

**ADDENDUM TO THE
NEGOTIATED AGREEMENT
BETWEEN THE
ALBUQUERQUE MUNICIPAL
SCHOOL DISTRICT NUMBER 12
AND THE
ALBUQUERQUE TEACHERS FEDERATION
2012-2013**



**ALBUQUERQUE
PUBLIC SCHOOLS**



**ALBUQUERQUE
TEACHERS
FEDERATION**

This Contract Addendum to the 2011-2012 Negotiated Agreement includes the contract language changes agreed upon for the 2012-2013 school year.

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Article 2, FEDERATION RIGHTS

B. Rights

10. The Federation shall be furnished the following information:
 - a. at the end of the first twenty-day reporting period and two weeks after the start of the second semester, employee data, in numerical order by employee number, indicating name, address, phone number, state teaching license number, employee number, work location, salary, degree status, gender, assignment and/or job title, membership status, total years in teaching, total years in APS, date of hire, and district email addresses;

Article 6, REMUNERATION AND PROFESSIONAL SERVICES

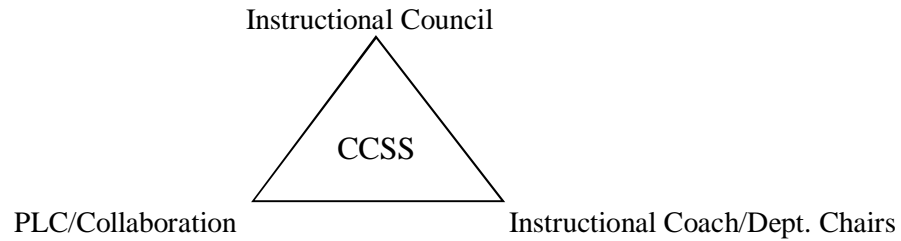
A. Salaries

7. Compensation
 - j. Teachers who teach in Intensive Support Programs (ISP), Behavior Intervention Programs (BIP) and Autism Specific Programs (Self-contained, full-day, as defined by the District Special Education Department) shall be paid five one-hundredths (.05) of the individual teacher's contracted salary. Compensation is being provided in recognition of occasional preparation time and lunch periods that are lost due to the unique nature of these programs.

Article 7 INSTRUCTIONAL COUNCILS (ICs)

- A. The District and the Federation agree to support the work of each school's Instructional Council (IC). ICs are established as part of a collaborative effort to improve and support the teaching and learning process in the Albuquerque Public Schools. It is the intent of the District and the Federation to allow the individuals on each council to use their collective expertise and experience concerning their site and community to address school issues that fall within the scope of instructional improvement. The following requirements and recommendations set limited parameters.
 1. The IC includes the principal, a federation representative elected by federation members at the school, teachers elected by teachers, and parents representative of the school parent body recognized by the school and may include representatives of other bargaining units as defined in their respective negotiated agreements, and any other personnel and/or students deemed appropriate by the IC and elected by their constituent group.
 2. Teachers shall comprise at least fifty percent (50%) of the IC.
 3. Meetings shall be open to any member of the school staff or school community.
 4. The IC shall comply with Negotiated Agreements, Board policies, District procedures/directives, New Mexico laws/regulations and Federal laws/regulations when addressing issues. Issues shall be addressed in a collaborative manner.
 5. Specific structure and protocol for the IC shall be developed by the IC and published for the school community.
 6. If a decision concerning an issue cannot be reached, and a decision must be made because the issue at hand is time-sensitive, then the IC will defer to the principal.
 7. IC members have certain obligations, rights and responsibilities of membership, including attending and actively participating on the IC; reaching out to the diversity of the represented group to hear their opinions and ideas; communicating those opinions to the IC; supporting goals and strategies to implement the school's Educational Plan for Student Success (EPSS); checking with supportive documents such as Board Policy and the Negotiated Agreement; and collectively supporting the school improvement process.
 8. The IC will act as the leadership team that manages the process for the implementation of the Common Core State Standards at each site. This includes:

- Creating structures at the school that explicitly connect the work of the Instructional Council and the Instructional Coach so that the PLC/Collaboration work is connected to the implementation work.



- Moving the staff from awareness of the CCSS to implementation.
- Ensuring information is not just dispensed, but also understood.
- Ensuring that teachers are able to share their perspectives and pedagogical strategies with each other as they learn about and implement the CCSS.
- Collaborating with the Instructional Coach and teacher leaders on professional development about the CCSS.
- Gathering both qualitative data and quantitative data about the progress of implementation, questions that arise, and the supports needed by the teachers.
- Basing the implementation of the CCSS on the unique needs of the staff and student population of the school.
- This is a collaborative effort between the IC members and their constituents. Work on the CCSS implementation should not come top-down from the IC to the staff.
- The Instructional Council will ensure that the implementation of the CCSS at their site is informed by, and connected to, the District's plans.

Article 30, DURATION OF AGREEMENT

A. This Agreement shall be effective upon ratification by the parties as of August 15, 2012, and shall remain in full force and effect through July 1, 2013. If a successor Agreement is not agreed to and ratified by July 1, 2013, this Agreement shall remain in effect until agreement and ratification occur or either party gives notice in writing of its desire to terminate such Agreement.

AGREEMENT SIGNATURES

IN WITNESS WHEREOF, the parties hereto have caused to be executed on their behalf.

ALBUQUERQUE MUNICIPAL SCHOOL DISTRICT NUMBER 12, COUNTY OF BERNALILLO,
STATE OF NEW MEXICO

Winston Brooks, Superintendent

Date

ALBUQUERQUE TEACHERS FEDERATION

Ellen Bernstein, President

Date

APPROVED:
BOARD OF EDUCATION OF THE ALBUQUERQUE MUNICIPAL SCHOOL DISTRICT NUMBER
12, COUNTY OF BERNALILLO, STATE OF NEW MEXICO

Paula Maes, President

Date

Federation Negotiating Team

District Negotiating Team

Ellen Bernstein, Chief Negotiator

Karen Rudys, Chief Negotiator

Date

Date

Lillana Arvizu
John Boyadjian
Pat Halama
Mary Mercier
Paul Roensch
Wilson Wilson

Kathy Alexander
Dorothy Baker
Ruben Hendrickson
Gene Saavedra
Elena Salazar
Eva Vigil

APPENDIX A SALARY SCHEDULES

The following information applies to the salary schedules which follow.

1. The schedules are one-year documents that reflect placement only. Schedules do not reflect future movement.
2. Official transcripts are to be on file by September 15 of the current school year for initial placement on the salary schedule and for movement across the salary schedule.
3. Schedules are based on the following number of workdays:
 - Schedules AT-1, AT-2 and AT-3: 184 days
 - Schedule A-2: 183 days
 - Schedules A-3 and A-4: 208 days
4. Five hundred and seventy (570) hours of verified experience in a single school year will count as a year of experience on salary schedules AT-1, AT-2, AT-3 and A-2. Eight hundred (800) hours of verified experience in a single school year will count as a year of experience on salary schedules A-3 and A-4. Hours of experience in different school years may not be totaled for experience.
5. Securing written verification of experience is the employee's responsibility.
6. Substitute teaching is not recognized as teaching experience.

APPENDIX A.1

**2012-2013 SALARY MATRIX AT-1
LICENSURE LEVEL 1 TEACHERS AND LIBRARIANS
AND
CAREER PATHWAY LEVEL 1
COUNSELORS, NURSES, SOCIAL WORKERS AND INTERPRETERS**

STEP	BA	BA+15	BA+45	MA	MA+15	MA+45	Doctorate
1	\$30,000	\$30,001	\$30,002	\$30,002	\$30,004	\$30,005	\$30,006
2	\$30,164	\$30,165	\$30,166	\$30,166	\$30,167	\$30,168	\$30,169
3	\$30,165	\$30,166	\$30,167	\$30,167	\$30,168	\$30,169	\$30,170
4	\$30,166	\$30,167	\$30,168	\$30,168	\$30,169	\$30,170	\$30,171
5	\$30,167	\$30,168	\$30,169	\$30,169	\$30,170	\$30,171	\$30,172
6	\$30,767	\$30,768	\$30,769	\$30,769	\$30,771	\$30,772	\$30,773
7	\$31,280	\$31,383	\$31,485	\$31,485	\$31,690	\$31,895	\$32,100
8	\$31,793	\$31,998	\$32,203	\$32,203	\$32,408	\$33,844	\$34,869
9	\$31,794	\$31,999	\$32,204	\$32,204	\$32,409	\$33,845	\$34,870
10	\$31,795	\$32,000	\$32,205	\$32,205	\$32,410	\$33,846	\$34,872
11	\$31,998	\$32,306	\$32,511	\$32,511	\$32,716	\$33,847	\$34,872
12	\$32,285	\$32,596	\$32,803	\$32,803	\$33,010	\$34,149	\$35,183
13	\$32,576	\$32,890	\$33,099	\$33,099	\$33,307	\$34,456	\$35,500
14	\$32,870	\$33,185	\$33,397	\$33,397	\$33,607	\$34,766	\$35,820
15	\$33,165	\$33,484	\$33,697	\$33,697	\$33,909	\$35,079	\$36,146
16	\$34,461	\$34,616	\$34,775	\$34,775	\$34,930	\$36,418	\$37,590
17	\$36,184	\$36,695	\$36,860	\$36,860	\$37,026	\$38,605	\$39,848
18	\$36,907	\$37,427	\$37,595	\$37,595	\$37,939	\$40,265	\$41,507
19	\$37,083	\$37,595	\$37,768	\$37,768	\$38,698	\$41,067	\$42,339
20	\$37,261	\$37,768	\$37,937	\$37,937	\$39,190	\$41,620	\$42,884
21	\$37,427	\$37,937	\$38,183	\$38,183	\$39,976	\$42,455	\$43,742
22	\$37,595	\$38,105	\$38,719	\$38,719	\$40,512	\$42,993	\$44,282
23	\$37,768	\$38,273	\$39,047	\$39,047	\$40,770	\$43,247	\$44,536
24	\$37,937	\$38,490	\$39,831	\$39,831	\$41,564	\$44,038	\$45,386
25	\$38,105	\$38,767	\$40,086	\$40,086	\$41,816	\$44,291	\$45,643
26	\$38,490	\$39,577	\$40,875	\$40,875	\$42,611	\$45,086	\$46,436
27	\$39,229	\$40,259	\$41,507	\$41,507	\$43,268	\$45,695	\$47,021
28	\$40,256	\$41,280	\$42,596	\$42,596	\$44,294	\$46,719	\$48,045
29	\$41,280	\$42,310	\$43,622	\$43,622	\$45,318	\$47,746	\$49,072
30	\$42,310	\$43,337	\$44,651	\$44,651	\$46,323	\$48,773	\$50,098
31	\$43,337	\$44,361	\$45,676	\$45,676	\$47,372	\$49,810	\$51,127
32	\$44,361	\$45,387	\$46,703	\$46,703	\$48,400	\$50,828	\$52,152
33	\$47,445	\$46,413	\$47,728	\$47,728	\$49,428	\$51,853	\$53,194
34	\$48,499	\$47,445	\$48,754	\$48,754	\$50,452	\$52,893	\$54,243
35	\$48,499	\$48,471	\$49,782	\$49,782	\$51,480	\$53,938	\$55,288
36	\$48,499	\$49,497	\$50,808	\$50,808	\$52,509	\$54,986	\$56,335
37	\$48,499	\$50,523	\$51,836	\$51,836	\$53,556	\$56,032	\$57,384
38	\$48,499	\$51,550	\$52,827	\$52,827	\$54,602	\$57,078	\$58,431

APPENDIX A.2
2012-2013 SALARY MATRIX AT-2
LICENSURE LEVEL 2 TEACHERS AND LIBRARIANS AND
CAREER PATHWAY LEVEL 2
COUNSELORS, NURSES, SOCIAL WORKERS AND INTERPRETERS

STEP	BA	BA+15	BA+45	MA	MA+15	MA+45	Doctorate
1	\$40,000	\$40,300	\$40,600	\$40,600	\$40,900	\$41,900	\$42,200
2	\$40,219	\$40,520	\$40,823	\$40,823	\$41,124	\$42,129	\$42,230
3	\$40,220	\$40,521	\$40,824	\$40,824	\$41,125	\$42,130	\$42,231
4	\$40,221	\$40,522	\$40,825	\$40,825	\$41,126	\$42,131	\$42,232
5	\$40,222	\$40,523	\$40,826	\$40,826	\$41,127	\$42,132	\$42,233
6	\$40,224	\$40,525	\$40,827	\$40,827	\$41,129	\$42,134	\$42,436
7	\$40,225	\$40,526	\$40,828	\$40,828	\$41,129	\$42,135	\$42,437
8	\$40,226	\$40,527	\$40,829	\$40,829	\$41,131	\$42,136	\$42,438
9	\$41,026	\$41,334	\$41,641	\$41,641	\$41,949	\$42,975	\$43,282
10	\$41,433	\$41,638	\$41,946	\$41,946	\$42,459	\$43,382	\$44,202
11	\$41,434	\$41,639	\$41,947	\$41,947	\$42,460	\$43,383	\$44,362
12	\$41,435	\$41,640	\$42,459	\$42,459	\$42,992	\$43,384	\$44,363
13	\$41,436	\$42,151	\$42,460	\$42,460	\$42,993	\$43,895	\$44,781
14	\$41,437	\$42,152	\$43,177	\$43,177	\$43,731	\$44,254	\$45,013
15	\$41,438	\$42,664	\$43,178	\$43,178	\$43,732	\$44,255	\$45,014
16	\$41,439	\$42,665	\$43,179	\$43,179	\$43,733	\$44,255	\$45,015
17	\$41,440	\$42,666	\$43,180	\$43,180	\$44,797	\$46,630	\$47,432
18	\$41,441	\$42,667	\$44,797	\$44,797	\$45,120	\$46,631	\$47,628
19	\$41,946	\$42,668	\$44,798	\$44,798	\$45,121	\$47,429	\$47,629
20	\$43,613	\$44,259	\$44,800	\$44,800	\$47,176	\$47,430	\$48,445
21	\$43,614	\$44,260	\$44,800	\$44,800	\$47,177	\$47,431	\$49,416
22	\$43,615	\$44,260	\$44,801	\$44,801	\$47,178	\$48,577	\$50,053
23	\$43,616	\$44,262	\$46,111	\$46,111	\$47,179	\$49,551	\$51,053
24	\$43,617	\$44,263	\$46,112	\$46,112	\$47,180	\$50,180	\$51,683
25	\$43,618	\$46,992	\$47,074	\$47,074	\$47,181	\$50,476	\$51,981
26	\$44,450	\$46,993	\$47,075	\$47,075	\$47,279	\$51,399	\$52,973
27	\$46,988	\$46,994	\$47,076	\$47,076	\$47,452	\$51,694	\$53,274
28	\$46,989	\$46,995	\$47,708	\$47,708	\$49,733	\$52,623	\$54,198
29	\$46,991	\$46,997	\$48,445	\$48,445	\$50,499	\$53,334	\$54,880
30	\$46,992	\$47,734	\$48,817	\$48,817	\$51,698	\$54,529	\$56,077
31	\$47,734	\$48,926	\$50,914	\$50,914	\$52,893	\$55,728	\$57,274
32	\$49,066	\$50,112	\$52,114	\$52,114	\$54,066	\$56,926	\$58,473
33	\$50,112	\$51,297	\$53,311	\$53,311	\$55,291	\$58,136	\$59,674
34	\$51,298	\$52,484	\$54,509	\$54,509	\$56,490	\$59,324	\$60,871
35	\$54,863	\$55,067	\$55,705	\$55,705	\$57,690	\$60,520	\$62,086
36	\$56,081	\$56,260	\$56,903	\$56,903	\$58,885	\$61,735	\$63,309
37	\$56,082	\$57,028	\$58,103	\$58,103	\$60,085	\$62,954	\$64,530
38	\$56,083	\$58,724	\$59,300	\$59,300	\$61,287	\$64,178	\$65,751
39	\$56,084	\$59,000	\$60,428	\$60,428	\$62,509	\$65,397	\$66,976
40	\$56,085	\$59,609	\$61,710	\$61,710	\$63,729	\$66,620	\$68,199
41	\$56,086	\$61,915	\$62,932	\$62,932	\$68,376	\$69,376	\$71,581
42	\$56,087	\$65,572	\$69,132	\$69,132	\$72,445	\$77,679	\$79,405
43	\$56,088	\$65,573	\$69,133	\$69,133	\$72,446	\$77,680	\$79,406
44	\$56,089	\$65,574	\$69,134	\$69,134	\$72,447	\$77,681	\$79,407

APPENDIX A.3

**2012-2013 SALARY MATRIX AT-3
 LICENSURE LEVEL 3 TEACHERS AND LIBRARIANS
 and
 CAREER PATHWAY LEVEL 3 COUNSELORS, NURSES,
 SOCIAL WORKERS AND INTERPRETERS**

STEP	MA or NBC	MA+15	MA+45	Doctorate
1	\$50,000	\$50,226	\$50,723	\$51,220
2	\$50,273	\$50,500	\$51,000	\$51,500
3	\$50,274	\$50,501	\$51,001	\$51,501
4	\$50,275	\$50,502	\$51,002	\$51,502
5	\$50,276	\$50,503	\$51,003	\$51,503
6	\$50,278	\$50,506	\$51,005	\$51,505
7	\$50,279	\$50,506	\$51,006	\$51,506
8	\$50,280	\$50,507	\$51,007	\$51,507
9	\$50,281	\$50,509	\$51,008	\$51,508
10	\$50,282	\$50,509	\$51,009	\$51,509
11	\$50,283	\$50,509	\$51,010	\$51,510
12	\$51,285	\$51,798	\$52,310	\$52,823
13	\$51,286	\$51,799	\$52,311	\$52,824
14	\$51,287	\$51,799	\$52,312	\$52,825
15	\$51,288	\$51,801	\$52,313	\$52,826
16	\$51,289	\$51,802	\$52,314	\$52,827
17	\$51,290	\$51,803	\$52,315	\$52,828
18	\$51,291	\$51,804	\$52,316	\$52,829
19	\$51,292	\$51,805	\$52,317	\$52,830
20	\$51,293	\$51,806	\$52,318	\$52,831
21	\$51,294	\$51,807	\$52,319	\$52,832
22	\$51,295	\$52,099	\$52,817	\$53,843
23	\$51,296	\$52,100	\$52,818	\$53,844
24	\$51,297	\$52,101	\$52,819	\$53,845
25	\$51,298	\$52,612	\$52,820	\$53,846
26	\$51,299	\$52,613	\$53,330	\$54,355
27	\$51,300	\$52,614	\$53,331	\$54,356
28	\$51,301	\$52,615	\$53,332	\$54,357
29	\$51,302	\$53,637	\$54,868	\$56,407
30	\$51,303	\$53,639	\$54,869	\$56,408
31	\$51,304	\$53,640	\$55,791	\$58,970
32	\$52,114	\$54,868	\$57,432	\$58,972
33	\$53,311	\$55,381	\$58,253	\$62,457
34	\$54,509	\$56,919	\$60,611	\$62,458
35	\$55,705	\$57,842	\$60,612	\$62,459
36	\$56,903	\$58,885	\$62,409	\$64,816
37	\$58,104	\$60,086	\$62,954	\$64,817
38	\$59,300	\$61,286	\$64,178	\$65,751
39	\$60,501	\$62,509	\$65,396	\$66,976
40	\$63,280	\$63,729	\$66,620	\$68,199

APPENDIX A.4

**2012-2013 SALARY MATRIX A-2
CAREER PATHWAY
SPEECH/LANGAUGE PATHOLOGISTS, PHYSICAL THERAPISTS,
AUDIOLOGISTS, OCCUPATIONAL THERAPISTS AND ORIENTATION/MOBILITY
SPECIALISTS**

Step	Level One		Level Two		Level Three	
	MA	Ph.D.	MA	Ph.D.	MA	Ph.D.
1	\$33,355	\$35,355	\$40,000	\$42,000	\$50,000	\$52,000
2	\$33,356	\$35,356	\$40,001	\$42,001	\$50,001	\$52,001
3	\$33,357	\$35,357	\$40,002	\$42,002	\$50,002	\$52,002
4	\$33,358	\$35,358	\$40,003	\$42,003	\$50,003	\$52,003
5	\$33,359	\$35,359	\$40,004	\$42,004	\$50,004	\$52,004
6	\$34,396	\$36,407	\$40,224	\$42,235	\$50,278	\$52,289
7	\$37,226	\$39,237	\$40,225	\$42,236	\$50,279	\$52,290
8	\$37,793	\$39,804	\$40,226	\$42,237	\$50,280	\$52,291
9	\$38,029	\$40,040	\$41,251	\$43,262	\$50,281	\$52,292
10	\$38,713	\$40,724	\$41,252	\$43,263	\$50,282	\$52,293
11	\$38,951	\$40,962	\$41,253	\$43,264	\$50,283	\$52,294
12	\$39,653	\$41,663	\$41,991	\$44,002	\$51,566	\$53,577
13	\$40,365	\$42,376	\$42,746	\$44,757	\$51,567	\$53,578
14	\$41,092	\$43,103	\$43,516	\$45,527	\$51,568	\$53,579
15	\$41,832	\$43,843	\$44,300	\$46,311	\$51,569	\$53,580
16	\$42,585	\$44,596	\$45,097	\$47,108	\$51,570	\$53,581
17	\$43,352	\$45,362	\$45,908	\$47,919	\$51,572	\$53,583
18	\$44,133	\$46,144	\$46,735	\$48,746	\$51,573	\$53,584
19	\$44,927	\$46,938	\$47,577	\$49,587	\$51,574	\$53,585
20	\$45,736	\$47,746	\$48,432	\$50,443	\$51,575	\$53,586
21	\$46,558	\$48,569	\$49,304	\$51,315	\$51,576	\$53,587
22	\$47,397	\$49,407	\$50,192	\$52,203	\$51,577	\$53,588
23	\$48,249	\$50,260	\$51,096	\$53,107	\$53,944	\$55,955
24	\$49,119	\$51,130	\$52,016	\$54,027	\$55,631	\$57,642
25	\$50,003	\$52,014	\$52,952	\$54,963	\$57,316	\$59,326
26	\$50,903	\$52,914	\$53,904	\$55,915	\$59,004	\$61,015
27	\$51,819	\$53,830	\$54,875	\$56,886	\$60,182	\$62,193
28	\$52,752	\$54,763	\$55,863	\$57,873	\$60,354	\$62,365
29	\$53,701	\$55,712	\$56,868	\$58,879	\$60,527	\$62,538
30	\$53,701	\$55,712	\$56,868	\$58,879	\$60,698	\$62,709
31	\$53,701	\$55,712	\$56,868	\$58,879	\$60,872	\$62,883
32	\$53,701	\$55,712	\$56,868	\$58,879	\$61,042	\$63,053
33	\$53,701	\$55,712	\$56,868	\$58,879	\$61,213	\$63,224
34	\$53,701	\$55,712	\$56,868	\$58,879	\$61,730	\$63,740
35	\$53,701	\$55,712	\$56,868	\$58,879	\$62,743	\$64,754
36	\$53,701	\$55,712	\$56,868	\$58,879	\$63,960	\$65,971
37	\$53,701	\$55,712	\$56,868	\$58,879	\$65,065	\$67,076
38	\$53,701	\$55,712	\$56,868	\$58,879	\$66,170	\$68,180
39	\$53,701	\$55,712	\$56,868	\$58,879	\$69,145	\$71,156

APPENDIX A.5

**2012-2013
SALARY MATRIX A-3**

**EDUCATIONAL DIAGNOSTICIANS
AND TRANSITION SPECIALISTS**

STEP	MA	MA+15	MA+45	DOCTORATE
1	\$47,000	\$50,000	\$53,000	\$56,000
2	\$47,001	\$50,001	\$53,001	\$56,001
3	\$47,002	\$50,002	\$53,002	\$56,002
4	\$47,003	\$50,003	\$53,003	\$56,003
5	\$47,004	\$50,004	\$53,004	\$56,004
6	\$47,940	\$51,000	\$54,060	\$57,120
7	\$49,470	\$52,530	\$55,590	\$58,650
8	\$51,000	\$52,531	\$55,591	\$58,651
9	\$51,001	\$54,060	\$57,120	\$60,180
10	\$51,002	\$54,061	\$57,121	\$60,181
11	\$51,003	\$54,062	\$57,122	\$60,182
12	\$51,004	\$54,063	\$57,123	\$60,183
13	\$51,005	\$54,064	\$57,124	\$60,184
14	\$51,006	\$54,065	\$57,125	\$60,185
15	\$52,020	\$55,080	\$58,140	\$61,200
16	\$52,021	\$55,081	\$58,141	\$61,201
17	\$55,080	\$58,140	\$61,200	\$64,260
18	\$55,081	\$58,141	\$61,201	\$64,261
19	\$58,140	\$61,200	\$64,260	\$67,320
20	\$58,141	\$61,201	\$64,261	\$67,321
21	\$61,200	\$64,260	\$67,320	\$70,380
22	\$61,201	\$64,261	\$67,321	\$70,381
23	\$64,260	\$67,320	\$70,380	\$73,440
24	\$68,340	\$71,400	\$74,460	\$77,520
25	\$68,341	\$71,401	\$74,461	\$77,521
26	\$68,342	\$71,402	\$74,462	\$77,522
27	\$68,343	\$71,403	\$74,463	\$77,523
28	\$68,344	\$71,404	\$74,464	\$77,524
29	\$68,345	\$71,405	\$74,465	\$77,525
30	\$68,346	\$71,406	\$74,466	\$77,526
31	\$68,347	\$71,407	\$74,467	\$77,527
32	\$68,348	\$71,408	\$74,468	\$77,528
33	\$68,349	\$71,409	\$74,469	\$77,529

APPENDIX A.6

**2012-2013
Salary Matrix A-4**

LICENSED SCHOOL PSYCHOLOGISTS

STEP	LSP	PH.D., Psy.D., Ed.D.
1	\$51,000	\$54,000
2	\$51,001	\$54,001
3	\$51,002	\$54,002
4	\$51,003	\$54,003
5	\$51,004	\$54,004
6	\$52,020	\$55,080
7	\$55,080	\$58,140
8	\$55,081	\$58,141
9	\$55,082	\$58,142
10	\$55,083	\$58,143
11	\$58,140	\$61,200
12	\$58,141	\$61,201
13	\$58,142	\$61,202
14	\$61,200	\$64,260
15	\$61,201	\$64,261
16	\$64,260	\$67,320
17	\$64,261	\$67,321
18	\$67,320	\$70,380
19	\$67,321	\$70,381
20	\$70,380	\$73,440
21	\$70,381	\$73,441
22	\$73,440	\$76,500
23	\$73,441	\$76,501
24	\$77,520	\$80,580
25	\$77,521	\$80,581
26	\$77,522	\$80,582
27	\$77,523	\$80,583
28	\$77,524	\$80,584
29	\$77,525	\$80,585
30	\$77,526	\$80,586
31	\$77,527	\$80,587
32	\$77,528	\$80,588
33	\$77,529	\$80,589
34	\$77,530	\$80,590
35	\$77,531	\$80,591
36	\$77,532	\$80,592

**APPENDIX B
CONTINUATION OF WAIVER ON CLASS SIZE REQUIREMENTS**

Due to ongoing funding and budget limitations, the parties agree for School Year 2012-2013 Statutory class size limits will continue to be increased by 7% as per waiver issued by NM Secretary of Education.

Subject/Grade	Maximum Enrollment	Comment
Kindergarten	21.5	The teacher is entitled to an instructional assistant with a class load of 15 or more students.
Grade 1	--	The teacher is entitled to a full-time instructional assistant with a class load of 21 or more students.
Grades 1-3	--	The average class load at an individual elementary school shall not exceed 23.6 students.
Grades 4-6	--	The average class load at an individual elementary school shall not exceed 25.8 students.
Grades 7-12	171	The daily teaching load shall not exceed 171 in all content areas except required English courses. For example, this requirement includes music, physical education, and art.
English 7-8	144/29	The daily teaching load shall not exceed 144 students with a maximum of 29 students per class.
English 9-12	160/32	The daily teaching load shall not exceed 160 students with a maximum of 32 students per class.

Pre waiver Statutory Class Size Limits

Subject/Grade	Maximum Enrollment	Comment
Kindergarten	20	The teacher is entitled to an instructional assistant with a class load of 15 or more students.
Grade 1	--	The teacher is entitled to a full-time instructional assistant with a class load of 21 or more students.
Grades 1-3	--	The average class load at an individual elementary school shall not exceed 22 students.
Grades 4-6	--	The average class load at an individual elementary school shall not exceed 24 students.
Grades 7-12	160	The daily teaching load shall not exceed 160 in all content areas except required English courses. For example, this requirement includes music, physical education, and art.
English 7-8	135/27	The daily teaching load shall not exceed 135 students with a maximum of 27 students per class.
English 9-12	150/30	The daily teaching load shall not exceed 150 students with a maximum of 30 students per class.

Source: New Mexico Public School Code, Section 22-10A-20 (2003)

APPENDIX J
MEMORANDA OF UNDERSTANDING

Replaces and or adds to existing Memoranda of Understanding in the 2011-2012 Master
Negotiated Agreement

APPENDIX J.1
MEMORANDUM OF UNDERSTANDING

PROFESSIONAL DEVELOPMENT/IN-SERVICE DAYS
AND TEACHER PREPARATION DAY

For the School Year 2012/13, the parties agree to a continuation of district-wide in-services and teacher preparation.

2012-2013 Calendar - First Semester

Alternative Calendar

Tuesday, July 17th Registration/Orientation
Wednesday, July 18th Registration/Orientation
Thursday, July 19th District Defined Professional Development day at the school sites
Friday, July 20th Teacher Preparation day
Monday, July 23rd First day of classes for Students

Traditional Calendar

Tuesday, August 7th, Registration/Orientation
Wednesday, Aug. 8th Registration/Orientation
Thursday, Aug. 9th District Defined Professional Development day at the school sites
Friday, Aug. 10th Teacher Preparation day
Monday, Aug. 13th First day of classes for Students

Second Semester Traditional Calendar and Alternative Calendar

Monday, Jan. 7th 2/3 of day spent on site-based PD 1/3 of day for teacher preparation
Tuesday, Jan. 8th First day of second semester classes for students

The focus for District Defined Professional Development in SY 2012-2013 will be the Common Core State Standards. The IC will act as the leadership team that manages the process for the implementation of the Common Core State Standards at each site. This includes creating structures at the school that explicitly connect the work of the Instructional Council and the Instructional Coach so that the PLC/Collaboration work is connected to the implementation work.

The following job classifications will participate at their sites: Teachers, Counselors, BIP, ESL, Head Special Ed, JROTC, Librarians, Modern Language, and Technology Teachers.

Separate Role Group PD will be provided on August 9th and January 7th for:

- Access Teachers
- Itinerant Teachers
- APE Teachers
- Audiologists
- Autism Specific Teachers
- Diagnosticians
- E D Teachers
- OTs, PTs, SLPs
- Pre-School Special Ed Teachers
- Pre-K teachers
- Private School Title 1 Teachers
- School Cross Roads Counselors
- Social Workers
- Transition Specialists

- Fine Arts Itinerant Teachers (not based at one school)
- Interpreters
- ISP Teachers
- School Psychologists
- Even Start Pre-School Teachers
- IEP Specialists
- Nurses

School Counselors will have their PD midyear as scheduled by the APS Counseling Coordinator.

**APPENDIX J.4
MEMORANDUM OF UNDERSTANDING**

JOINT TASK FORCES FOR 2012 -2013

- **HIGH SCHOOL SCHEDULES**
- **MIDDLE SCHOOL SCHEDULES**
- **ON-LINE COURSES**

ATF and APS agree to establish the following separate joint task forces/committees:

High School Schedules

- Made up of no fewer than 3 and no more than 6 administrators selected by the district and an equal number of teachers selected by the union.
- The HS Scheduling Task Force will be formed no later than the end of August, 2012.
- The Task Force shall make recommendations on all aspects of high school schedules and report its findings to the Living Contract Committee by the end of the first semester of the 2012-2013 school year.

Middle School Schedules Task Force

- Made up of no fewer than 3 and no more than 6 administrators selected by the district and an equal number of teachers selected by the union.
- The MS Scheduling Task Force will be formed no later than the end of August, 2012.
- The Task Force shall make recommendations on middle school schedules including PLC/prep time and report its findings to the Living Contract Committee by the end of the first semester of the 2012-2013 school year.

On-Line Courses

- Made up of no fewer than 3 and no more than 6 administrators selected by the district and an equal number of teachers selected by the union.
- The On-Line Courses Task Force will be formed no later than the end of August, 2012.
- The Task Force shall make recommendations on all aspects of On-Line Courses and report its findings to the Living Contract Committee by the end of the 2012-2013 school year.

APPENDIX J.5 (replaces old MOU J.5)
MEMORANDUM OF UNDERSTANDING

ADVISORIES AND STUDENT-LED CONFERENCES FOR 2012-2013

The APS/ATF Task Force on Advisories and Student-Led Conferences met during the 2011-2012 school year. The following are joint recommendations for all APS middle and high schools:

The focus of the program will be on Advisories. Research supports that Advisories lead to better attendance, better grades, higher graduation rates and greater post-secondary matriculation. Student-Led Conferences are part of the Advisory program.

Best Practices for Student Advisories:

- Meets weekly if possible.
- Advisory groups consist of 15 students or fewer.
- All staff, including administrators and support staff, are assigned an advisory group.
- Advisors keep the same group of students throughout the students' years in the school.
- During lesson 1 the portfolio checklist is reviewed.
- Students, along with their Advisory teacher, are accountable for the completion of the portfolio.
- The portfolio includes, but is not limited to, the documents from the Student-Led Conferences.
- Student-Led Conference lessons are provided for teachers and are available on Blackboard. Lessons are intended to be a support, and are a tool, not a script. Schools/teachers should adapt the lessons according to the needs of the students in their Advisory group.

Requirements:

- A minimum of 8 Advisory sessions per semester.
- One end product of Advisories is a portfolio. Schools, through the Advisory/Student-Led Conferences committee, will develop an agreed upon definition for their site of what can and will be considered a portfolio.
- Portfolios will be shared with parents during Student-Led Conferences.
- In high schools, Student-Led Conferences are mandatory during the fall semester. Scheduling the second Student-Led Conference time in the spring is optional.
- Advisories will include the Next Step Plan in grades 8-12.
- Schools will work toward the Best Practices for Student Advisories listed above.
- Each site should have an Advisory/Student-Led Conference committee. One role of the committee is the continuous evaluation and adaptation, as needed, of the Advisory program. The Advisory/Student-Led Conference committee has a connection with the school's Instructional Council.

The APS/ATF Task Force on Advisories and Student-Led Conferences will continue to meet during the 2012-2013 school year. The goals of the task force will be:

- To collect data to determine the effectiveness of a focus on the best practices for the Advisory program in 2 high schools and 2 middle schools.
- Provide professional development and pilot an evaluation tool in the 4 schools.
- To make recommendations for consistency with the Next Steps Plan.

**APPENDIX J.6
MEMORANDUM OF UNDERSTANDING**

**RESTORATION OF THE 184TH DAY FOR PROFESSIONAL DEVELOPMENT
AND THE 13 HOURS**

The 184th Day

The parties agree to restore the length of the contract year by one (1) day for all bargaining unit members previously employed for a 184 day contract. The day to be restored shall be the day (6.5 hours) identified for site directed and controlled professional development.

Only professional development can occur during this time. The day can be divided up into segments not to exceed 6.5 hours.

For the 2012-2013 school year it is recommended that the Instructional Council, in collaboration with the staff, consider the importance of a focus on:

- The Common Core State Standards
- Advisories

It is further recommended that the 6.5 hours be divided up over 3-5 days in the first semester if possible. The intent is for schools to allocate enough time in each session for the professional development to be substantive and beneficial.

13 Hours

The parties agree to restore 13 hours that may be used for professional development. Up to thirteen (13) hours per school year can be used for professional development and staff development activities.

It is the Instructional Council's responsibility to:

- Decide in collaboration with the whole staff whether or not to use up to 13 hours for professional development;
- Come to consensus with the staff on the content of the professional development;
- Come to consensus with the staff on the scheduling of up to 13 hours for professional development.

APPENDIX J.7 *(replaces old MOU J.7)*

MEMORANDUM OF UNDERSTANDING

**THE COMMON CORE STATE STANDARDS, STANDARDS-BASED TEACHING PRACTICES,
AND THE RELATION TO APS PROGRAMS AND PRACTICES.**

The District and the Federation agree that starting in the 2012-2013 school year and in all subsequent school years, the Common Core State Standards (CCSS) will be the foundation of instruction for all APS students.

Both parties believe that teachers must collectively and collaboratively use appropriate methods and materials to help students develop conceptual understanding that leads to proficiency in the CCSS.

Both parties affirm that all educational programs must be sensitive to the needs and aspirations of students and that all students in APS must have equal access to the CCSS.

The following clarifications are intended to support the above statements:

- All instructional programs can be used with the CCSS. Teachers have the discretion to augment the District approved curricular programs. Teachers may also adjust the pacing and scope and sequence of District approved curricular programs to align with the CCSS.
- Tier II and III intervention programs, while more prescriptive by nature, are one of the instructional tools used to teach to the CCSS. Additional tools and resources may be utilized to meet the CCSS.
- Principals and staffs are encouraged to analyze school practices to ensure they are still relevant as APS moves toward adopting the CCSS at all grades. For example: Baldrige is no longer a district-supported program. Continuing with Baldrige, CCI, Continuous Improvement, and PDSA is at the discretion of the Instructional Council.

APPENDIX J.15

MEMORANDUM OF UNDERSTANDING

TERM LIMITS FOR SPECIAL EDUCATION RESOURCE TEACHERS IN THE MENTOR PROGRAM: AN APS/ATF/UNM PARTNERSHIP *(revised)*

Positions for Special Education Resource Teachers in The Mentor Program: An APS/ATF/UNM Partnership will be rotated to maximize professional development opportunities for eligible participants. A special education teacher may serve as a resource teacher for one (1) three-year term. A resource teacher who has completed one (1) three-year term may apply annually for an additional one-year assignment, not to exceed three additional years. A teacher may serve as a resource teacher in The Mentor Program: An APS/ATF/UNM Partnership a maximum of six (6) years.

Current resource teachers who have completed three or more years in The Mentor Program: An APS/ATF/UNM Partnership as of May 28, 2010 will be considered as having completed one (1) three-year term and may apply annually for an additional one-year assignment beginning with the 2010-2011 school year, not to exceed three additional years (maximum of six (6) years).

**APPENDIX J.18
MEMORANDUM OF UNDERSTANDING**

STAFF INPUT INTO PRINCIPAL EVALUATION

The parties recognize that based on past practice and employee interest there is a mutual interest in pursuing staff input into principal evaluation.

Based on that interest APS and ATF agree to form a task force to research best practices. The parties agree:

- The Task Force will be made up of no less than 3 and no more than 6 administrators selected by the district and an equal number of teachers selected by the union.
- The Task Force will learn about the attributes of the tool used in the principal mentor program as well as other tools used by other districts.
- The Task Force will collaborate with and include representation from APSPA.
- The Task Force will collaborate with and include representation from the APS Associate Superintendents.
- The Task Force shall make recommendations and report its findings to the Living Contract Committee by the end of the 2012-2013 school year.

**APPENDIX J.19
MEMORANDUM OF UNDERSTANDING**

HIRING OF ASSOCIATE DEGREE NURSES

The parties recognize that while the hiring of a BSN prepared nurse is a current requirement and would always be the preferred option, the District has been unable to fill all current nursing positions and has had to utilize agency nurses, some of whom are ADN nurses. The parties further recognize that Agency nurses are expensive to employ.

Given that ADN's hold the same nursing license from the New Mexico Board of Nursing and that they take the NCLEX exam and must pass this exam in order to be called a Registered Nurse, they are held to the same Standards of Care and hold the same liability as a BS-prepared nurse. The parties further recognize that the District currently has ADN nurses working for APS, who, in addition to their ADN, hold a degree in a related field. The significant difference between the ADN and BSN is that the BSN has completed a 4-year degree and the ADN has 2-3 years of college hours.

Given these facts, the parties agree to the following stipulations that would make hiring ADN nurses permissible:

- ADN nurses with at least 3 years of nursing experience may be hired, provided that they are actively pursuing their Bachelor's degree.
- ADN nurses shall be given 2 years to complete their degree. If, due to unforeseen circumstances, more than 2 years is needed to complete the degree requirements, individuals would need to apply for an extension and this would be approved on a case-by-case basis.

- ADN nurses with 3 years of nursing experience may enter the Career Pathway System at 75% of Level 2 pay.
- Upon completing their BSN the employee will be moved to 100% of the appropriate step of Level 2 in the Career Pathway System.
- The expectation for those ADN nurses entering under these conditions would be that they are performing at, and are evaluated based on, Level 2 competencies.

**APPENDIX J.20
MEMORANDUM OF UNDERSTANDING**

“I” LICENSED SPECIAL EDUCATION TEACHERS

All existing and newly hired licensed special education teachers will be obligated to participate in 12 hours of APS provided professional development. 12 hours of professional development, provided outside of the regular duty day, is a condition of employment during both the first and second years for all licensed special education teachers in APS.

**APPENDIX J.21
MEMORANDUM OF UNDERSTANDING**

TEACHER EVALUATION OBSERVATION PROTOCOL

The parties agree that one essential component of a productive teacher evaluation system is an observation tool that sets clear expectations for teacher performance. That means defining a set of teaching competencies and providing specific examples of the different performance levels for each competency.

In the 2011-2012 school year, APS and ATF piloted an observation tool in the School Improvement Grant (SIG) schools that combines New Mexico’s 9 teacher competencies with the first three of Charlotte Danielson’s four Domains of teaching as described in *The Framework for Teaching*.

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Based on the positive feedback from both principals and teachers, the District and the Federation agree that starting in the 2012-2013 school year the SIG schools will continue to use the observation tool school-wide.

The parties further agree that we will use the 2012-13 school year to foster awareness and provide training for all teachers and principals with the intent to fully implement the observation tool in 2013-2014.

In the event that the State of New Mexico mandates the use of one particular observation tool for teacher evaluation, then this MOU shall be null and void.