Detroit Public Schools Community District and AFSCME Local 345

TENTATIVE AGREEMENT

The parties agree to extend their current collective bargaining agreement scheduled to expire on December 31, 2016, in consideration of the modifications set forth below:

1. Compensation
Bargaining unit members who are employed as of October 21, 2016 and actively on the payroll as of December 2, 2016 shall be paid an off-schedule bonus to be paid before December 25, 2016, in an amount to be determined as follows:

First, a total bonus amount for the entire bargaining unit shall be calculated as follows: a) the cost/amount of wage increases needed to move current bargaining unit members who have been on Step 1 for one or more years to Step 3, plus b) the cost/amount of wage increases needed to move other bargaining unit members one step (excluding bargaining unit members at the top of the wage schedule), plus c) the cost/amount of paying a 3% bonus to bargaining unit members at the top of the wage schedule based upon their estimated annual earnings for the 2016-17 school year based upon their current base wage rate and their estimated regularly scheduled hours of work for the 2016-17 school year as determined by the District; plus d) $9,000; this total of a, b, c and d above is hereafter called “Total Unit Bonus”.

Second, less than full-time bargaining unit employees (i.e., an employee regularly scheduled to work less than 30 hours per week) who are actively on the payroll as of December 2, 2016, shall receive an off-schedule bonus payment of $250. The payout of these amounts shall be subtracted from the Total Unit Bonus above, which shall be called the “Revised Total Unit Bonus”.

Third, this Revised Total Unit Bonus shall be divided by the actual number of full-time bargaining unit members employed as of October 21, 2016 and actively on the payroll as of December 2, 2016, the amount of which (the quotient) shall be the off-schedule bonus amount to be paid to a full-time bargaining unit employee (i.e., an employee regularly scheduled to work 30 hours or more per week). For example, if there were 652 full-time bargaining unit employees who were actively on the payroll as of December 2, 2016, and the Revised Total Unit Bonus was in the amount of $718,000, then each full-time bargaining unit member would receive an off-schedule bonus payment of approximately $1100.

In addition, if the District receives additional local revenues in excess of $12 million for the 2016-2017 school year, excluding one-time payments, then bargaining unit members on steps shall move one full step on the wage schedule, except bargaining unit members who have been on Step 1 for one or more years, who shall move to Step 3. However, employees shall be maintained at their current wage level, and there shall be no additional compensation paid to such members during the 2016-17 school year beyond the off-schedule bonus noted above; however, this step increase shall be recognized in the negotiations for a successor collective bargaining agreement as having occurred in the 2016-17 school year.
2. **Holiday – Veteran's Day**
   1. Veteran's Day is no longer a District holiday. Bargaining unit members shall work a full day on Veteran's Day, Friday, November 11, 2016, and receive their regular rate of pay for work performed.

   2. For the 2016-2017 school year, bargaining unit members shall not work on the day before Thanksgiving, Wednesday, November 23, 2016, but shall be given the day off with pay.

3. **Compensation: Office of School Nutrition**
   Members assigned to the Office of School Nutrition (OSN) shall be eligible to receive an efficiency bonus, if offered by the Office of School Nutrition. The amount and criteria for eligibility to receive the efficiency bonus shall be established by the Office of School Nutrition.

4. **Insurance**
   The parties recognize a mutual interest in having the best health insurance available at an affordable cost. The parties agree to the adoption and implementation of the Health Insurance program agreed upon by the Coalition of Unions and DPSCD, as approved by the Financial Review Commission. It is agreed that the open enrollment period will be reduced as necessary to three or possibly two weeks or less to provide additional time for the execution by the insurance carrier for implementation for the plan year January 1, 2017 through December 31, 2017.

5. **Calendar**
   The parties agree to the adopted and published calendar for the 2016-2017 school year.

6. **Items for Further Discussion**
   The parties agree to resume discussion on the following matters prior to the expiration of this Agreement on June 30, 2017:
   
   A. Longevity.
   B. Medicaid reimbursement.
   C. Payout of sick days upon retirement.
   D. Sick leave accrual.

7. The parties agree to include in the parties' agreement the attached "Statement of Commitment, Community Schools in Detroit."

8. The contract provisions of the current collective bargaining agreement not otherwise set forth herein or attached hereto shall continue.
9. This Agreement shall be effective upon ratification by the parties and approved by the Transition Manager and Financial Review Commission, and shall continue in effect until the initial elected Detroit Public Schools Community District school board takes office, and thereafter until June 30, 2017, subject to the limitations in MCL 380.12(b)(3).

For District:

[Signature]

Dated: 10/19/16

For the Union:

[Signature]

Dated: 10/19/16

Approved: [Signature]

Judge Steven Rhodes, Transition Manager

10/20/16
Statement of Commitment
Community Schools in Detroit

The AFSCME, Local 345 the City of Detroit, and the Detroit Public Schools Community District commit to exploring the expansion of community schools throughout DPSCD. Our goal is to bring together community resources, including public agencies, nonprofit organizations, higher education institutions, faith-based organizations, private philanthropy and the business community, among others. The purpose of this statement is to provide a basic framework to support the development and implementation of community schools in Detroit. By moving beyond the normal confines of the school and partnering with local stakeholders, community schools provide real solutions to the unique problems of the students and families they serve, and are another major step forward in reclaiming the promise of public education and can be central to the rebirth of the City of Detroit.

The Union, the school district and the city are committed to working together to identify a promising neighborhood that would provide an ideal location to pilot a system of community schools. In this way, the community schools would serve as catalysts and hubs for the revitalization of the neighborhood. The union, school district and city would work together to determine the best way to collaborate with community stakeholders to create sustainable community schools in Detroit. And with the success of pilot community schools, the model could be replicated to expand to a city-wide system of community schools in neighborhoods around Detroit.

Community schools can be the new heart of the community, itself, and can help promote stable, healthy neighborhoods. What’s more, they could create better conditions for both teaching and learning, where teachers, school staff, families, community members and service providers can come together in coordinated and results-focused partnerships, to meet the needs of students and families. This isn’t just another program: It’s a paradigm shift in the way we think about schools that goes well beyond just providing supports and services for students.

Detroit Community Schools Initiative would build on the community’s strengths, focusing on addressing the academic, physical, social and emotional needs of students and fostering the active involvement of families. The following components should be included in the basic framework.

- **A city-level or systems-level leadership team.** Our union, the district and the city would work collaboratively to establish a city-wide community schools “table,” to create an overall vision; create city-wide policy; align public/private resources to provide school site technical assistance; and create messaging.

- **Site leadership team – the local site governance structure drives school-neighborhood level efforts.** Decision-making should be transparent and be made by conducting needs and assess assessments with all stakeholders, including site-level union representatives, teachers, school staff and families.
• **Community schools would provide more than one type of service to students and the community**
  While services would be unique to the needs of the schools and community, they could include:
  Academic services, medical services, adult education classes, early childhood education, career and technical education, and restorative practices.

• **A site resource coordinator would ensure that service and community providers are working together**, focusing on the same set of results to provide students with the service most attuned to their social and emotional needs and building on classroom instruction.

• **Through union and district-led professional learning, community schools could better support and enable a strong curriculum.** Strong ties with the community lead to more partnerships and programs outside the classroom.

• **Community schools would support a shared vision and mission with the community and would be results-driven** All stakeholders-AFSCME, Local 345, DPSCD, community partners, families, school staff, and the city – share responsibility for accountability and continuous improvement. If we work from the premise that all children should be able to achieve academic success regardless of their neighborhood or circumstances, then there should be shared accountability for these outcomes by all who are involved in students’ lives.