1. Job Duties
The parties shall amend the Duties and Responsibilities section of DAEOE job descriptions for clerical and technical bargaining unit members to replace “other duties as assigned”, with “other clerical duties as assigned” or “other technical duties as assigned”, as applicable.

2. Article V – Compensation: Summer School Rate
Bargaining unit members working summer programs shall be paid an hourly rate of $18.00 contingent upon available and sustainable grant funds. In the event that there is no available and sustainable grant funding for the summer programs, the wages of bargaining unit members shall revert back to the regular summer school hourly rate of $10.97.

3. Article V – 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. Article V – Compensation
Bargaining unit members who are employed 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 regular scheduled hours of work for the 2016-17 school year as determined by the District; this total of a, b and c above is hereafter called “Total Unit Bonus”.

Second, this Total Unit Bonus shall be divided by the actual number of bargaining unit members employed and actively on the payroll as of December 2, 2016. For example, if there were 500 bargaining unit employees employed and actively on the payroll as of December 2, 2016, and the Total Unit Bonus was in the amount of $256,000, then each bargaining unit member would receive an off-schedule bonus payment of $512. All eligible bargaining unit employees shall receive the off-schedule bonus in the same amount.

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 as having occurred in the negotiations for a successor collective bargaining agreement.

5. **Article V – Compensation: O. Use of Vacation Days During Winter Break**
Ten (10) month DAE OE bargaining unit members with sufficient days in their "vacation bank" shall have the option to use five (5) vacation days to be paid for the winter break.

6. **Security/Door Monitoring**
Bargaining unit members assigned to schools that use video cameras for verification of a visitor’s identity for entrance into the building, shall not be responsible for reviewing, via camera, the visitor’s identification documentation prior to admittance into the building.

7. **Handling Funds**
The parties shall convene a meeting prior to November 30, 2016 to discuss and establish a training schedule for bookkeepers and others assigned the responsibility of handling funds.

8. **Article VI – Fringes: C. Holiday – Veteran’s Day**
1. Veteran's Day is no longer District holiday. Bargaining unit members shall work a full day on Veteran’s Day, Friday, November 11, 2016.

2. For the 2016-2017 school year, bargaining unit members shall not work, but be paid one-half (1/2) day off with pay on the day before Thanksgiving, Wednesday, November 23, 2016. In addition, bargaining unit members may also use one-half (1/2) day vacation on November 23, 2016.

9. **Article VI – Fringes: A. 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 DPS CD, 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.

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

11. **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. Payment of sick days upon retirement.
   B. Longevity Bonus.
   C. Vacation banks accrual.
   D. Substitute clericals rate of pay.
   E. Physician Statement after four consecutive work days of sick leave.
12. The parties agree to include in the parties' agreement the attached "Statement of Commitment, Community Schools in Detroit."

13. The contract provisions of the current collective bargaining agreement not otherwise set forth above or attached hereto shall continue.

14. This tentative agreement is contingent upon the approval of the Transition Manager and the Financial Review Commission, and upon ratification by the Detroit Association of Educational Office Employees members.

15. This Agreement shall be effective as of July 1, 2016 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: October 17, 2016

For the Union: 

[Signature]

Dated: October 17, 2016

Approved: 

Judge Steven Rhodes, Transition Manager

10/20/16

Date
Statement of Commitment
Community Schools in Detroit

The Detroit Association of Educational Office Employees, 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 organization, higher education institutions, faith-based organizations, private philanthropy and the business community, among other. 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—Detroit Association of Educational Office Employees, 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.