave Bank becomes exhausted, a teacher may receive additional sick leave credits through the Common Bank as a result of contributions from teachers who have accumulated eighty-five (85) or more individual sick leave credits. Contributors may add up to ten (10) days of their accumulated sick leave credits to the Common Bank in this circumstance. Teachers who are retiring are allowed to contribute 10 days of their accumulated sick leave credits to the Common Bank.

6.323 In the event that contributions in Section 6.322 become exhausted, eligible members may donate an additional five days.

6.330 Personal Leave Days

6.331 Each teacher shall be entitled, each year during his/her regular employment period, to be absent without loss of pay or other benefits from scheduled work for two (2) days for personal reasons. These days shall be taken in increments of full or half-days only.

Two (2) Sick Leave Days may be utilized as Personal Business Days, not to be used on payday Fridays; the day before or after a holiday (current language, Articles 6.332 and 6.333); teacher to secure a substitute. For the 2019-20 school year only, three (3) sick leave days may be utilized in the manner.

For part-time teachers, the prorated personal leave allotment shall be no less than the number of hours in one of his/her workdays.

6.332 A teacher planning to use a personal leave day shall notify his/her appropriate Principal or Director or Department Head by noon of the preceding day and ascertain that his/her absence will be covered by a substitute or other arrangement, except in case of emergency. Teachers shall not be required to explain the reasons for any request for a personal leave day.

6.333 Personal leave days shall not be construed as vacation days or random leisure days. A teacher shall not be granted a personal leave day on a day immediately before or after a holiday, vacation period, or during the first or last week of the school year except in cases of provable emergency.

For the 2019-20 school year, on the day before or after a holiday break up to 25 members (per day) of the AAEEA bargaining unit may use a Personal Leave day from their allotted time. For the 2020-2021 and 2021-2022 school years, up to 30 members (per day) of the AAEEA bargaining unit may use a Personal Leave day from their allotted time in this manner. The days will be granted on a first come, first serve basis and request must be made at least 5 work days prior to

date of request and must be sent via email to hr_specialholidayrequest@aaps.k12.mi.us.

6.334 The Assistant Superintendent for Human Resources and Legal Services may grant additional personal leave days without pay on an individual and emergency basis at his/her discretion.

6.335 Unused personal leave days shall be added to the individual teacher's accumulated sick leave upon the completion of each school year.

6.340 Foreign and Domestic Exchange

6.341 The parties encourage foreign exchange of teachers through the U.S. Office of Education and domestic exchange through professional, school and state organizations. Accordingly, the Board may approve, subject to conditions hereinafter stated, such exchanges provided: the outgoing teacher is on tenure; the incoming exchange is qualified for an available position; and the exchange is for one full school semester or year.

Teachers leaving on an approved exchange shall receive the same salary and other benefits, during the exchange, as they would have received had they remained in the Ann Arbor Public Schools.

6.350 Governmental or Professional Association Service

6.351 The Board will approve a leave of absence for any teacher on tenure, without pay or other benefits, for:

Up to one (1) full school year for full-time service in any elected or appointed governmental position, including service with VISTA, the Peace Corps, National Teaching Corps, or similar agency, and

Up to one (1) full school year for full-time service with any educational, library or recreational association of recognized professional standing, exclusive of the MEA, NEA or other such organization; leaves for service with these organizations are provided for in Section 6.382.

The Board may extend such leave for a second school year in accordance with the provisions of the Michigan Teachers' Tenure Act. Teachers granted such a leave, provided they return upon the expiration thereof, are guaranteed employment in the same or similar classification, with the period of such service treated as time of employment with the Board for purposes of determining position on the salary schedule, and otherwise with all rights and benefits accumulated as of the time such leave commenced.

6.352 Any teacher elected or appointed to a part-time official position with any governmental agency such as City Council or County Board of Commissioners, or with any education, library

or recreational association of recognized professional standing, will not be penalized in loss of pay, sick days or other benefits for absences, at reasonable times and intervals and for a reasonable total time during the school year, while directly involved in the official business of such position. If such time exceeds the equivalent of ten (10) days per year per teacher (taken in full or half-day increments only) a reduction in pay and responsibilities shall be made or a leave of absence required. The teacher shall reimburse the Board to the extent he/she receives compensation for the time he/she is absent from school. Such teacher's work schedule will be adjusted to the extent practicable to accommodate the permissible ten days of absence. Meetings of the Association, the MEA and the NEA, and meetings designed primarily for professional negotiations or contract enforcement shall not be included.

6.353 The Board will approve a leave of absence for any teacher for service with the Armed Forces of the United States, whether by induction or enlistment and regardless of branch of service, pursuant to the provisions of Article XII, Act 145, Michigan Public Acts of 1943 and the Michigan General School Laws.

6.360 Court Appearances

6.361 Teachers selected for jury duty are expected to serve unless disqualified, and will not be penalized in loss of pay, sick days, or other benefits for absences in such service, provided they notify the Human Resource Services Office by 5:00 P.M. of the school day after they receive notice to serve, and provided they file with the Human Resource Services Office a statement from the Court certifying the days of service. The Board shall pay teachers selected for jury duty the difference between the money received for the jury duty and the teacher's normal daily rate of pay, provided that teachers may subtract any actual and reasonable parking expenses incurred while on jury duty from the money received from the court before turning such money over to the Human Resource Services Office.

6.362 Teachers subpoenaed as witnesses in any court action, excluding character witness, will not be penalized in loss of pay, sick days, or other benefits for such absences. The Board shall pay such teachers the difference between the money received as witnesses and the teacher's normal rate of pay.

6.370 Pregnancy, Maternity or Child Care Leave

6.371 Any pregnant teacher may use the negotiated sick leave benefits for the period of physical disability due to pregnancy (normally six (6) weeks).

6.372 Any teacher who has been employed by the district for the preceding twenty-four months will, at his or her request, upon reasonable notice and consistent with the requirements established in Section 6.371, be granted an unpaid maternity

or child care leave by the Board because of pregnancy or adoption of a child. The teacher may request a leave of up to but not more than twelve (12) months provided that the leave terminate at the conclusion of a semester. The Board shall grant short term leaves of absence under this provision when the period of absence does not further complicate the disruption of continuity of service to students.

6.373 A teacher who is granted an unpaid maternity or child care leave by the Board pursuant to Section 6.372, shall be entitled, upon sixty (60) days notice, to return to employment with the Board at the expiration of the agreed upon leave. Failure to supply such notice shall relieve the Board of any obligation to return the teacher to work.

6.374 If the length of maternity or child care leave granted becomes unnecessary for any reason, the Board shall be liable to return a teacher to work prior to the termination of such leave only upon the teacher's written request and when the first position for which the teacher is certified becomes available; such teachers shall have no right to transfer prior to the conclusion of the school year during which they are so reassigned. A physician's verification of ability to return to work may be required.

6.380 Other Leaves

6.381.1 The Board shall approve a leave of absence for any teacher on tenure for two (2) school years without pay or other benefits provided the request for the leave is made by May 1. Two (2) year leaves requested after May 1 may be granted when it is mutually agreed that the leave would be beneficial to the District and the teacher. The Board may limit the number of leaves granted and/or deny a leave request from within any department or program when granting the leave(s) would seriously disrupt the Department or program. Reasons may include health, study, mutually agreed upon travel, or work experience or other reasons. The Board may extend such leave for an additional school year in accordance with the Michigan Teachers' Tenure Act but this extension will only entitle the teacher to a position in the District to which he/she is certified and qualified.

6.381.2 Teachers granted a leave of one (1) year, provided that they return upon expiration thereof, are entitled to a position with the District for which he/she is certified and qualified and in accordance with the Teachers Tenure Act.

6.381.3 Leaves for one semester may be granted by the Board without pay or other benefits for reasons specified in Section 6.381.1 when it is mutually agreed that the leave would be beneficial to the District and the teacher. In addition to the factors indicated in Section 6.381.1 the Board will consider other items, i.e., disruption to students, effect of the leave on the immediate quality of the program, availability of a qualified replacement.

Teachers granted a one semester leave, provided they return upon expiration thereof, shall be entitled to a position with the District for which he/she is certified and qualified and in accordance with the Teachers Tenure Act.

- 6.382 The Board will approve a leave of absence for any teacher on tenure, without pay or other benefits, for full-time service with the MEA or NEA. The Board may extend such leave for a second school year in accordance with the provisions of the Michigan Teachers' Tenure Act. Any teacher granted such a leave is guaranteed employment in the bargaining unit with all rights and benefits accumulated as of the time such leave commenced, provided he/she returns upon the expiration of the leave or extension of the leave.
- 6.383 The Board may, in its sole discretion, grant teachers such other leaves of absence upon such terms and conditions as it deems appropriate.
- 6.390 Conditions of Leaves Pursuant to Sections 6.341, 6.351, 6.371, 6.381, 6.382, and 6.383.
- 6.391 Insofar as possible, the application therefore shall be submitted to the Board a sufficient time in advance of the proposed absence to give the Board a reasonable opportunity to arrange for an appropriately qualified replacement for the departing teacher and to evaluate the application if made pursuant to Sections 6.381 and 6.382, above. The Board shall expect all requests for such leave to be submitted, insofar as possible, prior to the end of the school year preceding the semester(s) in which the leave will commence.
- 6.392 Each teacher on an approved leave shall keep the Human Resource Services Office apprised of his/her current address. The teacher shall notify the Board, in writing, at least sixty (60) days prior to the end of the semester immediately preceding the expiration of the leave, if he/she intends to return to employment with the Board upon such expiration. The Board shall notify any teacher who fails to supply such notice that such failure will result in termination of employment by the Board. Failure to respond to such notice within ten (10) calendar days of initial attempted delivery shall relieve the Board of any obligation to return the teacher to work.
- 6.393 The Board may limit the number of leaves granted to any individual teacher over time. The Board may also limit the number of less than one (1) year leaves to a reasonable number in all circumstances, but otherwise the granting of any leave shall not prejudice the recipient's status with respect to any other leave. Nothing in this Agreement shall be construed as requiring the Board to hold a particular position for any teacher.

- 6.394.1 Leaves of Absence, excepting those pursuant to Sections 6.353 and 6.370, but including those pursuant to Section 4.900, shall be for at least one semester but for no more than two semesters. The Board may extend such leave for an additional school year in accordance with the Michigan Teachers' Tenure Act. Such leaves shall terminate only at the conclusion of a specific semester and the Board shall be liable to return a teacher to work prior to the termination of the agreed upon leave only upon the teacher's written request and provided a position for which the teacher is certified is available.
- 6.394.2 If, at the time a teacher is scheduled to return from a leave of absence, the Board is carrying out a necessary reduction in personnel pursuant to Section 4.811, the returning teacher shall be assigned or laid off.
- 6.395 Teachers who take leaves of absence under the provisions of the Family and Medical Leave Act of 1993, shall be entitled to all benefits provided under the act if they are eligible and qualified for such benefits.

6.400 Continuing Education

- 6.411 Any teacher may enroll on a non-fee basis in any one established course of his/her choice per year offered by or through the Board's Community Education and Recreation Department. The teacher shall, however, pay any charges for material consumed.
- 6.412 When interest is expressed by enough teachers to fill one section of twelve (12) of a new course offering, such courses will be established by the Board in its adult evening school when practicable.
- 6.414 The Board shall arrange for free in-service and materials for any teacher who is required to acquire or renew water safety instruction, lifesaving, first aid, or CPR certification(s).

6.500 Professional Education Conferences/Professional Development

- 6.511 The Board shall budget in the building curriculum planning fund up to the equivalent of \$1.00 per child to be used for obtaining substitutes to permit teachers to attend conferences and participate in visitation days. Use of such funds shall be determined jointly by the building faculty and principal, including extent of expense reimbursement, if any, and be approved by the Division of Instruction.
- 6.512 Teachers requested by the Board to attend educational conferences shall be fully reimbursed for such expenses in accordance with District rules and regulations.
- 6.513 The district may provide, within the conference request process, up to 5 hours during the contractual school year for

either certification training for NCPS or time for staff to seek training out of district.

6.514 Create and maintain a catalog of needed professional training/workshops in the area of Special Education that are provided on a regular basis.

6.515 Create and maintain a commitment to improve professional development, including time for planning and application. This commitment includes continuation for Teacher Learning Network (TLN) including setting goals and objectives for TLN and PD, aligning with Wednesday time and goals and restructuring TLN potentially using affinity groupings or instructional coaching.

6.516 All staff and administration will be trained in Free and Public Education (FAPE) and Least Restrictive Environment (LRE).

6.517 Each building will identify a building team that will be trained to implement de-escalation behavior.

6.600 Office of Special Education Onboarding

6.611 All incoming special education staff will receive an on-boarding.

6.612 Specialized on-boarding for special area teachers in relation to working with students with special needs will regularly be made available.

6.613 All special education teachers will receive training in reading and math acquisition.

6.700 Other Benefits (Athletic Activities)

6.711 Teacher attendance at extracurricular activities is voluntary. If tickets are available, the Board shall provide, upon request, free admission for any teacher and immediate family for all Senior High School Interscholastic Athletic events.

7.000 PERSONNEL CONDITIONS OF WORK

7.100 Teaching Assignments

7.110 Certification

- 7.111 Teachers in the Ann Arbor Public Schools shall be properly certified.
- 7.113 Certified Teachers who hold and maintain National Board Certification will be paid an annual \$1000 bonus payment on the first pay of December.
An annual fund of \$10,000 will be established for recognition of NCPS who hold and maintain National Board Certification in their respective NCPS discipline. Board Certified NCPS will be entitled to an equal portion of the annual fund, up to \$1000. The lump sum payment will be made on the first pay of December.
- All eligible employees must submit proof of their valid National Board Certification.
- 7.115 Teacher Schedules
- 7.115.1 All assignments, including those at non-public schools, shall be incorporated into the published schedule of the teacher.
- 7.120 Special Education
- 7.121 Student Placement
- 7.121.1 The parties recognize that children having special physical, mental or emotional problems may require special assistance and/or specialized classroom experiences and that their presence in regular classrooms may place extraordinary demands upon teachers.
- 7.121.2 Teachers who believe that students referred to in Section 7.121.1 are assigned to their classrooms shall present their specific observations to the principal and other appropriate building personnel. The principal shall apply for appropriate diagnostic services from Student Support Services, and shall be expected to assist the teacher with the student to the extent building resources reasonably and appropriately permit.
- 7.121.3 Once Student Support Services concurs with the need for further diagnostic evaluation, an Individualized Educational Placement Committee, as provided by the state law, shall within one month (unless not otherwise possible) be convened for the purpose of determining the student's physical, mental, or emotional problem and to plan for the student's proper placement and/or other assistance. No student will be formally or officially deemed in need of special assistance and/or specialized classroom experiences under the Mandatory Special Education Act unless and until the Individualized Educational Placement Committee (IEPC) so certifies.
- 7.121.4 Within each building, the Board shall make every reasonable effort, during the initial scheduling and on an ongoing basis, to equally distribute disabled students, who are in the same

grade level or in a specific class, among all sections of that grade or class.

- 7.121.5 To assist in monitoring the above-mentioned efforts, the Board shall make every reasonable effort during the first week of classes to notify teachers of students who have been certified for special education status.
- 7.121.6 The Board shall involve receiving teachers at the elementary level, and representatives of receiving teachers at the secondary level and K-8 Buildings in discussions about placement of severely disabled students or students who need medical or toileting procedures.
- 7.121.7 If a severely disabled student is to be placed in a regular education classroom, the receiving teacher may request a meeting to discuss possible support for that teacher, including but not limited to the following possible items: lowering of class size, assignment of a teacher assistant, provision of both individual and group planning time, and the provision of both extra materials and equipment. The parties who will attend such meetings are: the teacher, a representative of the Human Resource Services office, the building administrator, and a representative of the Student Support Services Department.
- 7.121.8 If a teacher receives a student who is certified as disabled, attempts to work with the student, and concludes that the assignment or placement may be inappropriate, she/he may request a reassignment or the reconvening of the Individualized Educational Plan Committee (IEPC) to reconsider the appropriateness of the placement. Such a meeting will be held within three (3) weeks of such request, provided that such timeline is in compliance with state law and regulations, and provided that the resources and staff are available. Other activities that are necessary for the IEPC to deal with the issue shall take place within that same time period, provided the resources and staff are available.
- 7.121.9 The following information shall be made available on site to teachers who are receiving students who have been certified as disabled: 1) resources and consultation that are available, 2) training needs for staff, 3) effective behavior management techniques with that student, 4) assessment procedures to evaluate the appropriateness of the placement, and 5) recommendations for the most effective teaching styles with the student.
- 7.121.10 When consultation and/or planning for (a) students(s) is/are necessary between regular and special education teachers, they will meet at a mutually agreed upon time. The Association will be available to assist in cases of disagreement.
- 7.121.11 If a student who needs assistance with medical and hygienic functions is to be placed in a regular classroom, the

receiving teacher may request a meeting to assess the need for assistance. This assistance could include but is not limited to the following possible items: assignment of up to a full-time teacher assistant, lowering of class size, provision of both individual and group planning time, and the provision of both extra materials and equipment. The parties who will attend such meetings are; the teacher, upon request of the teacher a representative of the Association, a representative of the Human Resource Services Office, the building administrator, and a representative of the Student Support Services Department.

7.121.12 If a teacher with an inclusion student who has a history of violent physical outbursts, is having difficulty with the absence of a second adult, and the matter is not being resolved satisfactorily at the building level, the teacher may request a meeting with the principal, a representative from the Human Resource Services office, and a representative from Student Support Services to attempt to resolve the problem. The teacher may also request a representative from the Association to be present.

7.122 Section 504 Students

7.122.1 The Board shall involve receiving teachers at the elementary level and representatives of receiving teachers at the secondary level in discussions about placement of students who are certified as disabled or who have qualified for Section 504 accommodations. If placement demands don't allow time for such discussions prior to placement, the discussions shall be held as soon as possible after the placement is known. The purpose of the discussion is to provide information to the receiving teacher(s) and get information regarding the conditions of the classroom(s) where the placement is contemplated pertaining to the appropriateness of the placement.

7.122.2 Teachers shall not be assigned as case managers of students who are or may be qualified for Section 504 accommodations.

7.122.3 Teachers shall be notified of students who have Section 504 plans and are assigned to their classes at the beginning of each course or at the beginning of the school year.

7.122.4 Unless there is a programmatic need, a reasonable effort shall be made within each building to equally distribute Section 504 students who are at the same grade level or in a specific class, among all sections of that grade or class.

7.122.5 Section 504 planning sessions shall be scheduled at a time when the student's teacher, or a representative of teachers at the secondary level, can be present.

7.123 Weighted Count

7.123.1 Each student who is certified as disabled on Teacher Consultant and/or Resource Room caseload and assigned to a regular elementary classroom or a K-8 Building regular classroom one-half (1/2) time or more shall be counted as two (2) students for the purposes of computing overage.

7.123.2 Each student who is certified as disabled shall be counted as two students for purposes of computing overage at the secondary level subject to agreed limitations. Weighted count is not used for purposes of determining initial building staffing FTE allocation and class size staffing plans, however it is used for determining overage.

7.123.3 The parties to put a joint working committee together to determine alternative ways to compensate teacher for class size issues other than double counting special education students.

7.124 Inservice

7.124.1 The Board shall provide at least five (5) in-service opportunities each year on topics dealing with accommodating disabled students in regular classrooms. These opportunities shall be in addition to any regularly scheduled in-service days.

These sessions may be held at any time. Teachers shall not receive additional compensation for attendance at these in-service opportunities.

7.125 Special Education Legal Compliance Documentation

7.125.1 SISS staff will complete Worksheet B, Medicare Logs, and Service Logs timely and accurately with District providing resources to complete the documents

7.130 Class Size

7.131 Elementary

7.131.1 At the elementary school level and at each K-8 Building, excluding kindergarten, every attempt will be made to staff each regular classroom within the targets below:

<u>Grades</u>	<u>Target</u>
K	20
1-2	22
3	24
4-8	27

7.132.1 At the elementary and K-8 building level staffing teacher FTE will be first predicated on class size "targets".

Deviations from these class size targets may occur to reduce the number of split graded sections as the result of collaboration between administration and building staff.

- 7.132.2 Any time an elementary instrumental music class size exceeds twelve (12) with three instruments, or fifteen (15) with two instruments, the teacher will meet with the principal to determine if there is a problem, and, if so, to attempt to resolve the situation. In the event they are unable to resolve the matter, they shall meet with the Music Coordinator to seek her/his assistance. If the group still cannot find a satisfactory resolution to the situation, they shall seek the assistance of the Assistant Superintendent for Curriculum and Instruction and the Association leadership. This provision is not intended to establish a maximum class size.
- 7.133 At the elementary level and at K-8 Buildings, a proposal for grade and class configurations for the following year shall be developed jointly by the professional staff and the building principal and approved by the building principal. In that process, the staff and principal shall make every effort to configure a plan that reflects class size targets (which should not be considered maximums or minimums) and does not exceed the total staff FTE allocation to the building.
- 7.134.1 Class size, for purpose of the overage payments as required in Section 7.134.3 and 7.134.4, shall be determined by the number of students enrolled in each class on the official State count days. In order to receive payment for the overage, requests must be submitted to the building principal no later than one (1) work week after the count day.
- 7.134.2 Class size for the purpose of overage payments (includes weighted count) in the elementary schools and K-8 Buildings shall not exceed twenty-eight (28) in grades 1-2 and thirty (30) in grades 3-8.
- 7.134.3 When class sizes in any elementary classroom, including special area classrooms, exceeds these maxima by up to two (2) additional students, an overage payment of \$341.12 per student per semester shall be made to the teacher. Kindergarten and Young 5's teachers shall receive an overage payment of \$170.56 per half-day student per semester. Full day Kindergarten and full day Young 5's teachers shall receive an overage payment of \$341.12 per student per semester. These amounts shall be increased by the same percentage increase applied to the salary schedule.
- 7.134.4 Class size may extend beyond those described in Section 7.134.3 only when:
1. The classroom teacher consents to each additional student, and

- 2. A half time teacher assistant is provided for that class and affected special classes, or
 - 3. An overage payment as described in Section 7.134.3 is made to the teachers.
- 7.134.4.1 When actual headcount in any kindergarten section exceeds twenty-three (23), a teacher assistant will be provided for that section upon request of the teacher.
- 7.134.5 This does not include experimental, innovative or team teaching situations that have been jointly decided upon by the building professional staff and the building principal, and which may result in the instructional groups of varying size for portions of the school day.
- 7.134.6 In instances where a teacher exercises his/her right to decline additional students as provided in Section 7.134.4, and the administration has no other feasible remedy to the problem, representatives of the Board and the Association shall meet with the teacher and building administrator to explore ways to resolve the problem.
- 7.134.7 A reasonable effort shall be made not to allow classes to go over the class size targets. To that end, classes of the same grade level shall be equalized wherever possible.
- 7.134.8 A half-time assistant will be added at grades one (1) - three (3) when the actual student headcount is thirty (30) or greater upon request of the teacher. This provision may be waived by the Board in the event of a reduction in personnel.
- 7.134.9 When the number of students on Teacher Consultant or Resource Room caseloads in an elementary class is five (5) or more, co-teaching may be considered to provide additional support. Section 7.131.1 (Class size targets), Section 7.134.3 and 7.134.4 (regarding overage pay) will not apply to co-teaching arrangements. Any co-teaching arrangement must be voluntary. A written framework outlining the expectations of both teachers and the principal must be in place before the co-teaching begins. Co-teaching agreements will be one year in duration.
- 7.136 Middle School
At the Middle School Level, class size limits shall be:
- 7.136.1
- | | |
|---------------------|----|
| Art..... | 30 |
| World Language..... | 30 |
| Science..... | 30 |
| Social Studies..... | 30 |
| English..... | 30 |
| Math..... | 30 |
| Algebra I..... | 33 |
| Algebra A..... | 30 |
| Math Support..... | 18 |

Speech.....	30
Physical Education.....	40
Strategies.....	18
Life Skills	27
Tech Ed.....	Work Stations
English as a Second Language.....	17*
English as a Second Language.....	25
(If homogenously grouped according to language levels defined by state as assessed by ELPA).	
*If blocked instructional time the class size should be 25.	
Health.....	30
Swimming**.....	30
Computers.....	Work Stations
Music Ensembles.....	Based on room capacity
Guitar.....	25
Reading Intervention	18

**Required to maintain current Water Safety Instruction (WSI).

7.136.2 Class sizes within the limitations above will be determined by the nature of the program and the learning stations available. The determination of program, consistent with this Agreement, shall remain the responsibility of the Board.

7.136.3 If new courses are recommended for approval to the Board during the life of this Agreement, the Administration shall offer to meet with the Association to consult on the appropriate class size prior to presentation to the Board.

7.136.4 With the exception of co-taught classes, full year classes will be balanced within 4 students no later than the first two (2) weeks of the school year. A reasonable effort will be made to assign students equally during the school year with the understanding that this is not always possible. The Board and the Association agree that there are valid reasons why classes cannot be equalized. These reasons include, but are not limited to considerations of racial or gender balance, special education, maturity, and achievement levels. Consideration shall also be given to equalizing sections of the same class during the school day whenever feasible.

7.136.5 Co-taught classes (one general education and one special education teacher) shall be exempted from special education student weighted requirements of Section 7.123.2 of this Master Agreement.

7.137 High School
High School level class size limits shall be 33, except as specified differently below:

7.137.1 English

Reading Intervention.....	18
English as a Second Language.....	17*
English as a Second Language.....	25

(If homogenously grouped according to language levels defined by state as assessed by ELPA).

*If blocked instructional time the class size should be 25.

Short Readings.....	29
Modern Readings.....	29
Composition.....	29
Creative Writing.....	29
Stagecraft.....	29
Television and Radio Production.....	29
Acting.....	29

Career and Technical Education

(Where not determined by State reimbursement standards **or** where size is determined by learning stations)

Health Sciences Technology.....	25
COE/Work Study.....	11 - 20 per .2 FTE*
Home Building.....	15

Class size for computer based courses will depend on work stations available.
*Weighting of IEPC students shall not apply.

Social Studies

Humanities (lecture).....	132
Humanities (seminar).....	33

Math

Algebra 3 rd s, 4 th s, or 5 th s segments.....	29
Geometry 3 segments.....	29
Algebra II 3 rd s, 4 th s, or 5 th s segments.....	29
Algebra I and II Support.....	18
Geometry Support.....	18
Senior Advanced Math.....	29
Integrated Algebra.....	20

Science

Ecology-Resource Management.....	29
Conceptual Physics.....	29
Science Inquiry.....	29
Photography.....	29

World Language

First Year.....	29
Combined Sections.....	25

Art

Lab Courses.....	29
Production Art.....	25

Music

Music Ensembles.....	Based on room capacity
Piano.....	25
Voice.....	25
Guitar.....	25
Music Appreciation.....	41
Wind and Percussion Workshop (Varsity Band).....	50

Physical Education

Classes.....	35
Beginning-Intermediate Swimming.....	30
Diving.....	25
Water Safety.....	25
Lifesaving.....	30
Sport Medicine.....	33

PCP..... 15

CHS Forum.....24 Per .2 F.T.E.

English as a Second Language for Adults (where individual classes are not multi-level)..... 35

GED Preparation.....30

- 7.137.2 If new courses are recommended for approval to the Board during the life of this Agreement, the Administration shall offer to meet with the Association to consult on the appropriate class size prior to presentation to the Board.
- 7.137.3 Co-taught classes (one general education and one special education teacher) shall be exempted from the special education student weighting requirements of Section 7.123.2 of this Agreement. Any co-teaching arrangement must be voluntary. A written framework outlining the expectations of both teachers and the principal must be in place before the co-teaching begins. Co-teaching agreements will be one year in duration.
- 7.137.4 With the exception of co-taught classes, full year classes will be balanced within 4 students no later than the first two (2) weeks of the school year. A reasonable effort will be made to assign students equally during the school year with the understanding that this is not always possible. The Board and the Association agree that there are valid reasons why classes cannot be equalized. These reasons include, but are not limited to considerations of racial or gender balance, special education, and participation in pilot programs. Consideration shall also be given to equalizing sections of the same class during the school day whenever feasible.
- 7.137.5 Class sizes within the limitations above will be determined by the nature of the program and the learning stations available. The determination of the program, consistent with this Agreement, shall remain the responsibility of the Board.

7.137.6 The teacher may request a meeting with the principal when the number of students certified for special education services in his/her regular education class is five (5) or more and when there is a disruption to classroom instruction. The principal and the teacher will attempt to:

- 1) Identify the causes of the disruption, and
- 2) Reach agreement on a resolution of the situation which may include student and/or teacher adjustments.

Representatives of the Board and the Association may attend any necessary subsequent meeting.

7.138.1 In the event that class size maximums are exceeded in the Middle Schools and High Schools, the following amounts shall be paid to teachers: for semester courses meeting each school day or every other school day: Sixty dollars (\$60) per student over maximum; for nine-week courses meeting every school day: Thirty dollars (\$30) per student over maximum. These amounts shall be increased beginning in 2004-05 and thereafter by the same percentage increase applied to the salary schedule.

7.138.2 Class size shall be determined by the number of students enrolled in each class on the sixth Friday of each semester for semester courses and on the sixth Friday for each nine-week period for quarter-year courses.

7.138.3 Requests for payment must be submitted to the building administrator no less than one work week after the count day. Payments for overload shall be made on or before the pay period nearest the end of the semester.

7.200 School Calendar, School Day, and School Meetings

7.210 School Year and School Day

7.211 The regular school year and calendar shall be set forth in Appendix VI. Under no conditions shall the teacher contract year fail to meet minimum days and hours of instruction required by state law for qualification for full state aid.

7.212 New teachers or teachers reemployed after a lapse of two or more years may be required to participate in an orientation program scheduled by the Board. Orientation days shall not exceed five in number and shall immediately precede the reporting date for all teachers. All such teachers shall be considered employees during those days.

7.213 Teachers who are regularly employed by the Ann Arbor Public Schools and whose usual duties do not begin before the day upon which all teachers are required to report may be requested to assist in the orientation program provided that for each day such assistance is given they shall be reimbursed at their regular daily rate of pay based on the preceding

year's individual contractual salary. Teachers whose assistance is required for less than a full day shall be reimbursed for not less than the rate for one-half day, provided that a teacher whose assistance is required during both morning and afternoon sessions for any time period shall be reimbursed for the full day.

- 7.214.1 Middle School level Counselors and the School Court Liaison Agent shall have a regular school year five (5) days longer than classroom teachers. High School level Counselors shall have a regular school year fifteen (15) days longer than classroom teachers unless a vacancy is posted for a part-time position with pro-rated time requirements. The extra time is to be worked during the summer at times mutually agreeable to them and their respective administrators. At the K-8 Buildings, full-time counselors shall have a regular school year five (5) days longer than classroom teachers. Part-time counselors at K-8 Buildings shall have the number of days pro-rated based on the Counselor's FTE as a counselor. Additional time may be granted with mutual approval of the Counselor, the respective administrator and the Office of Human Resource Services. Any such additional time not compensated through the supplemental payment index as specified in Appendix V shall be compensated at the Counselor's per diem rate. Counselor positions under Appendix V, Section 1 will receive their supplemental pay "spread" over 21 pay periods beginning with the first pay in September and ending with the first pay in June.
- 7.216 The regular school day shall be maintained at Elementary, K-8 Buildings, Middle and High School levels, as set forth in Appendix VI, plus the reporting time as specified in Section 7.217. Teachers shall have a duty free lunch period in accordance with the daily schedules appearing in Appendix VI, Section 7.217.3, and Section 7.423 through 7.427. The duty free lunch period shall be forty eight (48) minutes, occurring between 11:00 A.M. and 1:20 P.M. Ann Arbor Open School at Mack teachers shall continue with a forty (40) minute lunch period. Teachers may be asked to assist during the lunch period, on a rotating basis, during an emergency.
- 7.217.1 All High School teachers assigned to a school building full time shall be required to be in the building not more than fifteen (15) minutes prior to the beginning of the teacher's day, provided students are regularly scheduled at the beginning of the teachers' day, and fifteen (15) minutes after the end of the teachers' day, provided that students are regularly scheduled until the end of the teachers' day as defined in Appendix VI. If the day begins prior to 7:45 A.M., the time shall be ten (10) minutes before the beginning of the teachers' day.
- 7.217.2 All Middle School teachers assigned to a school building full time shall be required to be in the building not more than fifteen (15) minutes prior to the beginning of the teachers' day, provided students are regularly scheduled at the

beginning of the teachers' day, and twenty (20) minutes after the end of the teachers' day, provided that students are regularly scheduled until the end of the teachers' day as defined in Appendix VI.

7.217.3 All elementary and K-8 Building teachers assigned to a school building on a full-time basis shall be required to be in the building not more than fifteen (15) minutes prior to the beginning of the morning session. Supervision of students between the entering bell and beginning of instruction remain the responsibility of building staff. Teachers are required to be in the building two (2) minutes before the beginning of the afternoon session. Elementary and K-8 Buildings shall not be required to be in their classrooms more than five (5) minutes before the morning session nor two (2) minutes before the afternoon session. Elementary classroom teachers may leave at the end of the day upon completing the following responsibilities:

- Walk students safely to their appropriate point of departure be it bus, parent pick-up point, etc.
- Remain until the busses depart or parent pick-up but not later than eight (8) minutes after the school day except in emergencies situations, i.e., bus delays and inclement weather.
- Continue to contribute to the supervision of parent pick-up time.

(Appendix VI- School Hours- Asterisk #1 will change to 15 minutes before the start of school).

7.217.4 Reporting and ending times shall apply to part-time teachers as their assignments coincide with the beginnings and/or endings of the school day.

7.218 Absences of up to one full working day caused by accidents and up to one-half working day for weather conditions or other Acts of God making transportation extremely hazardous in the reasonable opinion of the Board will be excused and not treated as deductions from sick leave credits or pay, provided the teacher has notified his/her appropriate building principal or administrative head as soon as reasonably possible.

7.219 Teachers shall not be required to be in attendance on days when school is closed for students and make-up is required of those days.

7.220 School Meetings

7.221.1 One regular school day each week for teachers shall be extended for building, department, and Association meetings, provided that meetings shall be limited to four (4) per month for any one teacher. These meetings will be held on Wednesday unless notification is given at the beginning of the year to Building/Department staff.

- 7.221.2 The third Wednesday of each month shall be reserved for the Association, but if the Association does not intend to have a 1.241 meeting, the area representative will notify the building administrator by Tuesday morning of that week. The Board may then use that meeting for other purposes.
- 7.221.3 Individual building principals and the Association Area Representatives may submit proposals to the Board and the Association for alterations in this arrangement.
- 7.221.4 Emergency meetings may be called to discuss problems of an immediate nature. In collaboration with the Association Representative every reasonable effort will be made to consider the appropriateness of such a meeting. The administration will give as much prior notice as possible, based on the nature of the emergency.
- 7.221.5 The dates of regular meetings will be announced by the Board and the Association for the school year as far in advance as possible, subject to mutually agreeable adjustments. Teachers of the Student Support Services Department shall be required to attend building meetings only if their professional service is reasonably required.
- 7.221.6 Meetings shall be kept reasonable in length, the goal being a maximum of from one to one and a half hours.
- 7.222 The Representative of the Association and other appropriate faculty members shall meet with the principal to discuss agenda items which may be included in the regularly scheduled building meetings. Whenever possible, agendas will be distributed prior to the meetings.
- 7.223.1 Teachers may be required to attend meetings of building parent-teacher organizations, but only if their active participation therein is scheduled. Teachers may not be required to attend more than one (1) capsule night or curriculum night per year.
- 7.223.2 High School teachers at Stone School shall also be required to attend Saturday Parent Meet and Greet Breakfasts twice per year.
- 7.224 At high schools where teachers are on a staggered session schedule, principals and department chairs are encouraged to utilize a variety of ways to conduct all or parts of faculty or department meetings to accommodate the different ending times of the two groups of faculty members. However, if the principal or department chair concludes that part or all of a faculty or department meeting must be conducted with all staff present, all teachers shall be responsible for being present. In those instances, meeting lengths shall be as described in 7.221.
- 7.225 High School staff at Stone School shall meet an additional two (2) hours per week beyond other schools at times to be

mutually arranged for the purpose of meetings and/or direct student support.

7.300 Workload

7.310 Workload Changes

7.310.1 Prior to any change in organization, schedule, or designation of classes, which would affect class size, workload, or duties, the Administration shall meet with the Association and negotiate these changes.

7.310.2 The parties agree that meeting the special needs of students is the responsibility of the Board and its employees. When students who require continuing procedures of a medical, paramedical, or personal hygienic nature such as catheterization or cleaning of catheters, suctioning and re-insertion of tracheotomy tubes, toileting procedures, tube feeding, injections, and other similar procedures, are assigned to a classroom, the receiving teacher may request a meeting with the building principal, a representative of the Human Resource Services office, a representative of the Association if requested, and, when appropriate, a representative of the Student Support Services Department. The purpose of that meeting will be to develop a plan for providing appropriate assistance to the classroom. If the parties to the meeting cannot develop a plan satisfactory to the teacher, the teacher may request an immediate reassignment. The Human Resource Services Office will make every effort to honor such a request. Such an effort shall not require additional staff or result in failure to provide services to students.

7.311 Meetings

7.311.1 In fulfilling professional responsibilities to students, parents, other staff members, and the community, the Board and the Association recognize that the required participation by non-classroom teachers in meetings for specific purposes beyond the work day may be necessary. The Administration shall be reasonable in its expectations of non-classroom teacher's participation in conferences and meetings that will occur outside the normal work day. Such meetings shall not be scheduled on a regular basis. In the event that non-classroom teachers are required to attend two or more IEPC conferences per week whose cumulative length exceeds ninety (90) minutes beyond the work day, the Administration shall provide compensatory time of equivalent duration within the next five (5) working days.

This language is subordinate to the provisions of Section 7.221.

For purposes of this section, non-classroom teachers shall include: Learning Disabilities Consultant, School Nurse,

School Social Worker, School Psychologist, Counselor, Special Needs Coordinator, COE Coordinator, Media Specialist, School Court Liaison Agent, Liaison for Directed Teaching, Counselor for Continuing Education, Head Media Specialist, Special Education Vocational Consultant, Teacher Consultant-EPPC, Language Arts Consultant.

7.311.2 Part-time teachers assigned .60 FTE or more shall be required to attend staff meetings. In no case will the teacher be required to wait more than two hours for a staff meeting. They shall be responsible for learning what took place at such meetings if they do not attend. Part-time teachers shall not be required to attend after school or evening reporting to parents obligations or other functions except in proportion to their assigned time in that building.

7.311.3 Teachers who are assigned to more than one building shall not be required to attend staff meetings in both buildings. They shall attend staff meetings on a prearranged schedule proposed by the teacher or the building administrators and approved by all of the involved administrators. Such teachers shall not be required to attend after school or evening reporting to parents obligations or other functions except in proportion to their assigned time in that building. The method of proportioning such attendance shall be arranged with the principals in advance, and the teacher may ask for assistance if they are unable to reach an agreement on such arrangements.

7.313.1 The out-of-class work load of teachers of Advance Placement courses shall not differ from that of teachers of other classes.

7.313.2 The duty day for School Social Workers, School Psychologists, Secondary Media Specialists, Counselors, and other such non-classroom teachers shall be designed to maximize direct contact with students.

Record keeping and other management type functions shall be minimized to the extent practicable, during the student day and in no event shall serve as excuse for failure to provide service to students. Such personnel shall be entitled to unassigned time equivalent to that of classroom teachers, but on a non-scheduled basis.

7.320 Elementary and K-8 Building Workload

7.321 Startup Assistance

7.321.1 Kindergarten classrooms shall be provided assistance during the first one (1) week of school to help the teacher assess students and assist them in the transition to public school. The assistance may take the form of an assigned teacher assistant, an assigned noon hour supervisor during the remainder of the day, the utilization of sending partial

groups to special subject classes during that period, or other methods mutually agreed upon by the teacher and the principal.

7.321.2 All first grade classrooms shall be provided with assistance during the first two (2) days when students are in attendance. The assistance shall be full-time unless a different plan is developed and approved by both the principal and the teacher. The assistance may take the form of an assigned teacher assistant, an assigned noon hour supervisor, the utilization of sending partial groups to special subject area classes, or other methods mutually agreed upon by the teacher and principal. The teacher may opt at any time not to accept assistance in the classroom.

7.322 Elementary Special Areas

7.322.1 All travel time for special subject area teachers shall be scheduled during the regular elementary day, except during the lunch time, as specified in Appendix VI (School Hours).

7.322.2 The specialists in instrumental and vocal music, physical education, art, and media shall prepare any evaluations of progress of pupils in those subjects taught by them.

7.330 Elementary Instructional and Unassigned Time

7.331 Elementary Classroom Instructional Time

7.331.1 Student contact time for elementary teachers will not exceed 1545 minutes per week, except that student contact time for elementary vocal music, physical education, art, and media specialist teachers will not exceed 1475 minutes per week. For all elementary teachers, all time beyond 1514 minutes per week will be unassigned time. Such unassigned time will be a minimum of 30 minutes per day.

7.331.2 Classroom teachers at Ann Arbor Open School at Mack shall have no more than three hundred four (304) minutes of student contact time in any full day of instruction. Time beyond that is unassigned as described in Section 7.363.

7.331.3 Consistent with adequate supervision of students and building program needs, a ratio of one (1) teacher to two (2) classes may be arranged during recess periods, weather or space permitting.

7.331.4 All elementary school teachers' required time beyond that mentioned in Section 7.331.1 shall be unassigned time. "Unassigned time" shall be defined as time during which a teacher is expected to perform unstructured assignment oriented and/or other self-directed professionally related tasks and duties. Teachers will establish the times and places that they will be available each week for conferences or telephone contacts during the school day. Other times should be available by appointment.

Classroom and special subject area teachers whose instructional time with students is less than that mentioned in Section 7.331.1 will meet with their principals to collaboratively develop a plan to utilize the remaining allowable time in a manner that positively impacts the school's school improvement plan and efforts to improve student achievement. Examples of tasks that teachers will perform on their unassigned time include but not limited to: routine curriculum management tasks, curriculum development activities, student and/or parent conferences, instructional material management, student tutoring, and other professionally related duties. The teacher and principal shall draw upon the skills and certification of the teacher to provide needed professional services to children during this time. If the teacher and principal are unable to reach agreement, they shall notify the Human Resource Services Office and the Association, who shall send representatives to help find an agreement.

Teachers will be paid for missed unassigned time in accordance with Appendix V-14.

- 7.331.5 Part-time teachers shall have the amount of student contact time pro-rated on the total time in Section 7.331.1 and the percent of FTE for which they are contracted.
- 7.331.6 Elementary classroom teachers will receive 330 minutes per week (prorated by the number of school days in the week) of release time, through the last full school day of the last week of school.
- 7.332 Elementary Specials Instructional Time
 - 7.332.1 Special subject area classes shall be scheduled in each building using the collaborative process described in Section 7.921.1 of this Agreement. In case of a scheduling dispute, the office of elementary education and a representative of the AAEA will mediate a final resolution.
 - 7.332.2 Elementary vocal music and physical education teachers will not be assigned more than 122 continuous minutes of student contact time unless mutually agreed upon.
 - 7.332.4 The class periods of special subject area teachers shall not be less than thirty (30) minutes long.
 - 7.332.5 Travel time, if any, for a special subject area teacher shall be deducted from the maximum allowable instructional time.
 - 7.332.7 Elementary media specialists may be required to provide instruction to classroom groups of students.
 - 7.332.8 Elementary specials teachers will receive 300 minutes per week (pro-rated by the number of school days in the week) of release time, through the last full school day of the last

week of the school year. One hundred (100) additional minutes weekly (20 minutes daily for passing time, beginning and end of the day, etc.)

7.332.9 Elementary specials teachers will receive at least a 30 minute block of unassigned time or the largest blocks feasible. A joint review team will exam planning time no later than September 29th.

7.340 Elementary and other K-8's (Ann Arbor Open School at Mack and Ann Arbor Steam) Clerical Assistance

7.341.1 Each elementary and K-8 teacher and K-8 counselor shall receive secretarial and clerical assistance within the constraints of Section 7.521 as described in the following provisions:

7.341.2 Typing and mailing letters and memos.

7.341.3 Typing and reproduction of materials of reasonable length for the classroom.

7.341.4 Ordering of approved supplies for the classroom.

7.341.5 Making entries in students' records from materials provided by teachers.

7.341.6 Reception and transmission of telephone messages to teachers and parents.

7.341.7 Such other clerical work as teachers may request subject to the approval of the appropriate building administrator.

7.341.8 Such assistance, however, shall not exceed fifteen (15) hours per full time equivalent teacher or counselor per year, except kindergarten teachers who shall be entitled to fifteen (15) hours per section of kindergarten per year.

7.341.9 The parties acknowledge the right of Teacher Consultants to fifteen (15) hours of clerical assistance per year per full time equivalent assignment in the buildings. If the information is confidential, the Teacher Consultant will confer with the principal, who will arrange for it to be typed.

7.342 Elementary Assessment Days

Each elementary building shall be provided the equivalent of eight (8) days of assistance per kindergarten class and four (4) days of assistance per first and second grade class and three(3) half days of assistance per third, fourth and fifth grade class. The allotted days may be used by any K-5 classroom teacher in the building with prior approval by the building principal. The assistance may be provided by substitute teachers or teacher assistants. This section

expires at the end of this contract unless there is mutual agreement to extend.

7.350 Secondary Level Workloads

7.351.1 The assigned daily workload for all Senior High School teacher's shall not exceed the time equivalent of five (5) teaching assignments regardless of the length of the class periods or number of periods in a school day, except that Section 7.353 may be invoked as necessary. Study hall shall be considered a teaching assignment. Any teaching assignment may be replaced with a non-teaching assignment. Administrative periods may be scheduled when necessary; when departures from the regular schedule occur for such periods, time used will be deducted equally across the day.

7.351.2 No teacher's day at Community High School shall have a beginning to ending time of more than ten hours nor more assignments than seven and one-half hours. Forum assignment at Community High School shall consist of .2 of the regular teaching assignment with no more than eighteen (18) students under the teacher's supervision. In any event, no teacher at Community High School shall be assigned more than .3 forum with more than 27 students.

7.352.1 The assigned daily workload for Middle Schools shall not exceed 295 minutes per day, except as provided in Section 7.352.2, and that Section 7.353 may be invoked as necessary. Study hall shall be considered a teaching assignment. Any teaching assignment may be replaced with a non-teaching assignment.

7.352.2 Middle School Advisory

All classroom teachers assigned full-time to a middle school shall have an advisor responsibility in addition to five class assignments. Every reasonable effort shall be made to assign each advisor teacher with a middle school with an equal number of students for the advisory period. All teachers with an advisor responsibility shall be responsible for conducting a daily advisory period with those students for a period of time not to exceed twenty-five (25) minutes. The focus on these periods will be to implement a revised advisor responsibility formulated as described below. The revised duties of the advisor shall not require or expect advisors to conduct any advisor duties except within the two hundred fifty minutes of five classes and the advisory period described in Section 7.352.1. No duties will be required or suggested that have to be accomplished outside of the 250 minutes.

- 7.352.3 Interdisciplinary Teams may, by consensus, self-schedule team meetings and classes in excess of the five assignments and/or 295 minutes on any given day, provided that the meetings and/or classes do not take the assignment time for any teacher above an average of 250 minutes per day for that given week, and provided that any repetitive scheduling of more than five assignments may only be implemented if the team applies for and receives advance approval from the Board and Association Negotiating Teams.
- 7.353 Teachers shall not be required to perform lunch supervision. This section does not supersede 4.512.4.
- 7.354 An individual teacher should not be required to perform assignments for more than two hundred four (204) consecutive minutes, including passing time or other breaks between classes. An assignment is defined as any class or duty to which a teacher is assigned. No teacher should be required to teach both first and seventh hours at the High Schools. (See Skyline HS MOA)
- 7.355 Classes should be scheduled into rooms with proper facilities.
- 7.356 The Board shall attempt to schedule teachers into no more than two classrooms in a building in a day, and attempt to schedule them into the same rooms for the same preparations. Whenever possible, and within the context of other priorities, schedules should be created to leave the classroom where the teacher maintains records and supplies vacant and available to the teacher for at least one of his/her planning periods.
- 7.357.1 No teacher should have more than three (3) preparations. Preparation shall be defined as a class requiring a unique course outline and significantly different materials, and shall expressly exclude teaching the same course to different grade levels.
- 7.357.2 The Board and Association agree that it is undesirable for certain high school teachers to have more than 150 students per day. The Administration will make reasonable efforts to avoid assigning more than 150 students to teachers who have classes with a class size maximum of 33 or fewer.
- 7.357.3 Monitoring to assist in this effort will occur at several times during the student class request/staffing/initial scheduling/registration and final adjustments process.
- 7.357.4 If a teacher referred to in Section 7.357.2 is assigned more than 150 students, the following assistance will be discussed with a building administrator, the teacher, the teacher's department chair and a representative of the Association:
- 1) Additional clerical assistance;

- 2) Professional assistance, such as paper grader or lab assistant;
- 3) A teacher assistant;
- 4) Others.

If the parties are unable to find a mutually acceptable solution, the decision may be appealed to the Human Resource Services Office and the Association for additional help.

7.358 Each semester, teachers will provide students with a copy of coursework expectations, grading procedure and times when the teacher is available for conferencing. This information will be provided to parents during curriculum/capsule night in addition to any other information the teacher provides to parents.

7.359.1 High School teachers at Stone School are expected to serve as "SOS" teachers, offering students regularly scheduled assistance before and after school. Teachers in these positions shall be compensated as provided in Appendix V.

7.360 Secondary Level Unassigned Time

7.361 All High School teacher required time beyond the time mentioned in Sections 7.351.1, 7.351.2 and 7.353 shall be unassigned time.

7.362 All Middle School teacher required time beyond the time mentioned in Sections 7.352 and 7.353 shall be unassigned time.

7.363 "Unassigned time" shall be defined as time during the contractual day, above and beyond the time mentioned in Sections 7.351, 7.352, and 7.353 during which a teacher is expected to perform unstructured, assignment oriented and/or other self-directed professionally related tasks and duties. Examples of tasks that teachers will perform on their unassigned time include: routine curriculum management tasks, curriculum development activities, student and/or parent conferences, instructional material management, student tutoring, and other professionally related activities. Teachers will establish the times and places that they will normally be available each week for conferences or telephone contacts during the student school day. Other times should be available by appointment.

Teachers will be paid for missed unassigned time in accordance with Appendix V-14.

7.365 Adult education teachers whose day is the same length as the High School at Stone School but whose calendar is shorter, shall be paid a proportional amount of salary.

7.370 Secondary Clerical Assistance

- 7.371.1 Each Secondary teacher shall receive secretarial and clerical assistance within the constraints of Section 7.521 as described in the following provisions:
- 7.371.2 Typing and mailing of letters and memos;
- 7.371.3 Typing and reproduction of materials of reasonable length for the classroom;
- 7.371.4 Ordering of approved supplies for the classroom;
- 7.371.5 Making entries in students' records from materials provided by teachers;
- 7.371.6 Reception and transmission of telephone messages to teachers and parents;
- 7.371.7 Such other clerical work as teacher may request subject to the approval of the appropriate building administrator;
- 7.371.8 Such assistance, however, shall not exceed fifteen (15) hours per full time equivalent teacher per year.

7.380 Department Chairpersons and District Chairs (See Appendix V)

- 7.381 Administration will determine the need for a Department Chair and District Chair.
- 7.381.1 Building Department Chairpersons shall work with the principal to schedule classes and teachers.
- 7.382 Department Chairpersons shall be required to observe classes only when released time is provided for that purpose.
- 7.383 When possible, Chairpersons in humanities shall be scheduled so that they are available during lecture hours.

7.390 Study Hall

- 7.391 Teachers shall be expected to organize study hall in order to provide for the safety, supervision, monitoring of attendance of students, and assistance to them.

7.400 Workload, Conditions and Benefits for Special Areas

7.410 Media Specialists

For the duration of this agreement (Salary Proposal Section II), 7.400 (media center staffing) the following will be used to staff media centers:

1. Comprehensive High Schools - 2 media specialist and 1.0 FTE clerical assistance scheduled such that there will always be at least two adults present in the media center.
2. All Middle Schools - 1 media specialist - clerical assistance per 7.413.

3. Pathways to Success - will continue with .50 media specialist.
4. Elementary - minimum of 150 minutes per week per building "open library" time - clerical assistance per 7.413.

- 7.411 The Board shall employ one media specialist who works directly with students for each 650 students or major fraction thereof. Each media specialist must possess a School Media Specialist's endorsement.
- 7.412 Media specialists shall have released time equivalent to that of classroom teachers in their respective buildings. Provision shall be made for the media specialist to leave the media or learning resource center during released time.
- 7.413 The Board shall provide adequate clerical assistance for each media center.

All elementary buildings with a student population of below 400 will receive one half-day per week of clerical support throughout the year except during the last four weeks of the school year during which the allotment will be doubled to two half-days per week.

All elementary buildings with a student population of 400 or more will receive two half-days of clerical support per week throughout the year except during the final four weeks of the school year during which the allotment will be doubled to four half-days per week.

The parties agree that any inventory tasks necessary in the professional judgment of the media specialist will be conducted through the doubling of the clerical support during the last four weeks of the school year.

Each middle school media center will be assigned .5 FTE clerical assistance. Each K-8 Building media center will be assigned .3 FTE clerical assistance. The principal of each school will be advised that the Board has made this commitment to the Association. This commitment includes the expectation that each school will supplement the .5 FTE clerical assistance with additional support.

- 7.414 The media specialist in each building shall be provided with office space equipped with desks, filing cabinets and computer equipment appropriate for the current media center circulation system.
- 7.416 Any use of the media center by students (regardless of the size of the group) in which the media specialist is responsible for the creation and generation of the assignment, project, or activity will constitute "instructional" time and be considered as part of the total allowable instructional time of the media specialist regardless of whether unassigned time is being provided to a classroom teacher.

If the media specialist is providing collateral assistance (suggestion or resources, research methodology, etc.) for an assignment, project, or activity created or generated by another teacher, this will not constitute "instructional" time and will not be considered as part of the total allowable instructional time of the media specialist.

7.417 The duty day for media specialists shall be the same length as that of classroom teachers in that building, but the Board may shift the media specialist's duty day at the secondary schools by up to thirty minutes to provide library services before or after school.

7.419 Media Specialists may flex the calendar and hours (Appendix VI) on an hour for hour basis. Such flexibility shall be voluntary and any configuration of time shall be acceptable with the mutual consent of the Media Specialist, and their building principal.

7.420 Elementary and K-8 Supervision

7.421 Lead Teachers

7.422.1 The Board of Education may employ a lead teacher from among the teaching staff of an elementary school or at K-8 Buildings in order to insure adequate leadership and student supervision when the principal is not available. When employed in this capacity, the lead teacher shall:

7.422.2 Be on call each day during the student lunch period in a backup capacity to handle a problem or emergency when the principal is on duty but already involved in another problem or emergency.

7.422.3 Provide continuous, first-line supervisory coverage during the student lunch period for up to, but not more than, eight (8) days per school year when requested by the principal.

7.422.4 Assume leadership and administrative responsibility in an emergency during the instructional day when the principal is authorized to be out of the building.

7.423 Elementary Lunch Supervision

7.423.1 The position of lunch supervision teacher(s) will be filled as an extension of each elementary school's annual safety plan. The position may be shared or rotated among staff for the purpose of providing oversight of indoor and outdoor lunch time climate consistent with the high standards for behaviors /problem-solving and conflict management expected by teaching staff during the school day. The lunch supervision teacher replaces the role of noon transition teacher. The Lunch Supervision Teacher will be paid at the BA min rate, time in this position should accrue equivalent to sixty minutes of

daily pay. In no event will the allowable amount exceed 60 minutes.

- 7.424 If more than one teacher wants to share a position, the principal may approve that arrangement. If no teacher volunteers for the position of lunch supervision teacher, the principal will assign.
- 7.425.1 The duties of the lunch supervision teacher may be shared among more than one teacher. The duties are set forth in 7.425.2-.5.
- 7.425.2 Provide additional adult professional authority and management for the period of their employment in this role.
- 7.425.3 Monitor student behavior consistent with problem-solving and conflict management practices employed throughout the school day, provide consistent expectations for students having to do with interactive and inclusive play, address interactions that may reflect "bullying or exclusionary" behaviors exhibited by students on the playground or in the cafeteria area.
- 7.425.4 Assist with conflict management during the duty period.
- 7.425.5 Work with hourly personnel employed during lunch to address specific problem areas and behaviors along with the noon hour supervisor and the building principal.
- 7.426 The lunch supervision teacher shall not be requested or required to supervise other adult noon hour staff members.
- 7.427 If the Board employs a lunch supervision teacher it shall also employ a substitute lunch supervision teacher at the same per diem pay rate to serve in the event the lunch supervision teacher is absent.

- 7.430 NCPS Staffing Goals and Special Education Caseloads
NCPS staffing goal is equivalent to best practice recommended by the national/state associations. Parties acknowledge that all case-load limits have exemptions under MARSE. These exemptions will be considered when assigning caseloads.
- 7.431 Caseloads for Nurses, Teachers of Speech and Language, if not certificated and subject to Michigan Teacher Tenure Act, and Occupational Therapists
 - 7.431.1 The assigned caseload for teachers of the speech and language impaired, if not certificated and subject to Michigan Teacher Tenure Act, shall not exceed sixty cases without application and approval from the State of Michigan.
 - 7.431.2 The Board shall employ a minimum of five (5) school nurses, and adopt as a goal, the employment of seven (7) school nurses.

7.431.3 The Board shall provide adequate clerical help at the Student Support Services Office for nurses. Adequate clerical help shall be provided also in each building to which the nurse is assigned.

7.431.4 The Board shall make reasonable efforts to balance occupational therapist caseloads and other responsibilities at the beginning of each school year. During the year if an occupational therapist believes that his/her workload has become disproportionate compared to other occupational therapists, he/she may request a review of his/her workload by the administration. A representative of the Association may, if requested by the teacher, attend a conference between the teacher and the appropriate members of the administration to discuss the matter. A review shall consider factors such as building program and size, participation in student study teams, the estimated number of evaluations, and other factors identified by the occupational therapist or the administration. If in the reasoned judgment of the Administrator for SISS, the review reveals an inequity that can be rectified without an adverse effect on the students and the district, and within existing budgetary limitations for special education delivery services, adjustments will be made.

7.431.5 Nurses will be allotted an additional 60 hours to their assigned school year to assist in meeting the health and safety needs of the students they will service in the upcoming school year. The additional 60 hours may be utilized by the school nurse at their discretion beginning July 1 through October 31. If the hours are used after the start of school, the time must be used outside their regular school day. Part-time school nurses will receive a prorated number of additional hours proportionate to their FTE. These additional hours may be used for the following duties: developing and completion of health plans, health reviews, staff training, planning and other such critical tasks necessary to address the health and safety needs of the students they serve. The school nurses will be compensated on an hourly basis using the base BA entry rate. School nurses will report their hours to the Office of Special Education for verification and payment. The school nurses will receive a lump sum payment for their additional hours worked in their first paycheck in November. The use of this additional time is voluntary. No nurse will be required to work beyond their assigned contractual work schedule.

7.431.6 Nurses will meet weekly to a maximum of four hours after the school day meetings per month. School nurses' meeting dates and times, scheduling will be flexible. Other than the third week's union meeting, this flexibility will take precedent over the contractual teachers meeting schedule. Meetings will not last more than 90 minutes.

The Nurse meeting schedule will be as follows:

Week one: District professional development. The professional development will be specific to information, skills, practices and issues pertaining to school nursing. Professional development may also address AAPS school policies or substantive issues facing the district.

Week two: SISS department meeting. The meeting will be conducted by the AD responsible for nurse and will address issues pertinent to nursing and delivery of service.

Week three: Union meeting

Week four: Nursing staff meeting. This meeting will be conducted by the nursing staff apart from SISS or other AAPS administration leadership. The nurses may invite SISS or AAPS administrative leadership to participate.

Any additional meetings scheduled by SISS or AAPS administration will replace the following month's SISS department meeting.

7.432 Caseloads for School Psychologists, School Social Workers, and School-Court Liaison Agent(s).

7.432.1 The Board shall employ School Psychologists in a system-wide ratio of 1:5000 students.

7.432.2 The Board shall make every reasonable effort to adjust school psychologist caseloads and other responsibilities so that they are equitable at the beginning of each school year.

During the year if a psychologist believes that his/her workload has become disproportionate compared to other psychologists, she/he may request a review of workloads by the administration. Such a review will include consideration of such factors as building program and size, participation in the achievement team process the estimated number of evaluations to be done, and other factors identified by the psychologist or the administration. If the review reveals an inequity, adjustments may be made.

7.432.3 The Board shall employ as a minimum a ratio of one School Social Worker for every 2500 students, and adopts as a goal, the employment of two additional School Social Workers over the minimum.

7.432.4 The Board shall make every reasonable effort to adjust social worker caseloads and other responsibilities so that they are equitable at the beginning of each school year.

During the year if a social worker believes that his/her workload has become disproportionate compared to other social workers, she/he may request a review of workloads by the

- administration. Such a review will include consideration of such factors as building program and size, participation in the achievement team process the estimated number of evaluations to be done, and other factors identified by the social worker or administration. If the review reveals an inequity, adjustment may be made.
- 7.432.5 The Board shall provide adequate clerical help at the Student Support Services Offices and in each building for School Social Workers.
- 7.432.6 School Psychologists and School Social Workers may flex the calendar and hours (Appendix VI) on an hour for hour basis. Such flexibility shall be voluntary and any configuration of time shall be acceptable with the mutual consent of the School Psychologist or School Social Worker, the appropriate Special Education Assistant Director, and their building principal.
- 7.432.7 Social worker/counselor may be provided to support non-IEPC students when practicable.
- 7.432.8 The Board shall employ a School-Court Liaison Agent(s) to assist School Social Workers and Counselors when a student becomes involved with the courts.
- 7.433 Case management responsibilities shall be the responsibility of the primary educational service provider or primary related service provider. Case management may include, but not be limited to, oversight of the Initial Student Referral process, 3-year re-evaluation process and parent contact.
- 7.434 A teacher who has a combined Teacher Consultant/Resource Room assignment will have a pro-rated case load.
- 7.435 The maximum number of students on the Teacher Consultant caseload will be twenty-five (25). The Board will continue to attempt to evenly distribute Teacher Consultant caseloads with a factor being the number of buildings assigned. The caseload will consist of:
- a. Students who have been placed on the caseload as a result of IEPC decisions.
 - b. Students who have been placed on the caseload as a result of thirty (30) day placements.
 - c. Students in the initial referral process for whom the Teacher Consultant is assigned as a member of the MET(s).
 - d. Teacher Consultants shall work as a member of a multi-disciplinary team to assist in the formal and informal evaluation of the educational needs of persons suspected of a disability and those currently identified with a disability. Exceptions to the formal evaluation requirement set forth above shall be made for Secondary

Teacher Consultants on those days when they are required to teach and/or co-teach 5 or more assignments.

7.436 Self-Contained Classrooms

Class size for self-contained classrooms will not exceed MARSE state guidelines unless a waiver is granted. The district will aim to maintain a 3 to 4 grade span in elementary self-contained classrooms. When grade discrepancy arises OSE leadership and teacher will explore possible options.

- a. Class size for learning disabled shall not exceed ten (10) students with a caseload not to exceed fifteen (15) students without application and approval from the State of Michigan.
- b. Class size for emotionally impaired shall not exceed ten (10) students with a caseload not to exceed fifteen (15) students without application and approval from the State of Michigan.
- c. Class size for educable mentally impaired shall not exceed fifteen (15) students without application and approval from the State of Michigan.

7.437 Resource Programs

- a. Caseload for secondary resource teachers shall not exceed twenty (20) students without application and approval from the State of Michigan.
- b. Caseload for elementary and K-8 Building resource teachers shall not exceed eighteen (18), and two evaluations at any one time period, without application and approval from the State of Michigan.

7.438 An OSE committee will determine the overage amount if the self-contained classroom exceeds MARSE caseload count when a waiver is granted.

7.450 Special Education Classes

7.451 In elementary schools the assigned daily workload for teachers of the educable mentally impaired and hearing impaired shall be the same as that of regular classroom teachers at the same building.

7.452 Additional half ($\frac{1}{2}$) day of report card writing for any special education staff at 75% of MARSE numbers

7.460 Secondary and K-8 Building Guidance

For the duration of this agreement (Salary Proposal Section II) 7.462 and 7.463 (secretaries for counselors) clerical help will be 1.0 FTE at each comprehensive High Schools and access to 1.0 FTE at the Middle Schools.

7.461 The normally assigned workload of NCPS Secondary Counselors and grades 6-8 at Ann Arbor Open School at Mack and STEAM shall be 1:300 counselees with a maximum by Fourth Friday of no more than 325 counselees for any counselor.

- 7.462 The Board shall provide a full-time secretary, or equivalent, for the use of the guidance personnel for each class in high school.
- 7.463 In each Middle School the Board shall provide one full-time secretary, or equivalent for the use of guidance personnel.
- 7.464 Counselors shall not be used for control and supervision of students except as teachers are so used. Counselors shall not be placed in a position where they are expected to deal with their own counselees in a punitive role. However, counselors shall be expected to perform counseling services (as defined in the curriculum yellow pages) for students in addressing those behaviors that impact on their achievement. Those behaviors include, but are not limited to, attendance, substance abuse, and interpersonal relations.
- 7.465 The Counselor from each school who serves on the Roberto Clemente screening committee shall have his/her initial caseload reduced by a number that is an average of the Clemente caseload for the previous three years.
- 7.466 The Counselor for Continuing Education shall work a forty-one (41) week work year.
- 7.470 Cooperative Occupational Education Coordinators
- 7.471 The C.O.E. Coordinators contractual work year shall be forty-two (42) weeks. Work days in addition to those defined by the school calendar as the regular school year shall be prorated according to the school's total C.O.E. Coordinator FTE. Each C.O.E. Coordinator shall be entitled to no less than a number of days proportional to their FTE assignment in C.O.E. and shall be scheduled by the Director of Occupational Education. Work beyond forty-two (42) weeks may be arranged by mutual consent of the parties, compensation being determined according to Section 7.472.
- 7.472 C.O.E. Coordinators shall receive a prorated amount based on contractual salary for any required time beyond that required for other teachers.
- 7.473 The assigned daily workload for C.O.E. Coordinators is identified in Section 7.137. If the load exceeds 17 students per 0.20 F.T.E. a meeting will be held with the affected employee, Association, Assistant Superintendent for Human Resources and Legal Services, and other appropriate individuals in an attempt to resolve the situation if there are sufficient numbers of students enrolled in the work study program. If there are not sufficient numbers of students enrolled, other assignments may be made provided the class size limits are met.
- 7.480 Additional Staff

7.481 Middle School Advisors shall not be required to carry out clerical tasks as defined in Section 7.370 of this Agreement.

7.482 The beginning and ending times of trainers schedules, when they are providing direct service to students, including teaching classes, shall not be longer than the length of the high school teacher's day including time required in Section 7.217.1. The Board will make every effort to schedule trainers adjacent to their trainer responsibilities. However, trainers may adjust their time in consultation with the administration from day to day to best meet the needs of the program, provided that the average time per week meets the time defined in this section.

If the Board wishes trainers to provide additional service or service later in the day, they may do so by reducing the class time at the beginning of the day. The trainers shall not be required to provide direct service to students beyond the times noted in this section.

7.490 English as a Second Language

7.491 Teachers in the Elementary and/or Middle School English-as-a-Second-Language Program shall have unassigned time equal to regular classroom teachers.

7.492 The Board shall attempt to limit the number of conferences with parents where English As A Second Language teachers serve as interpreters.

7.493 If teachers of English As A Second Language are required to attend meetings outside of normal school hours in excess of ninety (90) minutes per week they shall be provided compensatory time to be taken at a mutually agreed upon time.

7.494 The caseload for elementary school teachers of English As A Second Language shall be 75 students receiving direct services. ESL Teachers can monitor up to five (5) additional students. The district will provide assessment support for caseloads exceeding 75 students including monitored students per full-time teacher.

ESL teachers will be responsible for meeting all compliance expectations having to do with implementing Title III expectations to include annual testing.

ESL teachers may "flex" instructional time to include teaching during non-traditional time such as before school, over lunch, and after school hours in order to minimize "pulling students out" of core instructional time.

7.495 ESL teachers may flex the calendar and hours (Appendix VI) on an hour for hour basis. Such flexibility shall be voluntary and any configuration of time shall be acceptable with the mutual consent of the ESL teacher and the building principal.

7.496 ESL assignments will minimize the necessity to travel between multiple buildings, maximize instructional efficiencies, and reflect programmatic input from staff.

7.500 Educational Materials, Equipment, and Facilities

7.510 Each Building

7.511 The Board shall make every reasonable effort to provide in each school building for use by teachers for school related purposes:

A telephone for each classroom or office space

A desk, a file, first aid equipment, and conference room.

A laptop computer contingent upon district funding;

Staff lunchroom and lavatory and lounge facilities adequate for the entire staff;

Adequate storage space for each teacher;

Adequate parking space for each teacher regularly assigned to the building;

Adequate preparation and work space for each teacher;

Adequate office space for each department chairperson.

7.512 Every reasonable effort will be made to have a telephone with a private line in an Elementary Teacher Consultant room in each elementary building.

7.513 At the secondary level, the Board shall provide adequate facilities and telephones to allow teachers to carry out their responsibilities for talking with parents and to meet with students and or parents.

7.514 Homeostasis Space: All new self-contained classrooms will include a designated homeostasis space. Prioritize space for homeostasis when planning for classroom space each year. If practical, a homeostasis room, if provided, will take into consideration the current applicable guidelines. When planning for current self-contained classrooms homeostasis space will be a consideration.

7.520 Educational Materials and Equipment

7.521 The Board shall make every reasonable effort to furnish each teacher responsible for the education of children with adequate and suitable materials and supplies for programs he/she is expected to conduct.

7.522 Teachers may, with the principal's approval, borrow entrance keys for short term access to a building for work at a time other than the regular school day.

7.530 Physical Plant

- 7.531 The Board shall make every reasonable effort to insure that all rooms in which teachers are expected to perform their duties shall be suited to the functions expected of the programs involved, and shall be adequately cleaned, heated, ventilated and soundproofed, contain adequate storage space, lighting, plumbing and other facilities as may be needed for the task to be performed.
- 7.532 The Board shall provide other facilities and equipment for which programs and standards or specifications are defined or developed in this Agreement.
- 7.533 In the event of emergency circumstances that interfere with instruction in an individual class the teacher may notify the principal of the conditions and request an alternative teaching station be located.

7.540 Special Education Curriculum and Materials

- 7.541 A small committee will annually review/recommend additional supportive materials for adoption, including developing a baseline of curriculum supports and supplies for every self-contained classroom with input from self-contained staff.
- 7.543 Self-contained classrooms at the elementary level will be included in Project Lead the Way Rotation.
- 7.544 A joint committee to discuss resource allocation will be developed.
- 7.545 All staff will have access to dedicated device during testing.

7.600 Evaluation of Students

7.610 Elementary

- 7.611 Elementary teachers will report pupil progress to parents three times each year. The equivalent of two (2) half days will be made available to teachers for preparing these reports. Teachers are expected to have a conference for every child during the first reporting period. Additional conferences will be held if requested by either parents or teachers during the course of the year. For kindergarten teachers who teach two sessions (morning and afternoon) the report writing time will be doubled.

At the Elementary level the second Wednesday (first administratively convened) faculty meeting in May will be evenly divided between administration and the AAEEA. The third and fourth Wednesday meeting times will be reserved for report writing. This agreement shall not supersede Section 7.221.2 of the Master Agreement. This shall not apply to art and music teachers who are expected to prepare their reports in March of each year. In addition, full-time kindergarten

teachers shall be provided with one-half day of released time from their classes to write these reports in the two weeks prior to the week when the reports are due.

This information will be communicated each year to all principals, directors, coordinators, and teachers, and no voluntary meetings will be scheduled during the two week period when the meetings are cancelled.

- 7.612 No other responsibilities shall be assigned during such released time periods. Such periods, with respect to other personnel, shall be reserved for meetings, planning and preparation, or administrative work as approved by the Office of Instructional Services.

See attached Memorandum of Agreement regarding 7.611.

- 7.613 Kindergarten teachers who teach two sections shall have twice the amount of time as other teachers for parent conferences and report writing. This time will be arranged at the building level by mutual agreement between the principal and teacher, and can include the following alternative methods of providing the time: 1) providing a substitute on the preceding day and the day of the conference or writing, 2) arranging for both sections of students to attend for one hour and twenty minutes each, and utilizing the remainder of the day for conferences or writing, 3) arranging for field trips for students supervised by other certified personnel on such days, 4) arranging for special presentations for the day by other certified personnel on such days, 5) utilizing other certified personnel for portions of several days which are the time equivalent of the conference or report writing days, or 6) utilizing extended or extra instruction from special area teachers in time equivalent to the conference or report writing days. Principals and teachers may also utilize combinations of the above methods, or other methods, to provide the necessary time.

7.620 Secondary

- 7.621 Teachers will maintain a weekly record of student class work and student assessment on the district provided electronic grade book, currently Power Teacher. Exceptions may be granted by the Principal upon request. Additionally, teachers will report pupil achievement to parents two (2) times each semester, and will provide additional reports at two (2) scheduled interim periods per semester for all students whose achievement is unsatisfactory.

- 7.623 At the high school and middle school levels, term grades and interim grades will not be due until 8:00 AM of the third work day following the end of the marking period.

7.625 The parties recognize that the sharing of a teacher's grades for the purposes of improving teaching and student learning may be a valuable tool for professional educators. This data may be shared and distributed in a professional, collegial manner. Administration will provide any additional data requested by the teacher which is related to the students' performance in order to assist in their analysis.

7.630 Parent-Teacher Conferences

7.631 It is the professional responsibility of all teachers (K-12) to be available to meet with all parents and to keep parents informed of student progress. Staff and administration in each building will agree to conference dates. Consideration will be given to accommodate the schedules of parents and families. These dates should be posted/communicated to staff and parents no later than the Fall Curriculum Night and within the guidelines provided by the District. In the event a teacher is unavailable for these conferences, he or she must indicate in writing to the parents of his/her students, when he/she will avail himself for the same purpose.

7.632 High School teachers at Stone School shall conduct student-teacher conferences four (4) times per year during the school day.

7.640 Evening Conferences

7.641 There shall be four (4) evening conference times scheduled during the year at all levels. These conferences shall be scheduled with input from the Association as to dates and will not coincide with Curriculum Night or Open House. These evenings shall be the time equivalent of half day units. Teachers may satisfy this 12 hour obligation in alternative ways with prior approval of the principal.

7.642 Individual building staffs and principals may reach agreements with parent representatives to modify the time of the evening conferences. The conference times must be after the teacher's regular work day, and must be based on times when parents can attend the conferences.

7.643 Individual building staffs and principals may agree to move one or two evening reporting to parents conference times to a compensatory day. They may do so if: 1) they are able to assure that the scheduling is such that each parent is able to make arrangements with the teacher(s) to attend a conference, 2) at least two-thirds if the staff concurs, and 3) that the decision on specific dates is made not later than September 30th of each year and announced to parents by that date.

7.700 Travel Provisions for Itinerant Personnel

7.710 Travel Time

7.711 Adequate and appropriate time shall be allowed for all teachers whose assignment requires travel to and between buildings. Such travel time is not to be considered part of the regular released time or lunch period. Adequate and appropriate shall be defined as time required at a moderate pace by motor vehicle to physically travel from one building to another.

7.712 The Board shall, whenever feasible, schedule teachers who must travel between buildings, with at least twenty (20) of their unassigned minutes in addition to actual travel time, traveling between classes in the two buildings. In cases where it is not feasible, the Assistant Superintendent for Human Resources and Legal Services and an Association officer shall meet to explore alternate resolutions to give that teacher time to meet with students from those classes, and staff at each building.

7.720 Use of Personal Automobile

7.721 Teachers who work in more than one building or otherwise travel in performing their responsibilities, and use their car therefore, shall be paid a travel payment at least semi-annually based upon their average travel assignment as determined from time to time by the Office of Administration after consultation with the teacher, the department chairperson of such teacher, and the Director of Student Support Services where appropriate. The Board shall establish current mileage charts indicating distances between buildings in the school system and shall issue a copy of this chart to teachers who are regularly involved in traveling between any such buildings.

7.722 Teachers shall be reimbursed for travel at the maximum rate per mile that is allowable by the Internal Revenue Service.

7.800 Substitutes for Teachers

7.811 The Board has the right to contract with a third party provider for substitutes. A teacher must report unavailability by using the automated substitute placement system.

7.900 NCPS Assignments, Transfers and Reassignments, Vacancies, Promotions and Internships

7.910 Assignments

7.911 All NCPS shall be given written notice of their tentative class and/or subject assignments, building and room assignments for the forthcoming school year as soon as practicable, and except in cases of emergencies, not later than one week prior to the NCPS reporting date.

7.912 The Board shall tentatively assign all newly-appointed NCPS to their specific positions within that subject area and/or

grade level to which the Board has appointed them. The Board shall give notice of assignments to new NCPS as soon as practicable, and except in cases of emergency, not later than one week prior to the NCPS reporting date.

- 7.913 In the event that changes in building and subject assignments are proposed after one week prior notice as indicated above, any NCPS affected shall be notified promptly in writing.
- 7.915.1 The Board shall place all NCPS who are hired after November 1st of each school year on temporary assignments. The positions held by these NCPS will be filled for the following school year, if the position still exists, using the normal transfer process in the spring. It is acknowledged that internal building reassignments are a part of that normal transfer process. The Board may make exceptions to this temporary assignment rule, on a case by case basis, provided it consults with the Association prior to making the decision.
- 7.915.2 Newly hired NCPS who replace NCPS on Board approved unpaid leaves of absence for one semester or more up to one year maximum and whose leave ends at a semester break shall be placed in a temporary assignment. This facilitates the right of NCPS on leave as described in Section 6.300 and its subsections.
- 7.920 NCPS Transfers and Reassignments
- 7.921 Reassignment within Building
 - 7.921.1 All principals shall solicit NCPS preferences for classes and class schedules each school year. The principal shall work in a collaborative manner with the NCPS to develop NCPS assignments for the following year. In that process, the following standards shall be considered:
 - 1) NCPS expertise and/or experience.
 - 2) School improvement goals and student achievement needs.
 - 3) Sound rationale for assignments.
 - 7.921.2 If a NCPS is involuntarily placed in an area which he/she has not taught recently or at all, the following provisions shall be followed:
 - 1) Any formal observation of the NCPS may be delayed for up to one year at the option of the principal, in consultation with that principal's supervisor and a representative of the Human Resource Services Office.
 - 2) Upon request, the NCPS shall be offered professional development assistance and opportunities to assist him/her in improving skills and knowledge necessary for the assignment.
 - 7.921.3 NCPS who have been involuntarily re-assigned between school years within a building and believe that the assignment process described in Section 7.921.1 was not followed, that the criteria were not used properly, or have reason to believe

that they have been treated unfairly may request a meeting with the principal and a representative of the Association to discuss the situation and possible alternatives. If the meeting does not resolve the matter, the NCPS may appeal to the Human Resource Services Office. In that instance, representatives of that office, the Association, the NCPS and the principal will meet within ten (10) calendar days to discuss the problem and seek resolution.

7.921.4 NCPS who have been involuntarily reassigned between school years within a building, or who have agreed to a request by a principal to accept a reassignment they did not seek, shall have the right to return to their previous grade or subject assignment if a vacancy opens up in that area within two (2) years of the initial reassignment.

7.923 Involuntary Transfer

7.923.1 To the extent possible, no NCPS vacancy shall be filled by means of involuntary transfer if there is a known qualified and appropriate volunteer available to fill such position. The Board shall post all NCPS vacancies requiring transfer, voluntary or involuntary, in accordance with Section 7.931.

7.923.2 Notice of an administrator's recommendation for involuntary transfer or reassignment, including reasons necessitating such change, shall be given to NCPS both orally and in writing by that administrator, as soon as practicable. Such recommendation will be acted upon by a representative of the Human Resource Services Office and a written notice of his/her decision shall be delivered promptly to the NCPS.

7.923.3 When an involuntary transfer or reassignment is necessary, number of years of experience in the Ann Arbor School District, kind of experience, certification and highly qualified status, and demonstrable program needs shall be considered in determining which NCPS is to be transferred or reassigned. Such transfers will not be done for disciplinary reasons.

7.923.4 Experience shall mean months, days and years of certificated employment in the Ann Arbor Public Schools. Experience and seniority are used interchangeably in this Agreement. If two or more NCPS have the same length of experience and the Board must decide on transferring one of the NCPS, the last four digits of the NCPS social security number will be used as a tie breaker. The lower number will have the most seniority.

7.923.5 The procedure for identifying the NCPS to be involuntarily transferred shall include:

1) Preparing a list of NCPS by years of experience in the Ann Arbor School District who work in the building where a transfer(s) is/are necessary, and

2) Proceeding along this experience list from least experience to most experience in the Ann Arbor School District identifying certification and highly qualified status, kind of experience and demonstrable programmatic needs.

All factors cited in Section 7.923.3 will be considered when making an involuntary transfer of NCPS.

7.923.6 NCPS who have been involuntarily transferred or who agree to a placement that they did not seek, from a building or department (Language Arts, Student Support Services, etc.) shall be given first right of refusal for two (2) years or up to two (2) offers whichever comes first, when a vacancy in a similar position occurs in that building or department.

7.923.7 Involuntary transfers of NCPS will not be made for the purpose of racially balancing the staff of a school unless the Board of Education is so directed by a court of competent jurisdiction.

7.923.8 The Board will consider placement of NCPS involuntary transfers based upon the number of years of experience in the Ann Arbor School District, kind of experience, certification and highly qualified status, and demonstrable program needs. Such placements will not be done for disciplinary reasons however, placements may be made to provide for a more productive learning experience. The district will not be arbitrary and capricious in exercising its rights to implement involuntary transfers or reassignment of NCPS.

7.924.1 NCPS being involuntarily transferred or reassigned shall have preference over those seeking voluntary transfer or reassignment in regard to existing vacancies, provided the selection of vacancy is compatible with the reason for transfer or reassignment and Section 7.923.1 above. All transfers and reassignments shall be made in conformity with the Michigan Teachers' Tenure Act.

7.924.2 If NCPS counselors are to be reassigned from counseling positions, the Board shall reassign the counselor with the least experience in the district as a counselor, and voluntarily transfer other counselors as necessary to readjust the counseling staff to where they are needed. NCPS Counselors shall be considered as a system-wide group for this process with no differentiation between middle and high school levels.

If voluntary transfers do not accomplish the necessary reassignments, the Board may invoke the involuntary transfer process to fill the need. NCPS reassigned from counseling in this manner shall be entitled to the first available NCPS vacancy in counseling.

7.929 Voluntary Transfers of NCPS

7.929.1 NCPS who wish a transfer for any posted NCPS position that they are certified to fill will use the process defined in 7.940. The Voluntary Transfer shall contain all of the NCPS's current certifications and any other information the NCPS may wish to share regarding their education and experience. The request will also contain a phone#, an email address, and best times to be contacted by the principal. This list of candidates will be held confidential until the posting has expired. At that time the list of candidates will be released to those involved in the interview process.

A conference will be held by the joint transfer committee to review the request. The joint transfer committee will consist of two representatives of the AAEEA and two representatives of administration.

7.929.2 HRS will match requests with NCPS vacancies as follows:

HRS will screen the transfer requestors. A requestor may, at the discretion of the Employer, be disqualified for voluntary transfer based on the following criteria:

- 1) currently working under an IDP; or
- 2)
- 2) has been disciplined (written reprimand or greater) within the past 48 months; or
- 3) is returning from a leave of absence that delays or interrupts a scheduled evaluation; or
- 4) the FTE would increase beyond the district's obligation to the teacher.

Principals will be informed of any exceptions.

7.929.3 The NCPS requesting a position, who have passed the screening, will be submitted to the principal. The principal may choose to conduct an informal interview with any or all of the candidates. The principal will choose one of the candidates.

7.929.4 All NCPS vacancies will be filled through the normal posting process as soon as practicable.

7.929.5 Building reconfigurations, based upon enrollment changes which necessitate reassignments, may include the transferred NCPS. Any other reassignment must align with the NCPS's transfer request or be required by current contract language.

7.929.6 Each NCPS who has applied for a vacancy shall be notified in writing of either acceptance or rejection of the request as soon as possible after the decision on such request is made. In case of rejection, the NCPS shall be entitled to a reason.

7.929.7 A representative for Human Resource Services shall make the final decisions on all requests for NCPS voluntary transfer.

7.929.8 A written request to the Human Resource Services Office may be made by any two (2) NCPS who wish to exchange assignments for up to one school year provided:

a) The administrators who would be affected agree to the exchange, and

b) The NCPS involved are qualified pursuant to Board policy.

Application for this exchange must be submitted to the Human Resource Services Office by June 1 for the following school year. This provision is not subject to the posting procedure. A representative for Human Resource Services shall make the final decision on all requests for such exchange in assignments.

7.930 NCPS Posting Procedure

7.931.1 Whenever any NCPS position in the District becomes vacant, or is newly established, the Board shall post the same by emailing a posting of each position to the Association placing the posting on the District website, and including the posting in the district email of District Announcements - Job Postings. These positions shall be posted for five (5) school days or seven (7) calendar days.

7.931.2 An NCPS posting will include the position, the FTE and building location(s) of the assignment. If the assignment includes multiple building locations, the posting will include the FTE assigned to each of the multiple building locations.

7.931.3 NCPS Positions shall not be filled, on a permanent basis, until posting time lines specified in Section 7.931.1 have been met.

7.931.4 It shall not be necessary to post a vacant position which has been temporarily filled if the NCPS filling the position immediately prior to the temporary assignment is to return to that same position.

7.940 Application Procedures

7.941 Any NCPS may apply for any vacant NCPS position. In filling such a position, the Board agrees to give consideration to such factors as the professional background and attainment of all such applicants, their length of service and work performance in regular and extra assignments in the school district, experience elsewhere, and other relevant factors such as any adverse effect on Board programs as a result of the NCPS leaving his/her present position. Staffing practices will reflect the Ann Arbor Public Schools and community's desire for diversity. Internal applicants shall be considered before seeking outside applicants; however, the filling of

vacancies during the school year may be done utilizing the provisions of Section 7.910 and its subsections.

7.942 Once a selection has been made, each candidate shall be notified of this action. The candidate then has the right to a conference with a representative for Human Resource Services to discuss the reasons for his/her rejection.

7.943 If any NCPS wishes to reapply for a vacant position, he/she may bring his/her current application up-to-date rather than resubmitting a completely new application.

7.944 Part-time NCPS who have requested an increase in time shall be given an interview, upon request, prior to or along with the other selected applicants who are not currently under contract with the district. This right will only exist in filling positions for which those NCPS are qualified, for the beginning of the school year.

7.950 Administrative Internship

7.951 The Board intends to continue to provide administrative internships for assisting in identifying and training potential appointees, from among the professional staff, to administrative positions that probably will become vacant or be newly established within the current or next school year. The Board, however, shall not be limited by such internships or to interns in making appointments, but may consider others, both in and outside of employment with the Board, using the criteria outlined in Section 7.941.

7.952 The Board shall notify the Association as internships are established. Any NCPS may apply for any available internship, and shall receive due consideration according to the criteria outlined in Section 7.941.

7.953 Internships may be on a full or part-time basis, for such period or time as may be reasonably appropriate, and may be combined with other work normally assigned. An intern shall be paid the salary he/she would have received had he/she remained a NCPS, but he/she shall not be a member of the bargaining unit.

8.000 SUMMER SCHOOL

8.100 Calendar

8.111 During those summers for which the Board elects to run a summer school program, summer school shall begin the second Monday following the close of school and shall continue for no longer than seven (7) consecutive weeks of up to five (5) school days each exclusive of Independence Day Week, which shall have four (4) school days. (In no event, however, shall the time of student attendance fall below the time required for North Central accreditation if accreditation is required.)

8.200 Workload

8.211 The Summer School day for Secondary teachers shall consist of four (4) periods of fifty-five (55) minutes each except behind the wheel training in Driver Education which shall be on an hourly basis.

8.212 The day for the Secondary Summer School Media Specialist shall be five (5) hours, with the additional hour scheduled as one-half hour before and after the regular summer school day.

8.400 Compensation

8.411 Compensation for Summer School teaching shall be paid at the BA minimum hourly rate.

8.500 General Provisions for Summer School

8.511 Excluding prohibited subjects, all other provisions in this Agreement shall apply to Summer School teachers except those in conflict with this Article, 8.000.

8.600 Other Summer Work

8.610 School Social Workers, School Psychologists speech therapists, school nurses, teacher consultants, school court liaison agent, and other NCPS shall be paid at per diem for work performed during vacations and summer, as approved by the Director of Student Support Services with the exception of services provided during the Extended School Year (ESY) program. School social workers, school psychologists, speech therapists, teacher consultants, school nurses and other ancillary staff providing ESY will be paid at the summer school rate.

8.611 Teachers who attend Band, Orchestra, or Choral Camp shall be reimbursed at their regular daily rate of pay based upon their individual contract for the preceding school year.

9.000 PROFESSIONAL RESPONSIBILITY

9.100 The Board and the Association agree that teaching must be recognized as a profession, and in that light endorse the following beliefs which recognize what the best teaching is and which give guidance to those in the profession. These beliefs are not intended to prescribe specific theories but to encourage and recognize a variety of good practices. To that end, they will only be used to enhance the professional development of teachers.

9.110 Teachers have a continuing professional responsibility to promote and participate in their own individual and collective professional development. This responsibility includes being prepared to teach the content and skills

necessary to lead students toward mastery of state and district generated outcomes.

- 9.111 If the Board requires teachers to receive specific training, the Board shall provide that training at no cost to the teacher and, as one option, will offer the training during the contractual day.
- 9.120 Teachers have a continuing professional responsibility to base decisions on established theories and reasoned judgments in relation to instruction and student learning.
- 9.130 Teacher individual and collective professional development must reflect student learning as a major emphasis.
- 9.140 Teachers have a responsibility to teach the District's approved curriculum and those skills that lead toward student mastery of the identified learning outcomes required by the District and/or applicable state and federal law, and the assessments of such skills and outcomes.

It is the District's responsibility to ensure the approved curriculum, assessments and the desired outcomes can be accomplished in the time provided. Teachers and administrators will work collaboratively to accomplish this.

When the approved curriculum and outcomes designated for each grade and class are more than can be taught in the time provided, teachers in consultation with building or district administration shall have the authority and responsibility for selecting those portions of the delegated curriculum that will be taught. Those portions taught shall include areas or topics designated by the District for emphasis. Teacher discussions with instructional leaders regarding curriculum emphasis are encouraged.

- 9.150 Teachers have a continuing professional responsibility to effectively communicate and work in consultation with parents to lead the student toward achieving the district's outcomes. Every reasonable effort will be made by teachers to be accessible to parents for consultation about their students academic needs.
- 9.200 Teachers have professional responsibility to interact and participate in student life beyond the classroom. Teachers are encouraged to involve themselves in student activities to the extent their individual circumstances permit. Teachers and administrators shall provide reasonable support for teachers in their implementation of this responsibility.
- 9.250 The Board agrees that the involvement encouraged by section 9.200 does not create an enforceable past practice under the terms of the Collective Bargaining Agreement or pursuant to Section 2 of the Public Employers Relations Act.

9.300 Mentoring Program

The Board and Association agree that they will consult with each other regarding any compensation or terms and conditions of employment regarding the mentor program as required by MCL 380.1526. This agreement specifically does not limit the Board's right to use non-bargaining unit personnel as mentors. The Board agrees to involve the Association in the development of this program. See Appendix XIII for compensation and filing timelines.

Eligible employees under all classifications recognized under Group A of Appendix I in the Master Agreement between the Ann Arbor Board of Education and the Ann Arbor Board of Education, shall participate in the district's mentoring program.

Any employee recognized under Group A of Appendix A who mentors an employee in the district's mentoring program shall be compensated per Appendix XIII. The mentor will report their services to the district per the Appendix XIII Payment Request meeting the deadlines stipulated in the Payment Request.

Discuss a more supportive mentor model for Special Education Staff at OSE Huddle.

10.000 THE MASTER AGREEMENT

- 10.111 This Agreement shall become effective as of July 1, 2019. Any compensable work performed by any member of the Association bargaining unit prior to the first teacher reporting day of any year shall be paid for on the basis of the previous year's salary schedule. Such individual work contracts shall be deemed to have been terminated as of midnight of the day before the first teacher reporting day of each year. The beginning date of all individual contracts for all members of the Association bargaining unit shall be the same.
- 10.112 Excluding prohibited subjects, Any individual contract between the Board and an individual teacher, heretofore executed, shall be subject to and consistent with the terms and conditions of this Agreement, and any individual contract hereafter executed shall be expressly made subject to and consistent with the terms of this or subsequent agreements to be executed by the parties. Excluding prohibited subjects, if an individual contract contains any language inconsistent with this Agreement, this Agreement, for its duration, shall be controlling.
- 10.113 Board Policies shall be compiled under one cover and shall be maintained for review by teachers and the Association through the individual building principals and the Office of Information Services. Board Policies and Administrative Rules and Regulations affecting teachers shall be compiled under one cover and shall be made available to each teacher each year (though all copies of such Rules and Regulations

shall remain the property of the Board). Revisions to the Rules and Regulations shall be published as soon after adoption as practicable and shall become addenda to the primary document itself.

- 10.114 Excluding prohibited subjects, it is agreed that existing Board Policy, appropriate to the terms of this Agreement, shall continue in effect, but this Agreement shall supersede any rules, regulations, or practices of the Board which shall be contrary to or inconsistent with its terms. The provisions of this Agreement shall be incorporated into and be considered part of the established policies of the Board. Policies and regulations specific to prohibited subjects are not subject to grievance or arbitration.
- 10.115 If any provision of this Agreement or any application of the Agreement to any employee or group of employees shall be found contrary to law, then such provision or application shall not be deemed valid and subsistent except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.
- 10.116 Two Hundred (200) copies of this Agreement shall be printed at the expense of the Board and presented to the Association, all teachers now employed, and those hereafter employed by the Board.
- 10.117 The Ann Arbor Education Association shall not engage in, sanction, or conduct any work stoppage or other concerted action in violation of the terms and conditions of this Agreement for the duration of this Agreement.
- 10.118 This Agreement, when effective, shall govern relations between the parties until midnight December 31, 2022, at which time it shall expire, without notice to or by either party, unless prior thereto the parties have agreed to extend it for a specified period or for such periods as they may agree to from time to time. This Agreement may not be reopened in whole or in part during its term except by mutual consent of the parties subject to PA 54.

In the event there are major (exceeding .5% of projected annual revenue) reductions in local, state or federal revenues, or an unforeseen financial crisis which adversely affects the funding of schools, the Master Agreement shall terminate at the time such changes go into effect, except as the contract is extended by mutual agreement.

BOARD OF EDUCATION OF THE PUBLIC SCHOOL DISTRICT OF THE CITY OF ANN ARBOR

Rima

Jeanice K. Swift

Dr. Jeanice Superintendent

Susan E. Baskett

Susan Baskett, Secretary

David A. Comser

ANN ARBOR EDUCATION ASSOCIATION

[Signature]

Przygodski, Chief Negotiator

[Signature]

Klein,

Tamala Peil

Tamala

APPENDIX I

Group A

Classroom Teacher	Reading Consultant
Reading Support Services Teacher (Reading Correctionist)	School Court Liaison Agent
Speech Correctionist	Liaison for Directed Teaching
Certified Preschool Teacher	Counselor for Continuing Education
Teaching Consultant	Title I Teacher
Learning Disabilities Consultant	Reading Specialist
Practical Nurses Program Instructor	Special Education Vocational Consultant
Summer School Teacher	Teacher Consultant, EPPC
School Nurse	Environmental Education Consultant
School Social Worker	Language Arts Consultant
School Psychologist	ILC Teacher
Counselor	DPLC Teacher
Special Needs Coordinator	Special Education Teacher
COE Coordinator	Occupational Therapist
School Librarian	Learning Disabled Teachers
Media Specialist	Service Provider
Department Chairperson	Adult Education Teachers
Project Education Teachers	Project Education Counselor
Board Certified Behavior Analyst (BCBA)	Non-Certified Professional Staff Lead
Pre-K Specialists	

APPENDIX I

Group B

Superintendent	Supervisor, including of
Deputy Superintendent	Accounting
Associate Superintendent	Payroll
Assistant Superintendent	Cafeterias
Administrative Assistant to the Superintendent	Maintenance
Executive Director of Labor Relations and Staff Development	Transportation
Executive Director Instructional Services	Human Resource Services
Director, Including of	DPLC
Early Childhood Education	Federal Grants
Auxiliary Services	Pre-School
Capital Planning	Assistant Director for Special Education
Language Arts	Athletic Director
Vocational Education	Assistant Director of Vocational Education
Testing and Evaluation	Managers
Public Libraries	Research Consultant
Instructional Media	Coordinator
Recreation	Federal Grants Coordinator
Pupil Personnel Services	Purchasing Agent
Continuing Education	Subject Matter Consultant and Chairperson
Data Processing	Principal
Cultural Arts Coordinator	Assistant Principal
Recreation Specialist	Class Principal
Dean	Cultural Arts Specialist
Assistant Dean	Human Relations Specialist
Coordinator for Community Resources	Secretary to the Board
Project Director, Teaching-Learning Communities	Finance Officer
Reading Program Specialist	Programmer/Analyst
Program Supervisor, PPS	Special Projects Evaluator
	Electronics Technician
	Graphic Artist
	Assistant Graphic Artist
	Sports Director

Ann Arbor Education Association
Grievance Request and Worksheet

I.OFFICE USE ONLY

#:Administrator with whom grievance is filed:

II.(TO BE FILLED IN BY GRIEVANT AND/OR ASSOCIATION REPRESENTATIVE)

Building or unit _____ Assignment _____

Name of grievant _____ Date grievance occurred _____

III. Describe in detail the nature of the grievance and, if known, the sections of the Master Agreement which may be relevant to the grievance:

IV.Describe in detail the remedy which is sought for the above mentioned grievance:

V. I will normally be available for a grievance meeting with administrator during the following times:

VI. I hereby authorize the Ann Arbor Education Association and its agents to act as my representatives in the processing of this grievance and to sign on my behalf the original grievance report form.I further authorize the Association to carry on any appropriate appeal or to terminate processing of the above mentioned grievance after consultation with me concerning such action.

Signature of Grievant

1. **MY TEACHER IS FRIENDLY.**



2. **MY TEACHER HAS A GOOD SENSE OF HUMOR.**



3. **MY TEACHER IS PATIENT WITH ME.**



4. **MY TEACHER IS WILLING TO ADMIT MISTAKES.**



5. **MY TEACHER GIVES ME HELP WHEN I NEED IT.**



6. **MY TEACHER TREATS ME FAIRLY.**



7. **MY TEACHER LETS ME TELL ABOUT THINGS IN CLASS.**



8. **THE WORK MY TEACHER GIVES TO ME IS INTERESTING.**



9. **MY TEACHER EXPLAINS WORK SO THAT I CAN UNDERSTAND IT.**



10. MY TEACHER ANSWERS MY QUESTIONS ABOUT SCHOOL WORK.



11. MY TEACHER WANTS ME TO WORK AS HARD AS I CAN.



12. MY TEACHER MAKES LEARNING FUN.



13. MY TEACHER ENCOURAGES ME TO MAKE SUGGESTIONS AND GIVE MY IDEAS IN CLASS.



14. MY TEACHER LETS OUR CLASS HELP PLAN.



15. WE DO INTERESTING THINGS IN MY CLASS.



16. I LEARN A LOT FROM MY TEACHER.



17. I THINK MY TEACHER LIKES ME.



18. I LIKE MY TEACHER.



APPENDIX III - FORM B (NCPS ONLY) STUDENT OPINION FORM

APPENDIX III

FORM A

STUDENT OPINION OF TEACHER FORM

	Most of The time	Some of the time	Hardly Ever
1. My teacher is friendly.			
2. My teacher has a good sense of humor.			
3. My teacher is patient with me.			
4. My teacher is willing to admit mistakes.			
5. My teacher gives me help when I need it.			
6. My teacher treats me fairly.			
7. My teacher lets me talk about things in class.			
8. My teacher gives me work that is interesting to do.			
9. My teacher explains work so that I can understand it.			
10. My teacher answers my questions about school work.			
11. My teacher expects me to work as hard as I can.			
12. My teacher gives assignments that are reasonable in length.			
13. My teacher supports students even when their ideas are different from his/hers.			
14. My teacher makes learning fun.			

	Most of The time	Some of the time	Hardly Ever
15. My teacher encourages me to make suggestions and give my ideas in class.			
16. My teacher lets our class help plan.			
17. We do interesting things in my class.			
18. I learn a lot from my teacher.			
19. I think my teacher likes me.			
20. I respect my teacher.			
21. I think my teacher is a good teacher.			

Add any other comments:

APPENDIX III - FORM C (FOR NCPS ONLY) STUDENT OPINION FORM

This form was jointly developed by representatives of the Student Advocate School Board, Ann Arbor Education Association and the Board of Education.

FROM _____ to my students in

Teacher
Course Period Date

I am interested in learning what you think about my work as your teacher in this course. Please give me your honest opinion. Do not sign your name.

almost	almost	most of	some of	
	always	the time	the time	ever

Example: Teacher offers extra help.
one box

Please check

	almost	most of	some of	
always the time the time never				
1. Teacher seems to know subject matter.				
2. Teacher makes subject matter interesting.				
3. Teacher explains things clearly.				
4. Teacher gives relevant and interesting assignments.				
5. Teacher is fair in grading.				
6. Teacher is prepared.				
7. Teacher is willing to admit mistakes.				
8. Teacher makes allowances for students' personal problems.				
9. Teacher is considerate of differing opinions.				
10. Teacher is willing to give extra help.				
11. The teacher's speech and vocabulary are clear.				
12. The teacher makes grades available so that you can check your progress.				
13. Teacher is patient.				
14. Teacher controls noise level of class.				
15. Teacher provides relaxed atmosphere in class.				

16. Teacher is enthusiastic.

17. Teacher shows a sense of humor.

18. Teacher shows respect toward minority students. Comment.

Does the teacher show any prejudice, for example, racial, sexual, ethnic?
Comment.

What do you like about the teacher? What don't you like about the teacher?

	almost	most of	some of	
always the time the time never	almost			
Did you understand what was expected of you? What didn't you understand?				

	almost	most of	some of	
always the time the time never	almost			
Did the teacher's expectations seem reasonable? Why or why not?				

Which class session or unit was most interesting? Why?

Which class session or unit was least interesting? Why?

How could the teacher make the class more interesting?

	almost	most of	some of	
always the time the time never	almost			
Was the teacher fair? What wasn't fair?				

	almost	most of	some of	
always the time the time never	almost			
Were the lessons made clear? What wasn't clear?				

How could tests, quizzes, and other grading methods be improved?

APPENDIX III - FORM C (FOR NCPS ONLY) STUDENT OPINION FORM

14. Teacher encourages students to participate in discussions and asks questions.	encourages discourages	4 3 2 1 0	
15. Teacher challenges me to do my best.	challenges	4 3 2 1 0	doesn't challenge unfair
16. Teacher is fair in grading.	fair	4 3 2 1 0	
17. Teacher makes grades available so that you can check your progress.	available	4 3 2 1 0	not
18. Teacher holds regular review sessions before tests.	adequate reviews	4 3 2 1 0	never reviews
19. Teacher returns assignments regularly.	prompt returns	4 3 2 1 0	slow returns
20. Are there enough tests, quizzes, and assignments, etc. so that you knew what discussions to expect?	too many adequate discussions	4 3 2 1 0	to few
-2- (Appendix III) REVISED FORM C			
22. How would you rate discussions following tests, etc? (Did you understand the mis-explanations takes you made?)	adequate explanations	4 3 2 1 0	never
23. Did you receive enough individual attention?	adequate attention	4 3 2 1 0	not attention
24. Was the teacher fair in relationships with students? What wasn't fair?	fair	4 3 2 1 0	unfair
25. Is the course material presented in a way that shows any prejudice on the basis of racial, sexual, or ethnic group? Please comment.			
26. Does the teacher show any prejudice or biased feelings in dealing with minority students? Please comment.			
27. What <u>do</u> you like about the teacher?			
28. What <u>don't</u> you like about the teacher?			
29. Which class session or unit was the <u>most</u> interesting? _____			

APPENDIX III - FORM C (FOR NCPS ONLY) STUDENT OPINION FORM

Which class session or unit was the least interesting?

Please comment.

30. How could the teacher make the course more interesting?

31. How could tests, quizzes, and other grading methods be improved?

32. Would you recommend this course to someone else? Why, or why not?

33. Please comment on any of the following: homework, lectures, annoying habits of the teacher, books.

34. Any additional comments:

2022-23
AAEA TEACHERS
SALARY SCHEDULE

- 1% Salary Increase to the AAEA Teacher Salary Schedule as a retention incentive for the 2023 school year.
- Full Step Advancement, includes persons on Step 11 poised for L1 or L2 advancement.

2022-2023
AAEA TEACHERS

1% increase from 2021/22; 1 Step Movement

DEGREE / STEP	BA	BA + 30	MA	MA + 30 or BA + 60W/MA or 2 MA	ED. SPEC.	BA + 90/MA	PH.D.
Step 3	\$44,345	\$48,056	\$50,697	\$52,114	\$53,412	\$54,871	\$56,447
Step 4	\$46,896	\$51,243	\$54,105	\$55,575	\$56,950	\$58,426	\$60,101
Step 5	\$49,621	\$54,867	\$57,585	\$59,171	\$60,568	\$62,106	\$63,780
Step 6	\$52,346	\$57,728	\$61,224	\$62,810	\$64,248	\$65,813	\$67,593
Step 7	\$55,112	\$61,429	\$64,868	\$66,578	\$68,013	\$69,613	\$71,441
Step 8	\$58,000	\$64,741	\$68,548	\$70,502	\$72,045	\$73,840	\$75,899
Step 9	\$60,920	\$68,024	\$72,286	\$74,424	\$76,009	\$78,120	\$80,272
Step 10	\$63,927	\$71,450	\$76,069	\$78,000	\$79,677	\$81,761	\$83,997
Step 11	\$68,272	\$76,373	\$81,448	\$83,207	\$85,011	\$87,110	\$89,475
1% on schedule added for HE & E	\$68,955	\$77,137	\$82,263	\$84,040	\$85,862	\$87,982	\$90,370
L1	\$68,955	\$77,137	\$82,263	\$84,040	\$85,862	\$87,982	\$90,370
1% on schedule added for HE & E	\$69,645	\$77,909	\$83,086	\$84,881	\$86,721	\$88,862	\$91,274
L2	\$69,638	\$77,901	\$83,827	\$84,872	\$86,712	\$88,853	\$91,265
1% on schedule added for HE & E	\$70,335	\$78,681	\$84,666	\$85,721	\$87,580	\$89,742	\$92,178

HE = Highly Effective; E = Effective

The value of MA L2 includes additional \$750 per the 2017/18 Collective Bargaining Agreement

Longevity:

Placement on L1 and L2 for the 2022/23 school year to be determined by committee

Those poised for step movement to L1 and L2 will advance.

2023-24
AAEA TEACHERS
SALARY SCHEDULE

- To address the step freeze in the 2018/19 school year, all staff who were impacted by said freeze and who remain on the step schedule (not already on Steps 11, L1 or L2) will advance one (1) step in the 2022/23 school year upon ratification by both parties. Eligible staff will be paid 1/3 of their respective step increment on June 23, 2023. The District and Association shall mutually identify and agree to such eligible employees for step advancement and respective payment. (See Tentative Agreement Dated February 16, 2023).
 - Each party reserves the right to submit a name for inclusion or exclusion on the attached list, if facts and circumstances change. Inclusion or exclusion must be mutually agreed upon.
 - Solely for the purpose of this tentative agreement, a teacher is an active employee if assigned to a bargaining unit position for the school year in question, and the teacher is either actively at work or on an approved leave during a portion or all of that year. Impacted staff must be employed in the AAEA bargaining unit at the time of ratification of this agreement by both parties. Staff who leave employment prior to the end of the 2022/23 school year will receive a prorated portion of the increased amount.
- Longevity to be defined as ‘years of service completed in Ann Arbor Public Schools under the AAEA collective bargaining agreement, as of 9/30 of that applicable year. (e.g., 9/30/2023 for the 2023/24 school year)’.

In addition, the parties agree to the following for the 2023/24 fiscal year:

- 2% Salary Increase to the AAEA Teacher Salary Schedule for the 2023/24 school year.
 - Teacher Base Hourly for 2023/24 will be \$40.97
 - Appendix V Point value for 2023/24 will be \$7.46
- All current employees hired on or before December 31, 2022 will be eligible for a Full Step Advancement.
- Extend the \$750 on-schedule increase, as currently calculated on the MA Lane Step L2, to each lane’s L2 amount of the salary schedule beginning in the 2023/24 school year.
- A \$2,500 longevity payment will be paid to members annually who have completed seventeen (17) or more years of service as of 9/30 of the applicable year with Ann Arbor

Public Schools under the AAEA collective bargaining agreement on the second pay of December beginning in the 2023/24 school year. (See Tentative Agreement February 16, 2023)

**2023-2024
AAEA TEACHERS
2% increase from 2022/23 and full step movement**

DEGREE / STEP	BA	BA + 30	MA	MA + 30 or BA + 60W/MA or 2 MA	ED. SPEC.	BA + 90/MA	PH.D.
Step 3	\$45,232	\$49,017	\$51,711	\$53,156	\$54,480	\$55,968	\$57,576
Step 4	\$47,834	\$52,268	\$55,187	\$56,687	\$58,089	\$59,595	\$61,303
Step 5	\$50,613	\$55,964	\$58,737	\$60,354	\$61,779	\$63,348	\$65,056
Step 6	\$53,393	\$58,883	\$62,448	\$64,066	\$65,533	\$67,129	\$68,945
Step 7	\$56,214	\$62,658	\$66,165	\$67,910	\$69,373	\$71,005	\$72,870
Step 8	\$59,160	\$66,036	\$69,919	\$71,912	\$73,486	\$75,317	\$77,417
Step 9	\$62,138	\$69,384	\$73,732	\$75,912	\$77,529	\$79,682	\$81,877
Step 10	\$65,206	\$72,879	\$77,590	\$79,560	\$81,271	\$83,396	\$85,677
Step 11	\$69,638	\$77,901	\$83,077	\$84,872	\$86,712	\$88,853	\$91,265
<i>1% on schedule added for HE = Highly Effective or E = Effective</i>	\$70,334	\$78,680	\$83,908	\$85,721	\$87,579	\$89,742	\$92,177
L1	\$70,334	\$78,680	\$83,908	\$85,721	\$87,579	\$89,742	\$92,177
<i>1% on schedule added for HE = Highly Effective or E = Effective</i>	\$71,038	\$79,467	\$84,748	\$86,579	\$88,455	\$90,639	\$93,099
L2	\$71,781	\$80,210	\$85,489	\$87,320	\$89,197	\$91,381	\$93,841
<i>1% on schedule added for HE = Highly Effective or E = Effective</i>	\$72,499	\$81,013	\$86,344	\$88,194	\$90,089	\$92,295	\$94,780

The value of L2 includes additional \$750 per the 03-2023 Tentative Agreement

Teacher Base pay \$ 40.97
Appendix V Points \$ 7.46

Longevity:

L1* (1% higher than step 11.) Teachers with 10 years or more years of experience completed in Ann Arbor Public Schools under the AAEA collective bargaining agreement as of 9/30 of that applicable year (i.e. for 2023/24 it would be based on 9/30/2023).

L2** (2% higher than step 11.) Teachers with 14 years or more years of experience completed in Ann Arbor Public Schools under the AAEA collective bargaining agreement as of 9/30 of that applicable year (i.e. for 2023/24 it would be based on 9/30/2023).

A \$2,500 longevity payment will be paid to members annually who have completed seventeen (17) or more years of service as of 9/30 of the applicable year with Ann Arbor Public Schools under the AAEA collective bargaining agreement on the second pay of December beginning in the 2023/24 school year.

2024-2025
AAEA Teacher Salary Schedule

The parties agree to schedule the economic-reopener for the 2024/25 fiscal year starting in February 2024.

A committee will be formed to address and propose remedies for placement of current staff who find themselves with more time in the district, more advanced education, but are on the same steps as recent hires, with less time and/or education and to propose remedies specific to longevity L1 and L2.

All other provisions of this agreement shall remain in full force and effect as required by law during negotiations and until the agreement is terminated. No step increases or other increases to employee pay raises, compensation, or fringe benefits shall occur unless otherwise agreed.

APPENDIX V
Supplementary Pay

The point totals will be subjected to annual review and possible re-negotiation.

1. Student Support Services

- A. **Senior High School Counselors/Counselor of Continuing Education**
per diem for all time required beyond teacher contract days/hours - a minimum of 15 days as per 7.214.1
- B. **Middle School Counselors**
per diem for all time required beyond teacher contract days/hours - a minimum of 5 days as per 7.214.1
- C. **School-Court Liaison Agent**
per diem for all time required beyond teacher contract days/hours - a minimum of 5 days as per 7.214.1
- D. **Counselors at Ann Arbor Open School at Mack or A2Steam School**
per diem for all time required beyond teacher contract days/hours - a minimum of 5 days as per 7.214.1 (prorated for part-time)
- E. **Lead Online Teacher for the Options Program**
per diem for all time required beyond teacher contract days/hours - (may be required to work an additional fifteen (15) days at a mutually agreeable time paid at their per diem.)

2. Music Activities

A. Bands

- 1) Senior High School director 1,600 points
 Co-Director 150 points
- 2) Middle director 250 points
 Co-Director 125 points
- 3) Ann Arbor Open
 School at Mack and STEAM K-8 125 points
- 4) Jazz at Community High School 1,600 points

B. Orchestras

- 1) Senior High School director 800 points
 Co-Director 150 points
- 2) Middle Director 250 points
 Co-Director 125 points
- 3) Ann Arbor Open
 School at Mack and STEAM K-8 125 points

C. Chorus

- 1) Senior High School 800 points
- 2) Middle 225 points
- 3) Ann Arbor Open School at Mack and STEAM K-8 110 points
- 4) Senior High School Choral Cavalcade per director 150 points

D. Senior High Musical - one per year

1) Technical Director	200 points
2) Choreographer	200 points
3) Costumer	175 points
4) Dramatic Director	425 points
5) Orchestra Director	190 points
6) Vocal Director	200 points
7) Producer	525 points

3. Department Chairperson

A. District Level

- a. District Wide Core Subjects - ELA, Math, Science & Social Studies - full release positions.
- b. District-wide Elementary PE/Health- 1125 points plus 10 days release time and the option to work up to ten (10) days longer than the teacher calendar compensated at their per diem rate of pay.
- c. District-wide Secondary PE/Health- 1125 points plus 10 days release time and the option to work up to ten (10) days longer than the teacher calendar compensated at their per diem rate of pay.
- d. District-wide Media Specialist position is segmented into a K-5 and a 6-12 position. The Media Specialists in the respective positions will split the current stipend of 1125 points.
- e. District-wide Project Lead the Way position will be compensated based on FTE within the department, minus the PLTW District Chair FTE:
 - i. Department of 1.0-2.9 professional FTE 563 points
 - ii. Department of 3.0-9.9 professional FTE 1125 points
 - iii. Department of 10.0 professional FTE or more 1688 points
- f. Non-Certified Professional Staff (NCPS) Lead Position will have the option to be compensated as a 1.2 FTE employee or remain 1.0 FTE, appropriating 0.8 FTE to their NCPS assignment and 0.2 FTE to their lead duties and responsibilities. Professional development planning assignments for NCPS Lead approved by the Executive Director of SISS that are completed during summer vacation will be compensated at the contractual hourly amount (see Appendix V- 9(D) (2))
- g. District-Wide World Language - no additional stipend, release times varies per school year.

B. High School Level

1) Department of 1.0-2.9 professional FTE	563 points
2) Department of 3.0-9.9 professional FTE	1125 points
3) Department of 10.0 professional FTE or more	1688 points

70 release days per comprehensive high school will be provided for department chairs' use with principal's approval

The method of determining the number of members in a Department will be to count the total professional full time equivalent (FTE) allocation for the Department LESS 1.0 FTE as representative of the Department Chairperson. A release period for writing assignments for an individual whose assignment is split between English and Humanities will have .05 FTE multiplied by the number of assignments in each Department added to the respective Departments.

C. Curriculum Leaders

- 1) Middle School Curriculum Leaders - 282 points per year and no more than five (5) assignments.
- 2) Pathways to Success - English, Social Studies, Science, Math and an additional leader to represent special education, fine arts, health, media and technology - 282 points each school year.
- 3) Ann Arbor Open School at Mack and STEAM K-8 Curriculum Leader - 282 points per year.
- 4) Elementary curriculum leaders - see MOA dated December 12, 200

4. Literary Activities

A. Senior High School

- 1) Yearbook 380 points and either one (1) period each day each semester released or scheduled as a class.
- 2) Newspaper 338 points and either one (1) period each day each semester released or scheduled as a class.
- 3) Literary Magazine 281 points and either one (1) period each day for one (1) semester released or scheduled as a class.

B. Middle School, Ann Arbor Open School at Mack and STEAM K-8

- 1) Yearbook One (1) period released time, assigned as a regular class or entry level BA hourly, hours to be mutually determined in advance by the teacher and the principal, authorized by the Superintendent or their designee.
- 2) Newspaper One (1) period released time, assigned as a regular class or entry level BA hourly, hours to be mutually determined in advance by the teacher and the principal authorized by the Superintendent or their designee.

5. Secondary, Ann Arbor Open School at Mack and STEAM K-8 Dramatics

A. Senior High School

- 1) Dramatics and Theatre Guild 1,125 points
- 2) Production Board 637 Points to a maximum of 4 plays/year
- 3) Stage Manager 506 points
- 4) Debate 446 Points
- 5) Forensics 446 Points

B. Middle School

- 1) One Act Play 104 Points per play
- 2) Three Act Play 200 Points per play

C. Ann Arbor Open School at Mack and STEAM K-8

1) Multi classroom plays produced after school: 152 points

6. Student Activities

A. Cheerleading

- 1) Football 297 Points
- 2) Basketball 248 Points
- 3) Hockey 143 Points

B. Acquaneers 443 Points

C. Middle School*

- 1) Co-curricular Director (Building) 2092 points

*Ann Arbor Open at Mack and STEAM K-8 Directors will be paid 50% of applicable step.

7. Webmasters

	Number of Webmasters	Number of Buildings	Level of Compensation
Comprehensive High School Webmasters-Huron, Pioneer, Skyline	2	3	282 points
Community, Pathways to Success, Middle Schools, AAOpen at Mack, STEAM K-8	1	9	211 points
Elementary & Preschool School Webmaster	1	22	141 points

8. Interscholastic Sports Points

- 1. Athletic Trainer 1,485
- 2. Assistant Trainer 1,238
- 3. Head Baseball Coach 864
- 4. Junior Varsity Baseball Coach 614
- 5. 9th Grade Baseball Coach 576
- 6. Head Basketball Coach 880
- 7. Junior Varsity Basketball Coach 594
- 8. 9th Grade Basketball Coach 557
- 9. Head Cross Country Coach 397
- 10. Asst. Cross Country Coach 298
- 11. Head Field Hockey Coach 614
- 12. Junior Varsity Field Hockey Coach 491
- 13. 9th Grade Field Hockey Coach 461
- 14. Head Football Coach 893*
- *And one (1) release period during fall semester.
- 15. Junior Varsity Football Coach 714
- 16. Asst. Football Coach 670
- 17. 9th Grade Football Coach 670
- 18. 9th Grade Assistant Football Coach 503

19.	Head Men's Golf Coach	453
20.	Head Women's Golf Coach	525
21.	Head Men's Gymnastics Coach	518
22.	Assistant Men's Gymnastics Coach	389
23.	Head Women's Gymnastics Coach	855
24.	Assistant Women's Gymnastics Coach	641
25.	Head Ice Hockey Coach	809
26.	Assistant Ice Hockey Coach	607
27.	Head Soccer Coach	660
28.	Junior Varsity Soccer Coach	528
29.	9th Grade Soccer Coach	495
30.	Head Softball Coach	768
31.	Junior Varsity Softball Coach	614
32.	9th Grade Softball Coach	576
33.	Head Men's Swimming Coach	820
34.	Head Women's Swimming Coach	820
35.	Assistant Men's Diving Coach	638
36.	Assistant Men's Swimming Coach	615
37.	Assistant Women's Diving Coach	638
38.	Assistant Women's Swimming Coach	615
39.	Head Synchronized Swimming Coach	565
40.	Head Men's Tennis Coach	605
41.	Head Women's Tennis Coach	493
42.	Junior Varsity Men's Tennis Coach	484
43.	Junior Varsity Women's Tennis Coach	394
44.	Head Track Coach	752
45.	Assistant Track Coach	564
46.	Head Volleyball Coach	713
47.	Junior Varsity Volleyball Coach	570
48.	9th Grade Volleyball Coach	535
49.	Head Wrestling Coach	728
50.	Assistant Wrestling Coach	546

9. Other Activities

A. Secondary

1. Student Council
 - a. High School Student Council 750 points
(If not a teaching assignment or not released for one (1) period each day each semester).
 - b. Middle School Student Council 150 points
(If not a teaching assignment or not released for one (1) period each day each semester).
2. Science Camp Director 198 points
3. Asst. Sci. Camp Director 149 point
4. Academic Games BA1 hourly
(any academic game pre-approved by Curriculum And Instruction)
5. Saturday Programs BA1 hourly
6. Black Student Union - 141 points OR
one period released each day each semester
7. High School "SOS" Support Lab at Pathways School BA1 hourly
May be part of a 1.0 FTE assignment
8. Conflict Management Building Coordinator 206 points
9. Home building instructor in lieu of release hour 2251 points
10. Lead Teacher at Pathways to Success 206 points
11. Business Professionals of America Advisor 300 points
12. CTE Advisors. 300 points
These Advisors include: Auto Skills USA, Culinary Skills USA, and Homebuilding Skills USA, HOSA (Health Occupations Students of America) "Health Sciences", and DECA (Distributive Education Clubs of America) "Business & Marketing".

B. Elementary and Ann Arbor Open School at Mack and STEAM K-8

1. Lunch Duty (Voluntary) BA1 hourly
2. Student Service Unit* 149 points
3. Elementary School Teacher Leader & Conflict Management 206 points
Conflict Management
4. Lunch Supervision teacher: BA1 hourly
5. Black Student Union 28 points

*If the principal in an elementary school or at Ann Arbor Open School at Mack or STEAM K-8 decides the necessity for a Student Service Unit (Service Squad, Safety Patrol, or Student Council) and assigns teachers to those responsibilities on a voluntary basis.

C. Before and after school instructional support where teacher certification is required shall be compensated at the BA minimum hourly rate. The term (dates, times, and length) of this assignment shall be agreed upon prior to the commencement of the initial assignment.

D. Professional Development -

1. When the instructional division determines a need for the development and the delivery of a specified Professional Development offering, the office of Professional Development shall have the sole responsibility for determining qualifications and selection of the provider. Such provider shall receive compensation based on the agreed

upon number of hours for preparation and presentation at the rate of BA minimum hourly rate.

2. When Non-Certified Professional Staff (NCPS) PD planning assignments are approved by the Executive Director of SISS and that are completed during summer vacation will be compensated at the contractual hourly amount.

E. Curriculum Development will be paid at the current BA, minimum hourly rate.

10. The Board shall pay, except as noted below, for each supplementary pay position listed in #8 "Interscholastic Sports Points", in addition to the supplementary pay (points x \$ per point) specified for that position, an experience factor. The experience factor will be an amount equal to 3 percent (3.00%) of his/her supplementary pay, times the number of years (up to a maximum of ten (10) years) during which he/she has been in the supplementary pay position for a full season. No more than one (1) year of experience may accumulate in a single year per position and each position will accumulate experience separately.
11. The rate of pay per point for the **2022-23** school year is **\$7.31**. **The rate of pay per point for the 2023-24 school year is \$7.46** per point. Subsequent rates per point will be determined by taking the average percentage increase on the salary schedule (excluding increment) and multiplying that figure by the then current rate or pay per point.

Points for interscholastic sports are based on the system to be described and the attached memo of understanding.

12. Any position listed in APPENDIX V may, upon mutual consent of administration and the AAEA, be compensated by assigning FTE in place of or in addition to the monetary amount in this appendix.
13. Per Diem pay will be granted for time beyond contract calendar requirements for work with similar responsibilities.
14. Entry Level BA pay will be granted for time beyond contract calendar requirements for work with lesser responsibilities, including missed unassigned time.
15. The minimum hourly workload for assignments shall be agreed upon and then calculated by dividing the compensation by the Entry Level BA hourly rate. For the 2022-23 school year the Teacher Base Hourly Rate will be \$40.17 based on Entry Level BA \$44,345 divided by 184 work days divided by 6 hours per day. For the 2023-24 school year the Teacher Base Hourly Rate will be \$40.97 based on Entry Level BA \$45,232 divided by 184 work days divided by 6 hours per day. If the Association or the Administration believes that the point value assigned to the position is incorrect for the hours required either side may request the assignment be addressed through contractual problem solving.

SUPPLEMENTARY PAY

REVIEW COMMITTEE FOR INTERSCHOLASTIC SPORTS

- I. Purpose: To allow the representative of the Board and/or the head coaches of a sport to seek a review of the point factors affecting their particular sport in order to determine whether an adjustment in the factors is appropriate.

- II. Initiating the Review: Representatives of the Board of Education and/or the majority of head coaches of a particular sport may request a review of the point factors affecting their sport based on a change in program or factors subject to the following provisions:
 1. The point factor(s) must have changed by at least ten percent (10%) for three (3) consecutive years and that change affects the total for that sport. *
 2. It is predicted that this change will continue in future consecutive years.
 3. If there is a change in program, a request for review may be made immediately.

- III. Review Committee: The Review Committee shall be composed of three (3) representatives of the Board and three (3) representatives of the Association who shall review all claims put forth by the parties requesting the review, pursuant to regulations above and prepare a recommendation of the majority of the Committee for submission to the Superintendent or his/her designee.

* Point factors for hours will not be changed unless there is a change in the number of games/meets or a change in the season pursuant to MHSAA rules and regulations.

SUPPLEMENTARY PAY

METHOD OF CALCULATION FOR INTERSCHOLASTIC SPORTS - HIGH SCHOOL PROGRAM

I. HOURS

A. Time on Task

1. Tasks that were time estimated:

- Contest time
- Squad travel
- Warm-up
- Practices
- Locker Room Supervision

Range of Hours	Weight	Points
150-174	.475	357
175-199	.550	413
200-224	.625	469
225-249	.700	525
250-274	.775	582
275-299	.850	638
300-324	.925	694
325-349	1.000	750

II. PARTICIPANTS

In calculating the number of participants, twice the squad size was taken (Starters + Substitutes) as the number of participants. For sports were a second team, run by a junior varsity or assistant coach, is used these sports added twice the squad size.

Range of Participants	Weight	Points
0-29	.20	30
30-49	.40	60
50-69	.60	90
70-89	.80	120
90+	1.0	150

III. ASSISTANT/JUNIOR VARSITY COACHES

- A. To be determined by the number Assistant/Junior Varsity coaches supervised by a Head Coach.

Ten (10) Points for each authorized Assistant/Junior Varsity Coach.

IV. EQUIPMENT RESPONSIBILITY

Sports were divided into three (3) groups depending on the level of equipment responsibility.

<u>Heavy/High</u> Weight = 1.0; 25 points * Football * Gymnastics * Track * Baseball * Softball * Field Hockey * Ice Hockey	<u>Moderate/Medium</u> Weight = 0.6; 15 points * Gymnastics * Volleyball * Wrestling * Basketball * Swimming * Soccer	<u>Light</u> Weight = 0.2; 4 points * Tennis * Golf *Cross Country *Syn Swimming
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V. RISK/SAFEY RESPONSIBILITY

Sports were divided into four (4) groups based on the safety/risk responsibility of the coach.

<u>High</u> Weight = 1.0; 50 points * Football * Gymnastics * Ice Hockey * Soccer * Diving ** * Field Hockey	<u>Med-High</u> Weight = 0.7; 35 points * Tennis * Wrestling * Baseball * Softball * Track	<u>Light-Med</u> Weight = 0.4; 20 points * Volleyball * Basketball	<u>Light</u> Weight = 0.1; 5 points * Swimming * Golf * Cross Country * Syn Swimming
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** An Assistant Coach is in charge of diving and this has a high risk factor. As a result the Assistant Swimming Coach will receive more points than other Assistant Coaches.

FORMULA

The data and placement identified in the Method of Calculation was then inserted in the following range of points to arrive at the totals for each sport.

Distribution of Total Points

- A. Time on task +
 - B. Number of participants +
 - C. Number of assistant coaches +
 - D. Equipment Responsibility +
 - E. Safety/Risk Liability =
- Total Points

Points for Junior Varsity coaches will be figured by taking 80 percent of the points of the Head Coach

Points for Assistant Coaches will be figured by taking 75 percent of the points of the Head Coach

APPENDIX VI

SCHOOL HOURS

Regular Days - School hours subject to change based on calendar and agreements with respect to collaborative time.

Preschool 8:30 a.m. - 3:45 p.m.

Elementary* 8:56 a.m. - 3:59 p.m.

Ann Arbor Open School
at Mack 8:19 a.m. - 3:22 p.m.

Steam K-8 8:19 a.m. - 3:22 p.m.

Middle
(exclusive of 7.217**) 8:19 a.m. - 3:07 p.m.

Senior High (Times listed are based on regular school day, each high school offers at least one additional early or late session)
(exclusive of 7.217***)

Community 7:45 a.m. - 2:42 p.m.*(Times vary)
Community Evening Classes 7:45 a.m. - 8:00 p.m.

Huron 7:45 a.m. -2:36 p.m.

Pioneer 7:45 a.m. -2:36 p.m.

Pathways to Success 7:45 a.m. -2:41 p.m.
Options Evening Program 2:41 p.m. -7:19 p.m.

Skyline 7:45 a.m. - 2:36 p.m.

Adult Education
Pathways to Success**** 8:00 a.m. - 9:00 p.m.

*15 minutes before the start of the morning session, 2 minutes before the afternoon session. For after student dismissal refer to Article 7.217.3

**15 minutes before the start of the morning session and 20 minutes after the afternoon session.

***10 minutes before the start of the morning session if the teacher's session starts before 7:40 a.m., 15 minutes before the start of the morning session if the teacher's session begins at 7:40 a.m. or later, and 15 minutes after the afternoon teacher's session.

****No teacher at Pathways to Success may be required to work beyond the normal teacher day of consecutive assignments and unassigned time. However, teachers may apply for hours that exceed this limitation on a yearly basis. Teachers who voluntarily work non-consecutive hours with a portion of their schedules beyond normal school hours shall not be paid for the time in between.

APPENDIX VI

ANN ARBOR PUBLIC SCHOOLS
2022-23 Teacher Work Calendar

JULY - 2022					
M	T	W	TH	F	S
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

	Elem	Middle	High
Student	0	0	0
Teacher	0	0	0

AUGUST -- 2022					
M	T	W	TH	F	S
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23*	24*	25	26	
29	30	31			

	Elem	Middle	High
Student*	5	5	5
Teacher	7	7	7

SEPTEMBER -- 2022					
M	T	W	TH	F	S
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

	Elem	Middle	High
Student	20	20	20
Teacher	20	20	20

OCTOBER -- 2022					
M	T	W	TH	F	S
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

	Elem	Middle	High
Student	21	21	21
Teacher	21	21	21

NOVEMBER - 2022					
M	T	W	TH	F	S
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

	Elem	Middle	High
Student	18	18	18
Teacher	19	19	19

DECEMBER -- 2022					
M	T	W	TH	F	S
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

	Elem	Middle	High
Student	16	16	16
Teacher	16	16	16

JANUARY -- 2023					
M	T	W	TH	F	S
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

	Elem	Middle	High
Student	16	16	16
Teacher	16	16	16

FEBRUARY -- 2023					
M	T	W	TH	F	S
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28				

	Elem	Middle	High
Student	19	19	19
Teacher	19	19	19

MARCH -- 2023					
M	T	W	TH	F	S
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

	Elem	Middle	High
Student	18	18	18
Teacher	18	18	18

APRIL -- 2023					
M	T	W	TH	F	S
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

	Elem	Middle	High
Student	19	19	19
Teacher	19	19	19

MAY -- 2023					
M	T	W	TH	F	S
1	2*	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

	Elem	Middle	High
Student	22	22	22
Teacher	22	22	22

JUNE -- 2023					
M	T	W	TH	F	S
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

	Elem	Middle	High
Student	7	7	7
Teacher	7	7	7

TEACHER DAYS		Student Days
	DAYS	Days
ELEMENTARY	184.0	181.0
MIDDLE SCHOOL	184.0	181.0
HIGH SCHOOLS	184.0	181.0

-  NO SCHOOL - STUDENTS AND TEACHERS
-  NO SCHOOL - STUDENTS - Teacher PD Day
-  NO SCHOOL ALL LEVELS - Staff Extended PD counts as instructional time
-  EARLY RELEASE - ALL LEVELS, STAFF PD
-  EARLY RELEASE MIDDLE AND HIGH SCHOOLS - TRANSITION DAY
-  EARLY RELEASE - SEC PD; Gen Report Writing Staff release at end of normal work day
-  EARLY RELEASE - SEC PD AM; Gen Report Writing
-  STUDENTS AM ONLY - RECORDS DAY
-  HALF DAY - ELEMENTARY STUDENTS

* Westman and Mitchell Preschool have their own calendar.

APPENDIX VI

2022-23 Schedule for PD, Staff Meeting, AAEA, Etc.

Dates	Elementary	Secondary
August 22 <small>(or 26)</small>	Teacher Work Time (in buildings)	Teacher Work Time (in buildings)
August 23	Full day for staff – PD* (building)**	Full day for staff – PD* (building)**
August 24	Full day for staff – PD* (district)**	Full day for staff – PD* (district)**
August 25	Full day for staff – PD (build/dist)**	Full day for staff – PD (build/dist)**
August 31	Building Staff Meeting	Building Staff Meeting
September 14	Building Staff Meeting	Building Staff Meeting
September 20	Equity Implementation	Equity Implementation
September 21	AAEA	AAEA
September 28	Building Staff Meeting	Building Staff Meeting
October 5	Curriculum Design	Curriculum Design
October 13	Building Staff Meeting	Building Staff Meeting
October 19	AAEA	AAEA
October 20	Equity Implementation	Equity Implementation
October 26	Building Staff Meeting	Building Staff Meeting
November 2	Curriculum Design	Curriculum Design
November 8	AM Staff PD; PM Report Writing	Full day for staff – PD
November 9	Building Staff Meeting	Building Staff Meeting
November 16	AAEA	AAEA
November 30	Equity Implementation	Equity Implementation
December 7	Curriculum Design	Curriculum Design
December 14	Building Staff Meeting	Building Staff Meeting
January 11	Curriculum Design	Curriculum Design
January 18	Building Staff Meeting	Building Staff Meeting
January 20	Full day of school for students	PM Report Writing MS (only)
January 25	AAEA	AAEA
January 31	Equity Implementation	Equity Implementation
February 1	Curriculum Design	Curriculum Design
February 8	Building Staff Meeting	Building Staff Meeting

APPENDIX VI

February 15	AAEA	AAEA
February 22	Building Staff Meeting	Building Staff Meeting
March 1	Curriculum Design	Curriculum Design
March 3	PM Report Writing	Full day of school for students
March 8	Building Staff Meeting	Building Staff Meeting
March 15	AAEA	AAEA
March 22	Building Staff Meeting	Building Staff Meeting
April 5	Curriculum Design	Curriculum Design
April 12	Building Staff Meeting	Building Staff Meeting
April 19	AAEA	AAEA
April 20	Equity Implementation	Equity Implementation
April 26	Building Staff Meeting	Building Staff Meeting
May 2	Extended PD*	Extended PD*
May 3	Building Staff Meeting	Building Staff Meeting
May 4	Full day of school for students	Transition Day - 8th (Early Release - MS)
May 5	Full day of school for students	Transition Day - 5th (Early Release - MS)
May 10	Curriculum Design	Curriculum Design
May 19	PM Report Writing	Full day of school for students
May 25	Building Staff Meeting	Building Staff Meeting
June 8	Full day of school for students	PM Report Writing MS (only)

*PD days counting toward the 180-school-day requirement

**Subject to change based on facilitators, activities, etc.

APPENDIX VI

PAY DAY SCHEDULE FOR 2022-23

September 9	March 11
September 23	March 25
October 7	April 8
October 21	April 22
November 4	May 6
November 18	May 20
December 2	June 3
December 16	June 17
December 30	July 1
January 14	July 15
January 28	July 29
February 11	August 12
February 25	August 26

Future Pay Schedules will be published on the District Website under Staff Resources.

APPENDIX VII

INSURANCE AND INVESTMENT OPPORTUNITIES

Medical Insurance:

**Michigan Education
Special Services
Association (MESSA)**
P.O. Box 2560
1475 Kendall Blvd. East
Lansing, MI 48826-2560
Telephone: 1-800-336-0013
Website: www.messa.org

Priority Health
Maintenance Organization
1231 E. Beltline Ave. NE
Grand Rapids, MI 49525
Telephone: 1-800-446-5674

Blue Care Network
20500 Civic Center Dr.
Southfield, MI 48076
Telephone: 1-313-225-9000

Dental Insurance: Delta Dental
P. O. Box 9089
Farmington Hills, MI 48333-9089
Telephone: 1-800-524-0149

Life Insurance: Michigan Education Special Services Association (MESSA)
P.O. Box 2560
1475 Kendall Blvd.
East Lansing, MI48826-2560
Telephone: 1-800-292-4910

Long Term Disability: Michigan Education Special Services Association (MESSA)
Telephone: 1-800-336-0013

Vision: Vision Services Plan (Administered by MESSA)
Toll free phone: 1-800-877-7195

FURTHER INFORMATION IS AVAILABLE THROUGH THE FRINGE BENEFITS OFFICE (994-1666) IN THE HUMAN RESOURCE SERVICES DIVISION.

<u>Annuities:</u>	Aspire	810-265-0412 or 866-634-5873
	AXA Equitable	734-213-2145
	Consolidated Financial	800-232-2383
	Fidelity Investments	734-891-7325 or 800-343-0860
	National Life Group	248-982-9365
	Mass Mutual	734-214-3980
	Met Life	313-980-0124
	Paradigm Equities, INC/MEA	734-724-9954
	Foresters Financial	800-229-3940 or 248-663-5400 x205
	VALIC/AIG Retirement	800-448-2542
	VOYA	734-930-5500

When a minimum of 75 employees desire to participate with a specific company, payroll premium deductions can be arranged. Such other programs as may be agreed upon by the Board and the Association.

Investment and Loans: Michigan Educational Credit Union
4141 Jackson Road
Ann Arbor, MI48103
Telephone: (734) 761-7505

APPENDIX IX

SICK LEAVE BANK OPERATING PROCEDURES

1. The office of Human Resources and Legal Services shall have oversight of the Sick Leave Bank Application is made by calling 994-2240.
2. Days from the Sick Leave Bank shall be used only for a physical disability or illness of a teacher which, in the judgment of a physician, makes it necessary for the teacher to be absent from his/her assignment. Days from the sick leave bank may be used for absences to participate in religious observances, subject to the restrictions in Section 6.323. Up to thirty (30) days per year can be used by a teacher from the sick leave bank for an acute illness or the onset of a chronic illness of a family member which requires the teacher's presence, in the judgment of a physician.
3. A physician's verification shall be required for each instance of use of days from the Sick Leave Bank. Such verification must be submitted to the Office of Human Resource Services not later than ten (10) days after the first day withdrawn from the sick leave bank for any illness. The Board may require the teacher to secure a second opinion regarding the need for absence from a doctor appointed and paid for by the Board. If the two doctors are in disagreement, they shall select a third doctor and the teacher must secure an opinion from that doctor on the issue of need for absence. The third doctor's opinion shall be controlling for granting days from the bank. The board shall pay for the third doctor's costs.

In cases where a second or third doctor's opinion is being sought, the teacher shall be granted sick bank days until the final doctor's opinion is delivered to the teacher and Board, and if two of the three doctors do not believe the teacher needs to be off of work, the teacher's sick bank grant will end upon delivery of the third doctor's opinion. The Board will grant an unpaid leave of absence upon request for any teacher whose sick bank grant has been terminated. The teacher must see the above-mentioned doctors as soon as appointments can be made.

4. There shall be a limit of ninety (90) days use from the Sick Leave Bank for any one illness or disability for the teacher's duration of employment by the Ann Arbor Public Schools. A teacher may draw additional sets of ninety (90) days for subsequent documented different illnesses or disabilities upon approval of sick bank committee.
5. The responsibility for making application for the use of days from the Sick Leave Bank rests with the teacher. The following information will be required upon application:
 - a) Name
 - b) School or Unit
 - c) Approximate number of days needed and dates of these days
 - d) Name of physician
 - e) Date of appointment with physician.
6. Application for use of Sick Leave Bank must be made not later than 5:00 P.M. of the second day of an absence covered by the Sick Leave Bank.
7. An attempt will be made to confer with a teacher who fails to comply with the time limits described in 3 and 6 above, prior to any salary deduction or penalty for such non-compliance.

APPENDIX X

MINIMUM LONG TERM DISABILITY BENEFITS

EMPLOYEE ELIGIBILITY

All AAEA bargaining unit members under age 64 who are employed twenty (20) hours per week or more, and are in an eligible class for Long Term Disability Insurance benefits shall be covered.

WAITING PERIOD

Benefits will begin after the expiration of personal sick leave and sick leave bank, (but not less than ninety 90 work days) for that individual.

MONTHLY BENEFIT

Sixty-six and two-thirds percent (66.66%) of monthly contractual salary at the time the teacher begins collecting LTD, exclusive of bonuses and overtime.

MAXIMUM BENEFIT PERIOD

Accident benefits are payable during continuous disability to age 65.

Sickness benefits are payable during continuous disability to age 65.

Benefits are not payable for disability beyond the 65th birthday except to provide at least one (1) year of benefits during a period of total disability commencing prior to age 65.

WAIVER OF PREMIUM

All premiums payable for an insured's Long Term Disability insurance will be waived while monthly benefits are being paid because of his/her total disability.

SPECIAL BENEFITS AND PROVISIONS

1. Maternity shall be treated as any other disability or illness.
2. Pre-existing conditions will not be excluded after a teacher has worked for five (5) days.
3. Social Security benefits offset will be frozen at the level first granted to the teacher.
4. Alcoholism and Drug Addiction will be treated as any other illness.
5. A survivor benefit will be paid in accordance with the policy.
6. There shall be a regular or own occupation waiver for two (2) years after insurance benefits begin.

TERMINATION OF INSURANCE

Termination of the Long Term Disability Insurance Plan will not affect any claim established prior to the termination.

INTERPRETATION OF POLICY

Except as specifically provided herein, application and interpretation of the terms and conditions of the Long Term Disability policy is the responsibility and right of the carrier.

Appendix XII

FRINGE BENEFIT OPTIONS

MESSA ABC High Deductible Plan I, Rx \$10/\$40

RX Rider - 90 day maintenance drug prescription
\$1,400 Deductible - Single
\$2,800 Deductible - 2 people/family
Delta Dental Insurance Plan 100X: 75/75/50 (\$2,000)
Vision Care-VSP3 (Employee Paid)
Life Insurance: \$45,000, with AD&D
Long Term Disability

Priority Health HMO, RX \$15/\$30,

Delta Dental Insurance Plan 100X: 75/75/50 (\$2,000)
Vision Care-VSP3 (Employee Paid)
Life Insurance: \$45,000, with AD&D
Long Term Disability

Priority Health PPO, RX \$10/\$40,

\$250 Deductible - Single
\$500 Deductible - 2 People/Family
Delta Dental Insurance Plan 100X: 75/75/50 (\$2,000)
Vision Care-VSP3 (Employee Paid)
Life Insurance: \$45,000, with AD&D
Long Term Disability

Cash In Lieu Option

Delta Dental Insurance (80/80/80/\$2,000)
Life Insurance: \$50,000, with AD&D
Long Term Disability
Vision Care-VSP3 (Employee Paid)
\$2,000 per year cash incentive deposited into the employee's paycheck in monthly increments

Plan D (for part-time staff working at least .40 F.T.E.)

MESSA ABC High Deductible Plan I or Priority Health HMO or Priority Health PPO, opt to pay the amount of the premium that is beyond the Board's contribution. The Board shall pay the same pro-ration as their percent of time of employment.

Delta Dental Insurance Plan 100X: 75/75/50 (\$2,000)
Life Insurance: \$45,000, with AD&D
Long Term Disability

APPENDIX XIII
AAPS MENTOR PROGRAM

Year 1 Teacher: 10 hours per year; \$500 paid per semester
Year 2 Teacher: 7 hours per year; \$250 paid per semester
Year 3 Teacher: 4 hours per year; \$125 paid per semester

Contact Log and Payment Request are due twice per school year.
First semester forms due by last Friday of first semester
Second semester forms due by last day of school

Forms must be returned to Aileen Samson-email to samsona@aaps.k12.mi.us,
fax: 734-994-2955, or interoffice mail.

SEE AAPS Website (<https://www.a2schools.org/Page/15358>) for most up to
date Mentor Program information including Contact Log and Payment Request

APPENDIX XIV
GLOSSARY

1. CERTIFIED:

The holder of a certificate issued by the appropriate agency of the State of Michigan or the Government of the United States in any area in which a certificate is required shall be deemed to be certified. For the purposes of contract implementation, the words "professional education certificate" shall be added wherever the Master Agreement specifies continuing or life certificates.

2. COMPLAINT:

Any charge lodged against a teacher by the Board, an agent of the Board, or another employee of the Board (internal). or by a person not in the employ of the Board (external).Complaints originating with the Board, its agents or employees acting in the capacity of parents or citizens and not arising out of their employment shall be considered external.

3. DAILY RATE OF PAY:

The total yearly salary including the Regular Basic Salary Schedule rate plus all Supplementary Pay directly related to the primary assignment, divided by the total number of days for which the individual teacher for whom the rate is to be determined is paid.

4. DISCIPLINARY ACTION:

Any action taken against a NCPS by the Board or an agent of the Board as the result of alleged misconduct, failure to abide by Board policies which have been adopted and distributed to NCPS, or the terms of this Master Agreement. Disciplinary action may include but is not limited to formal reprimand, censure, docking, suspension, demotion and discharge.

5. FORMAL REPRIMAND FOR NCPS:

Reproof or rebuke for alleged misconduct, delivered, in writing, to a teacher and the Association by the Board or an agent of the Board, stating the cause for the reprimand, corrective action to be taken, if any, and potential disciplinary measures contemplated if corrective action is not undertaken or the misconduct is repeated.

6. GRIEVANCE:

Any complaint against the Board or its agents arising from alleged infraction, violation, misapplication or misinterpretation of this Master Agreement.

7. GRIEVANCE, ASSOCIATION:

An informal or formal grievance filed by the Association on behalf of an individual member of the bargaining unit, a class of members within the bargaining unit, the entire bargaining unit and/or the Association as the bargaining unit representative.

8. GRIEVANCE, CLASS:

An informal or formal grievance filed by two or more individuals of the bargaining unit affected similarly by a condition, Board policy and/or action.

9. GRIEVANCE, FORMAL:

A grievance filed in writing, using the form appearing in Appendix II of this Master Agreement, with the Board or its agents and subject to the time limits and conditions set forth in Section 4.200 of the Agreement.

10. GRIEVANCE, INFORMAL:

A grievance filed orally with the Board or an agent of the Board with written notice to the Association and the Assistant Superintendent of Human Resources and Legal Services that the grievant intends to pursue the grievance informally. Such notice, when received automatically suspends the time limit for the initial filing of a Formal Grievance pending the outcome of the informal procedure. grievant, under the informal procedure, is entitled to the same rights, including counsel, assistance and protection, from the Association as is given the teacher filing a Formal Grievance.

11. NEGOTIATE:

To confer in good faith in an attempt to arrive at agreement on matters relating to wages, hours and conditions of employment or other matters stipulated in this Master Agreement. Negotiations shall be carried on only by duly constituted Negotiating Teams as defined below.

12. NEGOTIATING TEAM:

The body selected by either party to this Agreement empowered to carry on negotiations and vested with full authority to negotiate on behalf of its constituency.

13. REGULAR BASIC SALARY SCHEDULE:

The salary schedule appearing as Appendix IV of this Agreement.

14. SUBSTITUTE, EXTENDED TIME:

Any substitute taking the place of a regular teacher whose absence is of sufficient duration to require of the substitute the effective personal direction and determination of the learning situation for a period in excess of five (5) consecutive school days.

15. SUPPLEMENTARY PAY:

Pay over and above the Regular Basic Salary Schedule, as defined above.

16. TEACHER:

An employee of AAEEA bargaining unit who is certificated and therefore subject to the Michigan Teachers' Tenure Act, 1937 PA4, MCL 38.71 et. seq., as amended.

17. NON CERTIFICATED PROFESSIONAL STAFF (NCPS):

An employee of the AAEEA bargaining unit who is not certificated and therefore not subject to the Michigan Teachers' Tenure Act, 1937 PA4, MCL 38.71 et. seq., as amended. (Examples-Social Workers, Nurse)

18. REVENUE:

Operating income due the District from Local, County, State and Federal sources.

19. MIDDLE SCHOOL:

For purposes of contract implementation, middle schools shall be treated as intermediate or junior high schools except where new agreements have been reached.

20. EQUIVALENT:

Equivalence as used in Sections 7.441.2 and Section 7.442.2 is not meant to mean exactly equal number, but close to equal workload. Some cases on caseload may demand substantially more time than others, and different school programs may demand more time for pre-referral activities and direct service to students.

21. CONSENSUS AND CONSENSUS PROCESS:

This consensus model refers only to section 7.322.5 and does not modify the role of the principal as defined in that section. The parties agree that consensus means that all participants in the process must either be in agreement on the decision or have declared that they can live with the decision. The persons participating in consensus wherever it appears in this agreement are all AAEEA bargaining unit members assigned to a building and the principal.

The key components to that process include:

- A. A discussion of the options and the proposal of a decision.
- B. A polling of the participants to determine if they agree with the proposed decision.

- C. An explanation by those who disagree of why they disagree.
- D. A discussion of how the decision might be modified to allow those who disagree to come into agreement, and modification of the proposed decision.
- E. A polling of the participants to determine if they agree with or can live with the revised decision.
- F. If there is still disagreement, an explanation by those who disagree of why they disagree.
- G. If necessary, the group continues to work through steps D through F until consensus has been reached.
- H. If consensus cannot be reached after good faith attempts at the process, the group may, after a one day wait, vote by secret ballot on the matter with a 90% majority necessary for approval.
- I. The Association may, at any time, cause up to a three workday delay in the decision making process in order to meet with the AAEEA members in that building.

22. HUDDLE:

Huddles are brief, issue-focused, flexible, collaborative team meetings with participation by both parties.

APPENDIX XV

Non-Certified Professional Staff (NCPS)
Evaluation Calculation Rubric

Domain 1	# earned/ TOT
Domain 2	# earned/ TOT
Domain 3	# earned/ TOT
Domain 4	# earned/ TOT
	TOT / TOTAL

0.0 - 1.0	Ineffective
1.1 - 1.7	Minimally Effective
1.8 - 2.5	Effective
2.6 - 3.0	Highly Effective

Refer to the Ann Arbor Public Schools website "For Staff" Page for the full set of NCPS Rubrics.

Memorandum of Agreement
between
The Ann Arbor Education Association
and
The Ann Arbor Board of Education
August 3, 2022

The parties recognize that there have been additional responsibilities for our AAPS Robotics team which currently include Four High Schools, Two Middle Schools, and Two Elementary Schools. We recognize a need for a District Team Manager which, in the past, was covered by PLTW District Dept. Head.

The AAPS District Robotics Team Manager responsibilities include:

- Maintaining and or acquiring building and testing space for all teams
- Coordinating State and local grant funding
- Coordinate with the AAPS finance grants office
- Organizing field trips
- Other supports as needed

The position is needed to ensure that we are providing a reasonable level of support for coaches, students and families participating in this important district-supported program. The parties recognize there is an absence of a contractual stipend for this position and have agreed to the following:

- A stipend for the role of District Robotics Team Manager of \$5000 is established and shall be paid in two installments; mid-year (\$2500) and June (\$2500).

This MOU expires at the end of the 2027-2028 school year and a continuation will be considered at that time based on need.

This memorandum of agreement constitutes the entire understanding and agreement reached by the parties with respect to this matter, and is not precedent setting as to the master contract or the policies of the Board of Education of the Ann Arbor Public Schools.



John Randle
Assistant Superintendent,
Human Resources and Labor Relations



George Przygodski
3C Executive Director

10/18/2022
Date

10-17-2022
Date

MEMORANDUM OF AGREEMENT
between
Ann Arbor Education Association and Ann Arbor Public Schools

Subject to approval by the Board of Education:

Whereas, on October 29, 2019, the AAEA filed grievance 2020-02 with the District alleging that Kristin Mahler and approximately 263 other teachers were not properly placed on the negotiated salary schedule during the 2017-2018 and 2018-2019 contract years; and

Whereas, the District timely denied the grievance at each step during the negotiated grievance process; and

Whereas, the AAEA filed a demand for Arbitration on January 13, 2020; and

Whereas, since January 13, 2020 and through the date of this Agreement the District has denied any violation of the applicable collective bargaining agreements.

NOW, THEREFORE, to resolve all disputes regarding this grievance and to avoid the time and expense of arbitration, the Ann Arbor Education Association ("AAEA" or "Association") and the Ann Arbor Public Schools ("AAPS" or "District") agree to the following, which is subject to written approval by the Board of Education:

1. Teachers identified within Group A (attached) shall receive a non-recurring, non-precedent setting off schedule bonus in the amount of \$225, with a mutually agreed upon April, 2021 payroll. Group A teachers must be on the payroll as an active employee as of that payroll date in order to be eligible for the one-time 2020-2021 bonus. [current joint estimate 157 teachers]
2. With the first payroll of the 2021-2022 school year, the Group A teachers shall advance to their applicable L1 or L2 placement. Group A Teachers must be on the payroll as an active employee as of the first payroll of 2021-2022 in order to be eligible for such advancement. [current joint estimate 157 teachers]
3. Also, as of the first payroll of the 2021-2022 school year, teachers identified within Group B (attached) shall receive a non-recurring, non-precedent setting off schedule bonus in the amount of \$225, provided that they are on that payroll as an active employee of the District. [current joint estimate 106 teachers]
4. As of the first payroll of the 2022-2023 school year, Group B shall be advanced to their applicable L1 or L2 placement, provided they are on that payroll as an active employee of the District. [current joint estimate 106 teachers.]
5. No teacher shall advance to L1 or L2 prior to 2021-2022. The salary schedules for 2020-2021 and 2021-2022 shall include an asterisk at the bottom which reads, "Teachers are placed on L1 and L2 per a Memorandum of Agreement dated January 28, 2021."
6. Each party reserves the right to submit a name for inclusion or exclusion on the attached lists, if facts and circumstances change. Inclusion or exclusion must be mutually agreed upon.

Handwritten signature
2-1-21

7. Solely for purposes of this Memorandum of Agreement, a teacher is an active employee if assigned to a bargaining unit position for the school year in question, and the teacher is either actively at work or on an approved leave during a portion or all of that year.
8. The Parties shall also split equally any fees charged by the mutually agreed upon Arbitrator upon cancellation of the December 8, 2020 arbitration date.
9. Grievance 2020-2 shall be withdrawn with prejudice upon approval of this Memorandum of Agreement ("MOA") by the AAPS Board of Education.
10. It is understood and agreed that this settlement of grievance #2020-2 is the compromise of disputed claims, and that the consideration referred to herein is not to be construed as an admission of wrongdoing, liability, or of the meaning of specific terms of the applicable collective bargaining agreement on the part of any Party or Parties hereto, or any of their employees or agents, which liability is expressly denied.
11. This MOA is intended to be a final resolution of all issues in connection with the claims at issue in this matter, and is also intended by each party to release the other party and its representatives from liability arising out of the claims at issue in this matter.
12. This MOA is the result of a good faith compromise by both Parties, is not precedent setting, does not establish a custom or binding past practice, and may not be admitted as evidence in any proceeding, except to enforce the terms of this Agreement, as written. More specifically, negotiations for 2022-2023 and subsequent years, not this MOA, shall govern the salary schedule and placement on L1 and L2 for individuals not listed in either Group A or B, or not identified through the procedure set forth within paragraph 6.
13. This MOA sets forth the entire agreement between and among the parties hereto with respect to the claims described herein and supersedes any other written or oral understandings. This Settlement Agreement does not reflect any other terms or conditions or agreements between or among the parties with respect to any other matter.

ANN ARBOR EDUCATION ASSOCIATION

By: [Signature]
 Title: 3rd Executive Director
 Date: 1-28-2021

ANN ARBOR PUBLIC SCHOOLS

By: [Signature]
 Title: Deputy Superintendent / General Counsel
 Date: January 28, 2021

Memorandum of Agreement

between

The Ann Arbor Education Association

and

The Ann Arbor Board of Education

Amended

The parties have collaboratively agreed to an established District annual fund of \$10,000 in recognition of NCPS staff for achieving National Board Certification in their respective NCPS discipline.

1. The NCPS eligible employee must submit proof of a valid NCPS Board Certificate. **For the 2021-22 and 2022-23 school years, proof of a valid NCPS Board Certificate must be made no later than November 1 to be included in the December lump sum payment.** The valid certifications must be submitted through the google form link:

<https://forms.gle/UQmSvfgpHEYCDFDe6>

2. The annual fund will be equally divided among the NCPS staff who are nationally board certified up to a maximum of \$1,000. NCPS staff less than 1.0 FTE will receive a prorated share from the annual fund.
3. The annual fund will be established for the 2020-21, 2021-22 & 2022-2023 school years.
4. **For 2020-21, the district will make the lump sum payment in the second paycheck in June. For the 2021-22 and 2022-23 school years, the district will make the lump sum payments in the first paycheck in December.**

This Memorandum of Agreement constitutes the entire understanding and agreement reached by the parties with respect to this matter, and is not precedent setting as to the master contract or the policies of the Board of Education of the City of Ann Arbor.

This Memorandum of Agreement expires December 21, 2022 and shall not renew without the parties written consent.

ANN ARBOR PUBLIC SCHOOLS

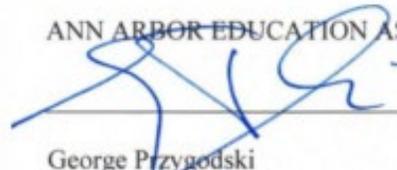


David A. Comsa
Deputy Superintendent/General Counsel

6/7/21

Date

ANN ARBOR EDUCATION ASSOCIATION



George Przygodski
3C Executive Director

6-7-2021

Date

Memorandum of Agreement
between
The Ann Arbor Education Association
and
The Ann Arbor Board of Education

The parties recognize that there have been additional responsibilities for lead counselors at the three comprehensive high schools including Naviance Scope & Sequence, and SEL & Mental Health Triage Support. In addition, AAPS has added at least one counselor to each department.

Lead counselors have been integral members of the building leadership teams and have taken on a lot of additional responsibility during the COVID 19 Pandemic to ensure that we are providing for students and families the high level of support they expect and - most importantly - need.

The parties recognize there is an absence of a contractual stipend for these positions and have agreed to the following:

For the 2022-23 school year, there shall be a building-level stipend for the three lead counselors at Huron, Pioneer, and Skyline of \$5000, paid mid-year (\$2500) and June (\$2500). This is a one-time compensation for the time and amounts set forth above. This MOU expires at the end of the 2022-23 school year, and there is no representation by the district that that it will be extended.



George Pryzgodski
3C Executive Director



John Randle, Assistant Superintendent
Ann Arbor Public Schools

8-24-2022
Date

08/19/2022
Date

Memorandum of Agreement
Between
The Ann Arbor Education Association Office Professionals
And
The Ann Arbor Board of Education

International Baccalaureate Programme at Mitchell Elementary School, Scarlett Middle School and Huron High School

The Ann Arbor Education Association and the Ann Arbor Board of Education are committed to the continued success of the above referenced programs. The following understanding is reached between the parties with respect to contract variances protecting the integrity of the IB programming.

AAPS IB Collaboration:

The parties agree to create a collaborative structure as a part of Ann Arbor IB programming that develops and maintains IB Programme Standards and Practices. Time set aside for IB collaboration will be used in support of all IB needs.

- PYP at Mitchell:
 - IB Classroom teachers use dedicated IB collaboration time with the IB facilitator to develop and maintain the IB Programme Standards and Practices.
 - IB collaboration time of up to 10 hours per month per classroom teacher will be provided by 3.0 FTE "IB Collaboration Time Teachers" assigned to Mitchell who will implement the IB Programme of Inquiry when IB classroom teachers are collaborating with the IB facilitator.
 - IB Collaboration Time Teachers will be paid at the long-term sub rate of pay.
 - IB classroom teachers will develop collaboration day lesson plans using a template linked at <http://tinyurl.com/IBMOA> (compensation up to 4 hours per month within the team as determined by the team)
 - IB collaboration day lesson plans should be available for IB Collaboration Time Teachers at least 48 hours in advance of the collaboration day.
 - IB Collaboration Time Teachers will use the lesson plans developed by the IB classroom teachers for collaboration day activities.
- MYP at Scarlett:
 - Middle School unassigned time for the 2021-22 school year will be 47 minutes of individual preparation time per day and 47 minutes of common collaboration for IB integration time per day
- MYP/DP/CP at Huron:
 - High School unassigned time for the 2021-22 school year will be 50 minutes of individual preparation time per day and 50 minutes of common collaboration for IB integration time per day

AAPS IB Curricular Units

Mitchell, Scarlett and Huron teachers collaborate to write, teach, assess and reflect upon the Ann Arbor IB curricular units.

The parties agree the collaborative structure is used to develop and maintain the IB schools curriculum, instruction and assessment with a focus on maintaining the integrity in the pedagogical decisions connected to the Ann Arbor IB curriculum and philosophy will be the priority in pedagogical decisions.

- **PYP:**
 - IB Units of Inquiry for each grade that cover all Michigan Academic Standards as well as the components of Primary Years Programme
 - Use the PYP assessment criteria for all units with four objectives/criteria for each subject group
 - Develop and use formative assessment tasks to monitor student growth and achievement, guide instructional decisions, and evaluate the outcomes of units of inquiry
- **MYP:**
 - IB Units of Inquiry for each course that cover all Michigan Academic Standards as well as the components of the Middle Years Programme
 - MYP Assessments: All MYP units of inquiry are assessed using 4 identified MYP criteria. Each criterion is assessed using the defined achievement levels. These rubrics are common for each subject area group and change in year 1, 3, and 5 of the program.
- **DP/CP:**
 - IB Units of Inquiry for each Diploma Program course that cover all IB Diploma Program aims and objectives as well as Michigan Academic Standards where applicable.
 - IB Units of Inquiry for the Diploma Program and Career-related Program Core Advisory that cover all aims and objectives of these IB elements.
 - DP and CP assessments focus on defined aims and objectives giving both formative and summative opportunities for students. All IB Internal and External Assessments are expected to be met in accordance with IB guidelines each year.

AAPS Professional Development

- The parties agree to create a collaborative team to design a professional development plan that prioritizes IB curriculum and instruction and aligns with district initiatives where needed. A focus on maintaining the integrity of the IB program will be a priority in decisions around PD for the IB schools. This team will meet annually in May each year (or as soon as possible) in preparation for the subsequent school year and will include district administration, building administration, IB Facilitators, and other AAEA members.
- MYP across Scarlett and Huron will identify at least one meeting per semester for the purpose of IB vertical alignment.

IB Professional Development

The parties recognize that IB teachers periodically attend IB professional development as required to maintain IB accreditation.

- Examples:
 - IB 101 New Teacher PD with Ann Arbor IB Facilitators
 - PYP and MYP workshops hosted in AAPS approximately every 5 years
 - DP / CP workshops as curriculum is revised, as teachers begin teaching a course new to them, and to maintain program requirements for training.
- Compensation:
 - For off-site IB PD: District pays for training, travel, hotel, and guest teacher.
 - For on-site IB PD: District pays for training and curriculum rate/hour (15 hours)
 - For virtual IB PD (synchronous): District pays for training and curriculum rate/hour outside of the school day OR a guest teacher when during the school day
 - For online IB PD (asynchronous): District pays for training, 16 hours curriculum rate/hour to complete this training, and guest teacher (if needed).

Reporting:

The parties recognize the need for report cards to meet state, district and IB requirements:

- PYP: IB teachers use the AAPS elementary report card as well as the IB with an IB focused summary and comments for the current two units as a part of collaboration time
- MYP: IB teachers report district required grades as well as IB achievement scores as a part of collaboration time.
- DP/CP: IB classroom teachers report district required grades as well as IB reporting requirements as a part of collaboration time:
 - Internal Assessments to the IB and report
 - Predicted Grades to IB
 - DP/CP Core teachers report progress on core requirements to students using ManageBac and ultimately to the IB.
 - Extended Essay supervisors report progress using ManageBac, score and report grades using criteria to IB.
 - Reflective Project supervisors report progress using ManageBac, score and report grades using criteria to IB.

Additional Time Requirements:

The parties recognize that, in order to maintain IB accreditation, some out of the school day time commitments from staff are required. Additional time requirements for teachers will be compensated.

PYP teachers who are required to attend evening events beyond contractual obligations will be compensated.

MYP Personal Project Exhibition

- 1.5 hour evening event for ~19 teachers paid at curriculum rate/hour

DP/CP Information Nights

- DP/CP Options Night - 1 hour (all DP/CP Teachers)
- DP/CP Info Nights (fall and spring) - 1 hour (optional to DP/CP Core teachers)

Extended Essay (EE) Support

- Required 3 meetings with students
- Required to grade EEs and submit scores to IB software program
- Extended Essay mentors receive a stipend of \$120 per EE student upon completion of duties.

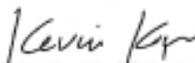
Annual MOA Review

The parties will convene annually in February to consult and review the need to modify this memorandum.

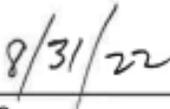
This Memorandum of Agreement constitutes the entire understanding and agreement reached by the parties with respect to this matter, and is not precedent setting as to the master contract or the policies of the Board of Education of the City of Ann Arbor.



Fred Klein, AAEA President



Kevin Karr, Executive Director
AAPS Teaching and Learning



Date



Date

Memorandum of Agreement
Between
The Ann Arbor Education Association
And
The Ann Arbor Board of Education

COVID Mitigation Strategies - 2022-23 school year

The parties understand and agree that the Ann Arbor Public Schools ("AAPS") or (the "District") has developed these mandatory health and safety requirements to decrease the risk of infection for students, staff, employees, contractors, and visitors to District buildings and property for the 2022-23 school year. These requirements are based on [guidance from the Centers for Disease Control and Prevention](#) (the "CDC") and the Washtenaw County Health Department. AAPS protocols can be found at <https://www.a2schools.org/site/Default.aspx?PageID=17522>.

The parties understand and agree that the purpose of this memo is to inform all bargaining unit members, employees, contractors, visitors, parents, and members of the public of the steps AAPS is taking to safeguard health and safety, as well as the responsibilities and expectations for bargaining unit members employees, contractors, visitors, parents, and other members of the public when they enter District buildings or are on District property. Furthermore, the purpose of this memo is to stipulate any working conditions that fall outside of the collective bargaining agreement between the Ann Arbor Education Association and the Ann Arbor Public Schools.

This document specifies the current policy of the Ann Arbor Public Schools for the safe operation of our schools during the COVID-19 pandemic for the 2022-23 school year. It is the expectation of the District that all employees are aware of, and are compliant with, these health and safety requirements. **Failure to meet these expectations will result in discipline up to and including discharge.** It is also the understanding that the parties understand the need for flexibility and cooperation due to the ever changing nature of the COVID-19 virus and variants.

Tools, steps and systems that will continue to serve us well in protecting against all respiratory illnesses and setting the course for a successful 22-23 school year include:

1. Strict adherence to the critical health practice of monitoring for symptoms and remaining home when experiencing symptoms,
2. Staying current with COVID vaccination and boosters, now available for all age groups, six months and older,
3. Enhanced ventilation, including more frequent and comprehensive replacement of air filters across all school and district buildings,
4. Increased use of outdoor settings for learning, activities, and breaks during the day,
5. Support for at-home testing, as supplies allow, and
6. Close and continuous school/district monitoring of COVID staff and student cases and rapid response by AAPS COVID Response Team to potential clusters and outbreaks.

Masking

The Ann Arbor Public Schools will always remain a mask-friendly environment. We understand that masking indoors is an important prevention strategy that many will continue to practice.

Fall 2022 Guidance on masking in AAPS schools is as follows.

In the AAPS, wearing masks indoors will be required in the following situations:

- For students/staff who test positive and return to school during days 8-10 of their isolation period.*
- During classroom, team, or other group outbreaks.
- In the school nurse clinics and during clinical health services in buildings (e.g. WCHD hearing/vision screenings). This is an OSHA requirement.

** Those who decline to mask or are unable to mask must stay out of school for the entire isolation period. When reporting their case, staff will affirm their plan of masking or staying in isolation.*

Masking is strongly recommended in these circumstances:

- When the CDC Community Level is "High" - RED
- For students/staff who are household or personal contacts of a COVID case.
- When notified that 10% of a classroom, team, or group has tested positive.
- For anyone with respiratory symptoms, even if testing negative for COVID or flu.

In addition:

- Masks are encouraged indoors when CDC Community Level is 'MEDIUM' - Yellow
- Masks are welcomed indoors when CDC Community Level is 'LOW' - Green

5 Actions to Take During all CDC Community Levels for Staff, Students and Families

1. Stay up to date with vaccinations and boosters
2. Stay home when sick or symptomatic
3. Know when to mask indoors
4. Be ready to test at home
5. Know what to do with a positive result or exposure

Testing Positive: Reporting and Isolation

Staff who test positive for COVID are required to report using the Staff/Volunteers reporting link: bit.ly/StaffCOVIDCase22-23

As has been the past practice, staff who test positive are required to isolate at home for a period of at least five days and may return on days 6-10 if: fever-free for 24 hours; symptoms have significantly improved; and able to wear a tight-fitting mask indoors through the 10-day period. AAPS strongly recommends testing on day 5 before returning to school on day 6 and continuing isolation until receiving a negative test result or until day 11. Staff may refer to the document entitled: [What to Do If You Test Positive](#) which is available on the district [COVID and Health Guidance page](#).

Confidentiality

All medical information, including vaccination status, requests for accommodations and COVID-19 test results will be kept confidential and stored separately from employee personnel records. Confidential information may be shared as required by health departments for contact tracing or for any other legally allowable reason.

Paid Sick Leave

Staff will receive 5 additional paid sick leave days, separate from and in addition to employees' existing paid leave should the staff test positive for Covid-19. To be eligible for the COVID sick days the staff must report their COVID positive test using the Staff/Volunteers reporting link: bit.ly/StaffCOVIDCase22-23

No staff serving on an approved leave of absence (including but not limited to FMLA, Sick leave, LTD, etc.) will be required to perform instructional responsibilities, and they shall remain on paid leave pending release by their physician.

Continuing Mitigation Measures

The employer will continue COVID-19 mitigation measures for cleaning and disinfection of buildings through the 2022-23 school year.

This Memorandum of Agreement constitutes the entire understanding and agreement reached by the parties with respect to this matter, and is not precedent setting as to the master contract or the policies of the Board of Education of the Ann Arbor Public Schools.

This Memorandum of Agreement expires at the end of the 2022-23 school year and shall not renew without the written agreement of both parties.



George Przygodski
3C Executive Director

9-15-2022

Date



John Randle Sr.
Assistant Superintendent, HR

09/16/2022

Date

Memorandum of Agreement
between
The Ann Arbor Education Association
and
The Ann Arbor Board of Education

TLNs & Building Professional Learning Teams (PLTs) 2022-2023

The parties agree that Teaching & Learning Networks (TLNs) are important opportunities for teachers to collaborate in peer-led communities for the purpose of supporting one another in the work of providing equitable instructional experiences and environments for our students. The TLN Joint Committee will work together over the course of the 2022-2023 school year to establish an enhanced TLN structure for the 2023-2024 school year. TLN Schoology Groups will continue to serve as spaces for connection and the sharing of resources.

The following understanding has been reached between representatives of the Ann Arbor Education Association and the Ann Arbor Public Schools Board of Education pertaining to the structure for teacher collaboration in equity implementation for the 2022-2023 school year.

Building PLTs

- a. Building PLTs will operate as building-based teams led by teachers, for teachers for the purpose of bringing together course/grade specific teams of teachers and NCPS staff to collaborate and support one another in the development of equity-centered, effective instructional design and implementation.
- b. Building PLT Facilitators will be compensated at the agreed upon hourly rate of (\$40.17) 2 hours for every hour of presentation and/or facilitation.
- c. Building PLT Facilitators shall meet with principals prior to each Equity Implementation Day to ensure facilitators are prepared to lead the charge connected to professional learning.
- d. The parties recognize the importance of preserving staff meetings, Curriculum Design, and AAEA meeting time. Therefore, for the 2022-2023 school year, Building PLTs will meet during 4 established early release dates:
 - i. October 20
 - ii. November 30
 - iii. January 31
 - iv. April 20

- e. During the four early release days, professional learning sessions and Building PLT times are as follows:

Level	Day End	District or Building* PL (60 min)	Equity Implementation Teams (60 min)
HS	12:21	12:41 - 1:41	1:51 - 2:51
MS	12:33	12:53 - 1:53	2:03 - 3:03
K-8	12:46	1:06 - 2:06	2:16 - 3:16
ES	1:18	1:38 - 2:38	2:48 - 3:48

The TLN Joint Committee will convene by June of 2023 to collaborate and establish the design of the TLN model for the 2023-2024 school year.

This Memorandum of Understanding constitutes the entire understanding and agreement reached by the parties with respect to this matter, and is not precedent setting as to the master agreement or the policies for the Board of Education of the Ann Arbor Public Schools.

ANN ARBOR PUBLIC SCHOOLS
ASSOCIATION



John Randle
Assistant Superintendent
Human Resources and Labor Relations

10/20/2022
Date

ANN ARBOR EDUCATION



George Przygodski
3C Executive Director

10-19-2022
Date

Memorandum of Agreement
Between
The Ann Arbor Education Association
And
The Ann Arbor Board of Education
Special Education Resource Teachers

The AAEA and AAPS agree to the following for the 2022-2023 school year only for hard-to-fill special education positions.

The parties recognize that given today's marketplace, special education classrooms requiring Resource Program Teachers are hard-to-fill positions. The parties also agree that students in these classrooms are entitled by law to FAPE. As a result, the following is agreed to:

- All full-time (1.0 FTE) AAEA staff who currently work as a special education Resource Program Teacher assigned to fulfill an IEP, will be paid \$2,500 in off-schedule, lump sum payments, as follows: \$750 in December 2022, \$750 in March 2023 and the final \$1000 in June 2023.
- Less than full-time special education classroom Resource Program Teacher (< 1.0 FTE) will be paid a pro-rated amount in proportion to their FTE.
- All new staff filling special education Resource Program Teacher positions will be paid a pro-rated amount based on start date.
- All current AAEA staff who transfer into a special education Resource Program Teacher position will be paid a pro-rated amount based on start date.
- Employees receiving the off-schedule, lump sum payments must be employed by the district on the date of the lump sum payment to be eligible to receive the payment.

This Memorandum of Agreement expires at the end of the 2022-2023 school year and shall not renew without the written agreement of both parties.

This Memorandum of Agreement constitutes the entire understanding and agreement reached by the parties with respect to this matter, and is not precedent setting as to the master contract or the policies of the Board of Education of the Ann Arbor Public Schools.



George Przygodski
3C Executive Director

10-25-2022

Date



John Randle
Assistant Superintendent, Human Resources

10/25/2022

Date

Memorandum of Agreement
between
The Ann Arbor Education Association
and
The Ann Arbor Board of Education

Agreement to resolve those impacted by Half-Steps

The following understanding has been reached between representatives of the Ann Arbor Education Association and the Ann Arbor Public Schools Board of Education pertaining to an agreement for movement for individuals on half-steps.

The parties recognize:

- An agreement was negotiated to eliminate half steps.
- The tentative agreement signed June 28, 2022 provided a retention incentive for "Full Step Advancement".
- There are 12 individuals named below that were on half steps at the time of this agreement.

All parties agree that these individuals will be moved to the next respective step in their then-current lane, with their salary value adjusted for the value of a full step. By way of example an individual on 3b or 3.5 will be moved to step 4 and paid at the value of step 4.5. The value of each individual's salary will be the salary of the "next respective step" as referenced above, plus 50% of the difference between that next respective step and the step above it. In the example above, the value of the salary is the step 4 salary plus 50% of the difference between the salaries of step 4 and step 5, in that individual's current lane, on the 2022-2023 salary schedule..

These individuals will be treated as having standing on the half-step on which they will be paid and will move in step increments equivalent to their peers in future negotiations, unless a contrary agreement is reached. For example, if full step advancement is negotiated and granted in the

future, these individuals will once again be moved to the next respective step in their then-current lane, with their salary value adjusted for the value of a full step using the calculation methodology above.

This Memorandum of Understanding constitutes the entire understanding and agreement reached by the parties with respect to this matter, and is not precedent setting as to the master agreement or the policies for the Board of Education of the Ann Arbor Public Schools.

ANN ARBOR PUBLIC SCHOOLS
ASSOCIATION



John Randle
Assistant Superintendent

10-28-2022

Date

ANN ARBOR EDUCATION



George Przygodski
3C Executive Director

10-27-2022

Date

**named individuals on file in HR.*

Memorandum of Agreement
between
The Ann Arbor Education Association
and
The Ann Arbor Board of Education

Calculation Clarification of the AAEA Salary Scale

The following understanding has been reached between representatives of the Ann Arbor Education Association and the Ann Arbor Public Schools Board of Education pertaining to a calculation adjustment on the AAEA Salary Scale.

The parties recognize:

- The tentative agreement signed June 27, 2017 prescribed a "\$750 on schedule increase to MA Lane, L2" effective with the 2017/18 school year.
- A formula error on the 2017/18 AAEA Salary Schedule created a compounding calculation that carried into future salary tables erroneously inflating the MA L2 w/HE-E step for the years from 2017/18 to 2021/22.
- The 180 AAEA members on this step agree they have been overpaid \$3729 over the course of the past 5 years.
- The parties agreed to hold members harmless over this calculation error as set forth in this agreement.

The parties also recognize:

- The tentative agreement signed June 28, 2022 provided for a "1% Salary Increase to the AAEA Teacher Salary Schedule".
- The 2022/23 salary table value was correctly calculated based on the following methodology:

Step 11	=	\$81,448
L2 = Step 11 +2%		\$83,077
Add \$750 from 17/18 agreement		\$83,827
HE/E = L2 + 1%		\$84,666

To resolve concern that the 180 members named on the attachment below did not receive the value of 1% over the prior salary table value; the parties agree to:

- Correct and repost an amended 2021/22 salary table to reflect the proper calculation of this step.
L2 w/HE-E on the 2021/22 was originally calculated as \$84,584

Corrected calculations based on the same methodology above would yield:

Step 11	=	\$80,641
L2 = Step 11 +2%		\$82,254

Add \$750 from 17/18 agreement	\$83,004
HE/E = L2 + 1%	\$83,835

- The 180 individuals agree to reimburse the district for the \$749 overpayment (\$84,666 less \$83,835) from the 2021/22 school year.
- Deductions will be made over the remaining checks for the 2022/23 contract year.
- The 180 individuals will be paid \$749 to recognize the 1% retention incentive agreed to in the tentative agreement signed June 28, 2022.
- Payment will be made over the remaining checks for the 2022/23 contract year.

This Memorandum of Understanding constitutes the entire understanding and agreement reached by the parties with respect to this matter, and is not precedent setting as to the master agreement or the policies for the Board of Education of the Ann Arbor Public Schools.

ANN ARBOR PUBLIC SCHOOLS
ASSOCIATION



John Randle Sr
Assistant Superintendent

10-28-2022
Date

ANN ARBOR EDUCATION



George Przygodski
3C Executive Director

10-27-22
Date

Memorandum of Agreement
Between
Ann Arbor Public Schools
And
Ann Arbor Education Association

MEMO OF UNDERSTANDING - PRESCHOOL CALENDAR AND PLANNING TIME

The AAEA and the Ann Arbor Board of Education have worked collaboratively to address the contractual loss of unassigned time due to the past established school calendars. The contractually bargained preschool calendars were reviewed and both parties being desirous to figure out an “alternative plan” to address the unassigned planning time matter that may continue in 2023-2024, agree to collaboratively work to develop a mutual solution to this concern. However, if a mutual solution is not reached by the 2nd week of the school year, the members affected will receive the requested \$408 payment (aligned with the 2022-2023 Preschool Planning Time Compensation Memo of Agreement).

PRESCHOOL CALENDAR

Shift two of the Fridays with students.

Those are: Move Friday, November 3 with students to Friday, November 10. This way, preschool has 4 student days the week of the election -the week of the 6th - 10th.

Additionally, move the May 17, date to January 19th so the preschool will have 4 student attendance days the week on MLK.

This Memorandum of Agreement constitutes the entire understanding and agreement reached by the parties with respect to this matter and is not precedent setting as to the master contract or the policies of the Board of Education of the Ann Arbor Public Schools.

This Memorandum of Agreement expires at the end of the 2023-24 school year and shall not renew without the written agreement of both parties.

_____ Fred Klein _____

Fred Klein
AAEA



John Randle
Ann Arbor Public Schools

_____ 7/11/2023 _____

Date

_____ 7/11/2023 _____

Date

Ann Arbor Public Schools 2023-24 Calendar
AAEA New Version updated 7-27-23

August	Monday	21	Full Day In-building Teacher/Staff Work Day (or Friday 8/25)
	Tuesday	22	Full Day PD for Staff
	Wednesday	23	Full Day PD for Staff
	Thursday	24	Full Day PD for Staff
	Friday	25	Full Day In-Building Teacher/Staff Work Day (or Monday 8/21)
	Monday	28	First Day for Students – Full Day of School
September	Friday	1	No School for Students, Faculty & Staff
	Monday	4	No School for Students, Faculty & Staff (Labor Day)
	Tuesday	5	School Resumes
	Wednesday	27	Early Release Day for Elem, K-8, Middle & High School Students Faculty & Staff = Equity Implementation PD
October	Wednesday	4	Student Count Day
	Wednesday	11	11 th PSAT/NMSQT – Late Start for 9 th , 10 th & 12 th
	Fri-Mon	13-16	No School for Students, Faculty & Staff (Fall Break)
	Tuesday	31	Early Release Day for Elem, K-8, Middle & High School Students Elem/K-8 = Report Writing MS/HS = PD/IB Vertical Alignment
November	Tuesday	7	No School for Students and Staff
	Friday	17	Pathways & Skyline Trimester Exams – Hours 1 & 2
	Monday	20	Pathways & Skyline Trimester Exams – Hours 3 & 4
	Tuesday	21	Pathways & Skyline Trimester Exams – Hours 5 & Make-up period
	Wed-Fri	22-24	No School for Students, Faculty & Staff (Thanksgiving Break)
	Monday	27	School Resumes
December	Wednesday	6	Early Release Day for Elem, K-8, Middle & High School Students Faculty & Staff = Equity Implementation PD
	Friday	22	Winter Break begins at end of day
	Mon-Fri	25-29	No School for Students, Faculty & Staff (Winter Break)
January	Mon-Fri	1-5	No School for Students, Faculty & Staff (Winter Break)
	Monday	8	School Resumes
	Monday	15	No School for Students, Faculty & Staff (MLK Day)
	Tuesday	16	Community, Huron, & Pioneer Semester Exams – Hours 1 & 7
	Wednesday	17	Community, Huron, & Pioneer Semester Exams – Hours 2 & 3
	Thursday	18	Community, Huron, & Pioneer Semester Exams – Hours 4 & 5
	Friday	19	Community, Huron, & Pioneer Semester Exams – Hours 6 & Make-up period; High School = Exam Grading/Report Writing
	Wednesday	31	Early Release Day for Elem, K-8, Middle & High School Students Faculty & Staff = Equity Implementation PD

February	Wednesday	14	Student Count Day
	Fri-Tue	16-20	No School for Students, Faculty & Staff (Mid Winter Break)
	Wednesday	21	School Resumes
	Tuesday	27	Presidential Primary Election - No School Day for Students and Staff
March	Wednesday	6	Pathways & Skyline Trimester Exams – Hours 1 & 2 Early Release Day for Elem, K-8, Middle & High School Students Elem/K-8/MS/Pathways/Skyline = Report Writing/Exam Grading Community/Huron/Pioneer = Building PD
	Thursday	7	Pathways & Skyline Trimester Exams – Hours 3 & 4
	Friday	8	Pathways & Skyline Trimester Exams – Hours 5 & Make-up period
	Mon-Fri	25-29	No School for Students, Faculty & Staff (Spring Break)
April	Monday	1	School Resumes
	Wednesday	10	Early Release Day for Elem, K-8, Middle & High School Students Faculty & Staff = Equity Implementation PD
	Thursday	11	11 th WorkKeys, 9 th or 10 th PSAT – Late start for 9 th or 10 th (not testing) & 12 th 8 th PSAT – Late start for 6 th & 7 th
	Wednesday	17	11 th SAT, 9 th or 10 th PSAT – Late start for 9 th or 10 th (not testing) & 12 th
	Tuesday	30	Transition Day for 8th Grade; Early Release for High School Students
May	Thursday	2	Transition Day for 5th Grade; Early Release for Middle School Students
	Tuesday	7	No School for Students (Election Day)
	Wednesday	15	Early Release Day for Elem, K-8, Middle & High School Students Elem/K-8 = Report Writing MS/HS =/IB Vertical Alignment
	Monday	27	No School for Students, Faculty & Staff (Memorial Day)
June	Monday	10	Community, Huron & Pioneer Semester Exams – Hours 1 & 7
	Tuesday	11	Community, Huron & Pioneer Semester Exams – Hours 2 & 3; Pathways & Skyline Trimester Exams – Hours 1 & 2
	Wednesday	12	Community, Huron & Pioneer Semester Exams – Hours 4 & 5; Pathways & Skyline Trimester Exams – Hours 3 & 4 Early Release for MS HS/MS = Exam Grading/Report Writing
	Thursday	13	Last Day for All Students - Half Day Community, Huron & Pioneer Semester Exams – Hours 6 & Make-up period; Pathways & Skyline Trimester Exams – Hours 5 & Make-up period Last Day of School Dismissal for Elementary, K-8, Middle & High School Students

Preschool/A2V have separate calendars

2023-24 Schedule for PD, Staff Meeting, AAEA, Etc.

Dates	Elementary/K-8	Hours	MS/HS	Hours
August 21 (or 25)	Teacher Work Time (in buildings)		Teacher Work Time (in buildings)	
August 22	Full day for staff (PD* building)**	6.0	Full day for staff (PD* building)**	6.0
August 23	Full day for staff (PD* District)**	6.0	Full day for staff (PD* District)**	6.0
August 24	Full day for staff (PD* District AM/Building PM)**	6.0	Full day for staff (PD build/Dist)**	6.0
August 25 (or 21)	Teacher Work Time (in buildings)		Teacher Work Time (in buildings)	
August 30	Building Staff Meeting	1.5	Building Staff Meeting	1.5
September 6	No meeting		No meeting	
September 13	AAEA		AAEA	
September 20	Building Staff Meeting	1.5	Building Staff Meeting	1.5
September 27	Early Release TLN Equity Implementation	30 min 2.0 hrs	Early Release TLN Equity Implementation	30 min 2.0 hrs
October 4	Curriculum Design / Departmental Meeting	1.5	Curriculum Design / Departmental Meeting	1.5
October 11	Building Staff Meeting	1.5	Building Staff Meeting	1.5
October 18	AAEA		AAEA	
October 25	Building Staff Meeting	1.5	Building Staff Meeting	1.5
October 31	Early Release Report Writing	2.5	Early Release TLN Equity Implementation IB Vertical Alignment	2.5
November 1	Curriculum Design / Departmental Meeting	1.5	Curriculum Design / Departmental Meeting	1.5
November 7	No School for Students & Faculty		No School for Students & Faculty	
November 8	Building Staff Meeting	1.5	Building Staff Meeting	1.5

November 15	AAEA		AAEA	
November 29	Curriculum Design / Departmental Meeting	1.5	Curriculum Design / Departmental Meeting	1.5
December 6	Early Release TLN Equity Implementation	30 min 2.0 hrs	Early Release TLN Equity Implementation	30 min 2.0 hrs
December 13	Building Staff meeting	1.5	Building Staff meeting	1.5
December 20	AAEA		AAEA	
January 10	Curriculum Design / Departmental Meeting	1.5	Curriculum Design / Departmental Meeting	1.5
January 17	Building Staff Meeting	1.5	HS Building Staff Meeting MS Building Staff Meeting MS Report Writing	1.5 45 min 45 min
January 19	Full day for students		Full day for MS students HS only Exam Grading/Report Writing	
January 24	AAEA		AAEA Report Writing	45 min 45 min
January 31	Early Release TLN Equity Implementation	30 min 2.0 hrs	Early Release TLN Equity Implementation	30 min 2.0 hrs
February 7	Curriculum Design / Departmental Meeting	1.5	Curriculum Design / Departmental Meeting	1.5
February 14	Building Staff Meeting		Building Staff Meeting	
February 21	AAEA	45 min 45 min	AAEA	
February 27	No School for Staff and Students		Presidential Primary Election	
February 28	Building Staff Meeting	45 min 45 min	Building Staff Meeting	1.5
March 6	Early Release Report Writing	2.5	Early Release MS/Pathways/Skyline = Report Writing/Exam Grading Community/Huron/Pioneer = Building PD	2.5

March 13	Building Staff Meeting		Building Staff Meeting	
March 20	AAEA		AAEA	
April 3	Curriculum Design / Departmental Meeting	1.5	Curriculum Design / Departmental Meeting	1.5
April 10	Early Release TLN Equity Implementation	30 min 2.0 hrs	Early Release TLN Equity Implementation	30 min 2.0 hrs
April 17	Building Staff Meeting	1.5	Building Staff Meeting	1.5
April 24	AAEA		AAEA	
Apr 30	Full day of school for students		Early Release for HS students Transition Day for 8th grade	
May 1	Building Staff Meeting	1.5	Building Staff Meeting	1.5
May 2	Full day of school for students 5th grade students visit MS		Early Release for MS students Transition Day for 5th grade	
May 7	No School for Students, Faculty & Staff		No School for Students, Faculty & Staff	
May 8	AAEA		AAEA	
May 15	Early Release Report Writing	2.5	Early Release Equity Implementation TLN IB Vertical Alignment	2.5
May 22	No Meeting		No Meeting	
May 29	Building Staff Meeting		Building Staff Meeting	
June 5	No Meeting		No Meeting	
June 12	Full day of school for students		MS/HS Early Release MS/HS Exam/Grading Report Writing	2.5
June 13	Last day of school/Half day		Last day of school/Half day	

*PD days counting toward the 180-school day requirement

**Subject to change based on facilitators, activities, etc.

PA-45 Scheduled Days and Clock Hours of Pupil Instruction

Daily Schedule

Level	Drop	Start	End
Comp HSs	7:53	8:00	2:51
Community	7:53	8:00	2:57/3:50*
Pathways	7:53	8:00	2:56
MS	8:03	8:15	3:03
K - 8	8:03	8:15	3:18
K - 5	8:38	8:45	3:48
PK	8:15	8:25	3:45

**Community - PM Times vary based on students' schedules*

Early Release Days for Students

Level	Day End	Grade Level Time Content Area Time TLN Team Time	District PD Building PD IB Vertical Alignment
HS	12:00	12:20 - 12:50	12:50 - 2:51
MS	12:15	12:35 - 1:05	1:05 - 3:03
K-8	12:30	12:50 - 1:20	1:20 - 3:18
ES	1:00	1:20 - 1:50	1:50 - 3:48

Curriculum Design, Staff Meeting, AAEA

Level	Day End	Start	End
HS	2:51	3:03	4:33
MS	3:03	3:15	4:45
K-8	3:18	3:30	5:00
ES	3:48	4:00	5:30

High School Exam Times

Start Time	End Time
8:00	12:00

*9:40 dismissal time (busses) on the final day of each exam week; make-up period follows dismissal

Last Day of School Schedule - June 13

Level	Start Time	End Time
HS	8:00	9:40*
MS	8:15	10:45
K-8	8:15	10:50
ES	8:45	11:30

*9:40 dismissal time (busses) on the final day of each exam week; make-up period follows dismissal



John Randle, Sr.
Assistant Superintendent
Human Resources & Employee Relations

08/24/2023



Fred Klein
President Ann Arbor Education
Association

08/28/2023