

2014-2017
SUTTONS BAY PUBLIC SCHOOLS
TEACHERS MASTER CONTRACT
TABLE OF CONTENTS

<u>ARTICLE</u>	<u>SUBJECT</u>	<u>PAGE</u>
1	Recognition	2
2	Board's Rights	3
3	Teacher & Association Rights and Responsibilities	4
4	Definitions	6
5	Teaching Assignments & Teaching Loads	8
6	Teaching Conditions	11
7	Grievance Procedure	13
8	Mentor Teachers	15
9	Reductions in Personnel, Layoff, Recall	16
10	Leaves of Absence With Pay	17
11	Leaves Without Pay	19
12	Vacancies and Transfers	20
13	School Improvement	21
14	Teacher Compensation	23
15	Insurance	25
16	Early Retirement Incentive.....	26
17	Dues, Fees, Payroll Deductions.....	27
18	Duration.....	28
	Compensation.....	29
	Schedule B.....	30
	Forms/Appendix.....	32

ARTICLE 1
RECOGNITION

- A. The Board of Education of Suttons Bay, hereinafter known as the Board, recognizes the Suttons Bay Education Association, affiliated with the MEA/NMBA/NEA, as defined in Section II, Act 379, Public Acts of 1965, as amended, hereinafter known as the Association, as the exclusive bargaining agent for all certified teaching personnel, school counselor(s) and school social worker(s) excluding substitutes, superintendent, principals, and all persons engaged 50% or more of their time in the direct administration and supervision of professional teaching personnel.
- B. A teacher shall be defined as anyone who must have a valid teaching certificate as a condition of employment. A school counselor is defined as anyone who has valid school counselor certification and is employed in that capacity.
- C. The Board of Education agrees not to extend these rights to any other labor organization for the duration of this Agreement.
- D. An emergency manager appointed under the Local Government and School District Fiscal Accountability Act is authorized to reject, modify, or terminate this Agreement as provided in the Local Government and School District Fiscal Accountability Act, 2011 Public Act 4.

ARTICLE 2
BOARD RIGHTS AND RESPONSIBILITIES

- A In order to carry out its responsibility for the development and operation of education programs providing the best possible educational opportunity for the Suttons Bay Public School District consistent with community resources, the Board retains and reserves unto itself, all powers, rights, authority, duties and responsibilities conferred upon and vested in the Board by law including by way of illustration, the following:
1. The supervision, direction and control of the management and administration of the school system, its properties and facilities.
 2. The right to hire all employees and subject to provisions of the law, to determine their qualifications, to discharge, demote, or otherwise discipline employees and to promote and transfer employees.
 3. The right to establish grades and courses of instruction including special programs, and to provide for athletic, recreational and social events for students as deemed necessary or advisable by the Board.
 4. The approval of textbooks and teaching materials and various teaching aids.
 5. The right to determine class schedules, class size, the hours of instruction and the assignment of teachers and other employees with respect thereto.
- B. The exercise of the forgoing powers, rights, duties, and responsibilities by the Board and the adoption of policies, rules, regulations and practices in the furtherance thereof, shall be the exclusive prerogative of the Board except as otherwise limited by express provision of this Agreement.
- C. Copies of the Master Agreement shall be published at the expense of the Board and furnished to all bargaining unit members. The Association shall receive an additional copy as well as an electronic copy.
- D. The Business Office shall provide each member at the beginning of his/her employment year a statement of terms of total compensation for that year. Terms shall list the level of salary category, including the latest evaluation rating.

ARTICLE 3
TEACHER AND ASSOCIATION RIGHTS AND RESPONSIBILITIES

- A. The Association shall have the right to use school facilities outside regular school hours consistent with Board policy regarding the public use of these facilities.
- B. The Association may post notices of its activities and matters of Association concern on Staff Room bulletin boards.
- C. Elected representatives of the Association shall be permitted to transact official Association business on school property during non-teaching hours such as lunch time, provided this shall not interfere with or interrupt normal school operations or instructional time.
- D. The Association may use school district mail service and teacher mailboxes, telephone extensions, computers and district e-mail services for communication to teachers.
- E. Under normal circumstances, teachers shall not leave a scheduled class unattended. They shall also be responsible for general supervision of students.
- F. Teachers will make themselves available to assist students during the school day except for the teacher's lunch period and preparation period unless agreed upon by the affected teacher.
- G. Teachers shall participate in scheduled after-school parent or student conferences and faculty meetings and one (1) open house per year. If Early Childhood staff have more than one open house at the beginning of the school year she/he shall have the option of compensation at the school improvement rate or accrual of comp time. Faculty meetings shall be scheduled as follows: The first Wednesday of the month shall be scheduled for general staff meetings. The second Wednesday of the month shall be for grade level or department meetings. The third Wednesday of the month shall be for Professional Learning Communities. Required attendance at Faculty meetings shall normally be expected for no more than one hour duration. Exceptions may be made should the principal or superintendent determine the need for an emergency faculty meeting.
- H. Teachers should view participation in school-sponsored activities as part of their professional responsibilities. Staff should sign up for activities at the beginning of the school year. Attendance at school sponsored activities should be equally shared by all staff.
- I. Teachers shall not leave the school grounds during the school day without the prior permission of the building principal or his/her representative. The teacher's lunch period is excluded from this provision, however, teachers leaving the school grounds should notify the principal or his/her representative of their unavailability.
- J. Academic freedom shall be guaranteed to teachers, subject to accepted standards of professional responsibility. In the enjoyment of such guarantees, the Association recognizes the Board bears ultimate responsibility for the determination of the curricular structure of the school system.

- K. A bargaining unit member shall be entitled, at the request of the bargaining unit member, to have present a representative of the Association during any meeting with the administration where disciplinary action can reasonably be expected. The administration will inform the employee of this right prior to any meeting where any disciplinary action might take place. When a request for such representation is made, no action shall be taken with respect to the bargaining unit member until such representative of the Association is present.
- L. The teacher shall be entitled to the full rights of citizenship and no lawful Association, religious, or political activities of any teacher or lack thereof shall be grounds for any discipline or discrimination with respect to the professional employment of such teacher.
- M. Teachers will have the right to review the contents of their records and files excluding those documents excluded from the definition of personnel record under the Bullard-Plawewski Employee Right to Know Act, and to have a representative of the Association accompany him/her to such review. Reviews will be conducted at times convenient to the administration.
- N. No disciplinary or evaluative material, originating after initial employment will be placed in his/her personnel file unless the teacher has had an opportunity to review the material.
- O. The teacher may submit a written notation within ten (10) working days of knowledge of material regarding any material including complaints and the same shall be attached to the file copy of the material in question.
- P. When a teacher is requested to sign material placed in the file, such signature shall be understood to indicate his/her awareness of the material but shall not be interpreted to mean agreement with the content of the material.
- Q. At the beginning of the school year, the Association shall be credited with ten (10) non-cumulative days during bargaining years and seven (7) non-cumulative days during non-bargaining years to be used to conduct Association Business. These days may be used by the Association Officers or their designees who are members of the Association to conduct association business under the following conditions:
1. The Association shall request such leave from the Superintendent or his/her designee not less than forty-eight (48) hours in advance.
 2. No more than three (3) members may take said leave on the same day.
 3. No more than two events per month will be used for such leave.
 4. The Association shall reimburse the district for the cost of a substitute teacher if a substitute is hired.
 5. The Request for Association Business Leave Form will be used stating the reason for the requested leave.
 6. If extenuating circumstances warrant, the Superintendent may waive any of the above conditions.

ARTICLE 4
DEFINITIONS

A. For the purpose of this Agreement, the following definitions apply:

1. The term "days" shall mean the days of the week (Monday through Friday, excluding Saturday and Sunday) including the summer but excluding breaks in the calendar (e.g. Thanksgiving Day, Christmas vacation, etc.).
2. "Seniority" shall be defined to mean the length of continuous, uninterrupted teaching service in this district. Seniority shall not accrue during an unpaid leave of absence (except in an approved educational leave) or during layoff but shall be frozen for the period of layoff or leave.
3. "Certified" shall be defined as possessing a valid provisional, permanent, continuing certificate or Michigan Department of Education authorization appropriate to the teaching assignment.
4. "Qualified" shall mean:
 - a. In the elementary grades (PK-5) the holding of an elementary teaching certificate. In addition, teaching positions in art, music, drama, and physical education must also possess specific certification in the subject to be taught. The Board recognizes the need for trained staff in the instructional consultation team leader positions, as well as the virtual school lead teacher position. The Board also recognizes the realities of a district with declining enrollment. To address this issue, teachers who wish to receive training to qualify for these positions will be offered training at District expense, budget permitting, even if no current opening exists.
 - b. In grades 6-8, a Michigan teaching certificate as defined in Part 1 of the teacher certification code, as well as compliance with current Elementary and Secondary Education Act (ESEA) language (NCLB HQ rules) in the subject area to be taught is required. Teacher in vocational designated areas need to have vocational certification as well.
 - c. In grades 9-12, an academic major or coursework equivalent to an academic major or in compliance with current Elementary and Secondary Education Act (ESEA) standards appropriate to the teaching assignment.
5. Teacher preparation period is defined as a time for teachers to plan lessons, correct papers, communicate with parents, consult and collaborate with peers, design curriculum materials, produce copies for student use, and research information on students. Meetings with the administration during prep time shall be mutually agreed upon. Passing time shall not be counted as part of preparation time.
6. Virtual classes are defined as teachers providing instruction via the internet through a course management system to students either in a dual platform setting (students physically present in the classroom and in the virtual environment taking the course at the same time) or solely on-line.

7. A virtual student counts the same as a physically present student in class size determination.
8. Under the Early College program, a direct credit format is defined as a SBPS teacher delivering the NMC prepared curriculum and syllabus to students who are graded by NMC instructional staff.
9. Flex Professional Developmental Time is professional development which meets the standards for recertification and is offered to staff at times when attendance is recommended, but not mandatory,.
10. School Improvement is defined by MCL 380.1277, a copy of which is attached to this contract as an addendum.

ARTICLE 5
TEACHING ASSIGNMENTS AND TEACHING LOADS

- A. The administration is solely responsible for determining the assignment of teachers within the district.
- B.

The Board will make reasonable effort, in light of fiscal and facility limitations, to keep the student-teacher ratio at 17-1 in Pre-K, 22-1 in K-2, 25-1 in 3-4 or less per room in the elementary building and 30-1 or less per room in 5-12 with the exception of Band and Choir. Any elementary class assigned more than thirty (30) students will, upon request of the affected teacher, be assigned an adult aide for one (1) hour per day for each additional student. Any middle school or high school class (other than music) assigned more than thirty (30) students and more than 28-1 ratio for all classes will, upon request of the affected teacher, be assigned an adult aide for one (1) hour per day for each additional student. The affected teacher shall have the option to choose between the aide as specified by the contract, or a stipend amounting to two hundred dollars per student per semester for each student over the specified class sizes. Such stipend shall be based upon the class count after the tenth class day of each semester, and shall remain in effect for the remainder of the semester. Independent study students shall be counted the same as overload students. A virtual student counts the same as a physically present student in class size determination. The threshold for establishing a section of all virtual students shall be eighteen (18). The count for a new section of that course shall not be started until the section cap of 30 is reached.

The teacher shall have the option to receive the aforementioned stipend spread throughout the year in the regular pay periods, or in a lump sum at the end of each semester.

For the purposes of this agreement, class is defined as a grouping of students with specific curriculum goals tied to the Michigan Content Standards, for which a teacher must prepare plans, insure learning to standards, assess and record grades.

- C. In the laboratory class of science, technical education, home economics, or computers, the number of pupils shall be no more than the number of stations or work spaces provided. Small emergency additions beyond these limits will be made only with the classroom teacher's approval.
- D. Each teacher shall be given notification of his/her tentative teaching assignment for the upcoming year prior to the close of school. The Association will be given a tentative master schedule of all teaching assignments prior to the end of school.
1. Changes, if necessary, will be discussed with the teacher(s) involved. If changes are made after the close of school, written notification to the teacher(s) will be made.
 2. If changes are made after August 15 for the coming year, the teacher(s) involved shall be consulted.
- E. Secondary teachers shall normally have no more than five (5) subject matter preparations. In cases of emergency, as deemed necessary by the superintendent, a teacher, after prior consultation with the superintendent or his/her designee, may have his/her assignments changed and/or an additional subject matter preparation may be added for one (1) school year. This change shall not be mandatory in the next school year unless the teacher volunteers to teach the additional preparation. Extra distinct preparations beyond five which extend beyond one year shall be compensated at the rate of \$500 per preparation.

F. Teachers assigned to a conventional schedule shall have one (1) regular class period per day or its equivalent per week as preparation time. Teachers assigned to an unconventional schedule shall receive the equivalent number of minutes per week as a minimum preparation time. Any modular, block or otherwise unconventional schedule shall require staff involvement in the development process and consultation with the Association. Teachers assigned to both elementary and secondary levels shall not fall under this article but are to have one preparation period per day or its equivalent. Part-time teachers shall be assigned a pro rata amount of time for preparation time. Teacher preparation period is defined as a time for teachers to plan lessons, correct papers, communicate with parents, consult and collaborate with peers, design curriculum materials, produce copies for student use, and research information on students.

G. Academic lab will not be counted as a classroom preparation. All classes bearing the same title and description shall count as one (1) preparation.

H. Teachers shall have one (1) daily preparation period equal to a normal class period or its equivalent per week in a conventional schedule or in a block schedule, an amount of time corresponding to 1/7 of a class day or its equivalent per week. Elementary teachers will be allowed a minimum of twenty (20) consecutive minutes per day planning time. Passing time shall not be counted as part of the prep time. Teachers and administrators will work together to try to schedule team prep time in a meaningful amount of time. Part time teachers are entitled to prep time pro-rated by their per cent of F.T.E. F.T.E. shall be determined by adding the minutes of instruction and prep time divided by the total number of minutes per day. Compensation will be based upon this formula.

I. Each marking period will be considered individually when scheduling preparation time.

J. Teachers are always on duty during their work day and aspects of their time in hallways, workrooms, staff meetings, etc., as specified by the Master Agreement. Teachers with virtual students shall establish regular virtual office hours indicating when they will be available for contact from virtual students.

K. The Guidance Counselor(s) shall work for a total of five (5) days between the end of the school year and June 30, and five (5) days between July 1 and the start of school. These days will be scheduled for the week following the end of the school year, and the week prior to the start of the school year, unless other arrangements are mutually agreed upon by the counselor(s) and the administration. The counselor(s) will be compensated per diem, based upon salary.

L. Teachers teaching virtual classes will have course instruction, assignments, and assessments available on a course management system. All grades for assignments and tests will be recorded in Power School. Teachers teaching an on-line class will grade assignments, contact students, and under normal circumstances respond to student inquiries within one class day. Teachers should establish virtual office hours for students to contact them. Teachers are expected to maintain the course management system and keep grades updated in Power School in a timely manner.

M. Teachers teaching in the Early College direct credit program shall maintain regular contact with the NMC instructional staff member assigned to that course.

N. When a teacher reaches a minimum enrollment in a course of eighteen (18) virtual students, the teacher shall have the option to have those students assigned as a scheduled section, or opt for a \$200 per student stipend for teaching the students above and beyond the normal course load.

O. Students enrolled under 21f shall follow the regular school calendar.

ARTICLE 6
TEACHING CONDITIONS

- A. The Board shall provide:
1. A separate desk for each regular classroom teacher in the district with a lockable drawer space wherever possible.
 2. Lockable closet space for each regular classroom teacher to store coats and other personal items.
 3. Chalkboard or marker board in every regular classroom.
 4. Storage space in each classroom for instructional materials.
- C. The Board shall reimburse a teacher for personal property either stolen or damaged that is being used for strictly instructional purposes, provided advance approval for instructional use is given in writing by the building principal. The building principal shall be informed of the use of such articles, the dates of such use, place of storage, and the value of the property. If, in the opinion of the principal, the risk is not equal to the instructional gain, such property shall not be used in the schools. Property not reported to the principal shall not require reimbursement if damaged or stolen.
- E. Classroom discipline is primarily the responsibility of the classroom teacher. Whenever it appears that a particular pupil requires assistance which the classroom teacher cannot provide, the administration will act to assist the teacher with respect to said pupil.
- F. A teacher may exclude a pupil from one (1) class period when the continued presence of the student in the classroom becomes intolerable. In such cases, the teacher will comply with the rules established in Section 1309 of the Revised School Code, a copy of which is attached to this contract as an addendum.
- G. Any case of assault upon a teacher shall be promptly reported to the principal or superintendent. The Board will render all reasonable assistance to the teacher in connection with handling of the incident by law enforcement and judicial authorities.
- H. Teachers shall report for work fifteen (15) minutes before the beginning of classes and shall be free to leave fifteen (15) minutes after the schedule of classes has ended. On days preceding holidays or vacations, the teachers may leave at the close of the pupil's day.
- I. All teachers will be guaranteed a duty-free lunch period. The Association recognizes that emergencies may occur requiring temporary supervision and assistance by the teaching staff until such emergencies cease. Changes in length of lunch period will be mutually discussed with building administration and staff and brought to superintendent and EA president for review before implementation.
- J. Should regular elementary or secondary teachers volunteer and be assigned for recess duty, they shall be compensated for such duty at the same daily rate as School Improvement activities or comp time may be earned at the rate of two hours' work for each hour of comp time earned..

K. Under PA 101, Section 1284, some aspects of the calendar shall be set by the ISD. Should it become necessary to increase instructional hours/days to meet the state requirements for full funding, or change the daily schedule in any way, the Board and Association will meet to seek a mutually acceptable solution to satisfy those requirements. All areas of the curriculum including calendar, schedule times and recess will be considered. This meeting shall occur by August 1st of each year. Any additional time is to be scheduled and approved in writing by the Association president and the superintendent.

L. Least Restrictive Environment

The parties acknowledge the policy of Least Restrictive Environment (LRE) is legally mandated. They also recognize the extent to which any individual with a disability who is eligible for services under IDEA should participate in regular education programs and services must be determined by an Individual Educational Plan (IEP) on an individual basis.

The administration shall provide pertinent and legal information to the affected teacher(s) regarding placement of LRE students in their classrooms upon the teacher's request and whenever possible prior to such placement. The purpose of providing this information shall be to promote a school climate that is receptive to the placement and to maximize the potential of the student while minimizing possible areas of concern. Should prior provision of such information not be possible, the information shall be provided as early as can be arranged after the placement has occurred. At the teacher's request, information and/or training opportunities will be provided regarding appropriate instructional techniques and behavioral management for dealing with varying physical, mental, and emotional problems of mainstreamed students.

M. Medically Fragile Students

Bargaining unit members, except a school nurse, shall not be required to provide school health services except in an emergency situation or for services or procedures that they have completed any necessary training and has been agreed upon by the involved parties in the IEP.

N. Board Policy shall be followed for teacher evaluation.

ARTICLE 7
GRIEVANCE PROCEDURE

- A. A grievance shall be a complaint by a teacher, teachers, or the Association that there has been a violation of any provision of this Agreement. The following matters shall not be the basis of any grievance filed under the procedure outlined in this article;
1. The termination of services of, or failure to reemploy, any probationary teacher.
 2. The termination of services or failure to reemploy any teacher to a position on the extra-curricular schedule.

It is expressly understood that the grievance procedure shall not apply to those areas in which the Tenure Act prescribes a procedure or authorizes a remedy (discharge and/or demotion).

- B. The Association shall designate its own representative(s) within each building to process grievances. The Board designates the principal of each building to act as its representative at Level One as hereinafter described and the superintendent or his/her designee to act at Level Two as hereinafter described.
- C. Written grievances under this article shall conform to the following specifications:
1. It shall be signed by the grievant(s) and the Association.
 2. It shall be specific.
 3. It shall contain a synopsis of facts giving rise to the grievance.
 4. It shall cite the specific section(s) alleged to have been violated.
 5. It shall contain the date of the alleged violation.
 6. It shall specify the relief requested.
- D. Any grievance not in compliance with C. (1 -6) supra, may be challenged as improper. Grievances challenged under this provision shall be corrected within time limitations hereinafter set forth.
- E. Time limitations hereinafter established, may be extended only by written, mutual consent of the parties.
- F. Level One: A teacher or the Association alleging violation of any provision of this Agreement shall, within ten (10) days of the alleged violation, orally discuss the grievance with the building principal. An association representative may be present at this oral conference. If no resolution is obtained within two (2) days of the discussion, the teacher shall reduce the grievance to writing as described in C. (1-6) supra. The written grievance form must be submitted to the principal within two (2) days of the oral discussion. Within five (5) days of the receipt of the grievance, the principal shall answer the grievance expressing written disposition with a copy of the grievance returned to the aggrieved.

If no decision is rendered within five (5) days of the receipt or the decision is unsatisfactory to the grievant and the Association, the grievant shall, within five (5) days, appeal same to Level Two by filing such written grievance.

- G. Level Two: A copy of the written grievance shall be filed with the Superintendent or his/her designated agent as specified in Level One with the endorsement thereon of the approval or disapproval of the Association. Within five (5) days of receipt of the written grievance, the superintendent or his/her designated agent shall arrange a meeting with the grievant(s) and/or the

designated Association representative, at the option of the grievant, to discuss the grievance. Within five (5) days of the discussion, the superintendent or his/her designated agent shall render his/her decision in writing, transmitting a copy of the same to the grievant and the Association building representative.

If no decision is rendered within five (5) days of the discussion or the decision is unsatisfactory to the grievant and the Association, the grievant shall, within five (5) days, appeal same to the Board of Education by filing such written grievance.

- H. Level Three: The secretary of the Board, on receipt of the written grievance, shall place the grievance on the agenda for the next regularly scheduled meeting of the Board. The Board shall render its decision not later than twenty (20) days after its hearing of the grievance.
- I. Level Four:
1. If the Association is not satisfied with the disposition of the grievance at Level Three, it may, within ten (10) days after the decision of the Board, refer the matter for arbitration to the American Arbitration Association, in writing, and request the appointment of a mutually selected arbitrator to hear the grievance. If the parties cannot agree on an arbitrator, he/she shall be selected in accordance with the rules of the American Arbitration Association.
 2. The decision of the arbitrator shall be final and conclusive and binding upon employees, the Board, and the Association. Subject to the right of the Board or the Association to judicial review, any lawful decision of the arbitrator shall be forthwith placed in effect.
 3. The arbitrator shall have no power to add to, subtract from, disregard, alter or modify any terms of this agreement.
 4. The arbitrator's fees and expenses shall be shared equally by the Board and the Association. All other expenses shall be paid by the party incurring the expenses.
 5. Arbitration hearings shall be held in the district unless the parties mutually agree to another location.
- J. Should a teacher or the Association fail to institute a grievance within the time limits specified, the grievance will not be processed. Should a teacher or the Association fail to appeal a decision within the limits specified, further proceedings of the grievance procedure shall be barred. Should the administration or the Board fail to respond to a grievance within the time limitations herein established, the grievance shall be automatically advanced to the next level.
- K. The processing of grievances or any consideration thereof, shall not be conducted during duty hours except by mutual consent.

ARTICLE 8
MENTOR TEACHERS

MENTOR TEACHERS

- A.. As state law mandates, each teacher in his/her first three (3) years of employment shall be assigned a mentor by the administration. The mentor teacher shall provide professional support, instruction and guidance. The purpose of the mentor assignment is to provide assistance, resources and information in a non-threatening collegial fashion.
- B. Mentor teachers shall primarily be Master teachers, currently working in the district. It is understood that if no appropriate mentor teacher is available from this group, mentor teachers may be highly effective teachers/ administrators, or college professors, or other as allowed by law.
- C. The administration will first seek volunteer mentors. In the event there are no volunteers, the administration shall assign mentors as needed in consultation with the Association.
- D. An effort will be made to match mentor teachers and new teachers who have the same area of certification and/or work assignment.
- E. Mentor and mentee teachers will have no formal involvement in the evaluation process of each other and their relationship will be collaborative and confidential.
- F. New teachers shall be provided with a minimum of fifteen (15) days of professional development instruction during their first three (3) years of classroom teaching. Appropriate expenses shall be paid by the District.
- G. Upon request, the administration may make available reasonable release time so the mentor teacher may work with the new teacher in his/her assignment during the regular work day.
- H. No later than the end of the first year that a person serves as a mentor teacher, he/she may attend a workshop or conference as directed by the administration for the purpose of training those who serve as a mentor. Appropriate expenses shall be paid by the District.
- I. The mentor teacher assignment will typically be for one (1) year, subject to renewal and shall be reviewed by the administration. Either party may terminate the assignment by serving written notice to the other.
- J. Teachers and the Association will be encouraged to provide input to the employer in the development of the guidelines and responsibilities for mentor teachers.
- K. If the state regulations regarding mentor teachers change, the Board and Association will mutually review this section.

ARTICLE 9
REDUCTION IN PERSONNEL, LAYOFF, AND RECALL

- A. It is recognized that it is within the sole discretion of the Board of Education to reduce the educational program and curriculum. This shall be done in accordance with parameters delineated by legislation.
- B. A teacher who is laid off and is subsequently paid unemployment compensation benefits (associated with his/her regular teaching assignment) during the summer following the lay-off, and who is then subsequently recalled to a teaching position at the beginning of the next school year shall have his/her teaching compensation reduced by the gross dollar amount of the unemployment compensation benefits he/she was eligible for and received prior to being recalled and returning to his/her position with the District.
- C. At the beginning of each school year, the administration shall prepare a seniority list. Copies shall be posted in the teacher's workrooms, and a copy given to the Association President by October 15th. Any teacher may submit a challenge in writing 10 working days of the posting of the seniority list. The Association and administration will meet to review the challenge and correct or affirm the list. In the event more than one individual has the same effective date of hire (defined to be the first formal working day as a Schedule "A" teacher in this system), the individuals in the presence of a representative of the Association and the Board shall draw lots to determine which individual has the greatest seniority.
- D. Board Policy for layoff shall be followed.

ARTICLE 10
LEAVES OF ABSENCE WITH PAY

- A. At the beginning of each school year, each teacher shall be credited with ten (10) days of sick leave, the unused portion of which may accumulate from year to year to a maximum of one hundred twenty (120) days. The teacher may use all or a portion of this leave to recover from his/her own illness/injury. In the case of an emergency, additional sick days may be granted at the discretion of the Board or its designee. One sick day is equal to seven (7) hours.

(The interpretation of this article for an employee who has over 110 days accumulated as of September 1 of the new year will be that said employee will have the use of the number of sick days accumulated plus 10 additional days for the new contract year. (Example: accumulated days of 117 plus new contract years sick days of 10 equals available sick days for that contract year of 127. If four days were used, the accumulated total at the end of the year would be 120.)

- B. A teacher may take a maximum of five (5) bereavement days per school year for a death in the immediate family, not chargeable against the sick leave balance. Immediate family shall be the teacher's parents, parents-in-law, spouse, children, siblings, step-parents, grandchildren, grandparents, or sister/brother in law. Any days needed for bereavement which are not part of the aforementioned family will be deductible from sick leave and are to be considered on a case by case basis by the superintendent or his/her designee.
- C. A teacher may use sick days to attend to the illness/injury of a member of the immediate family. In the case of an emergency, additional sick days may be granted at the discretion of the Board or its designee.
- D. When a teacher's sick leave has been exhausted, such teacher may be granted additional sick leave days in number not to exceed thirty (30) days, plus the days which the teacher has contributed to the sick leave bank. In order to be eligible to draw from the bank, the teacher must present a doctor's certificate of illness or injury (from a non-immediate family physician as defined in Subsection 38.4). These additional sick leave days will be drawn from a sick leave bank, the formation and administration of which shall be as follows:
1. Any teacher may contribute from his/her accumulated sick leave one (1) day per school year to a bank of sick leave of a total of five hundred (500) days. Individual authorization cards shall be placed in chronological order and the contributed days shall be used to maintain the bank at the maximum of five hundred (500) days. All authorization received in excess of the five hundred (500) days shall be maintained on file and shall be used to replenish the bank when necessary.
 2. The Superintendent or his/her duly authorized representative shall notify the SBEA when the bank has been depleted to two hundred (200) days. Thereafter, it shall be the responsibility of the teachers in their discretion to replenish the Sick Leave Bank to its maximum level of five hundred (500) days by authorizing a deduction on his/her card which is on file with the Business Office.
 3. The Sick Leave Bank shall be available to all teachers in the school district who have made a contribution to the Bank. Sick bank cards will be distributed at the first staff meeting at each building and accepted in the Business Office only if received by the deadline indicated.

4. The Sick Leave Bank shall be administered by the Business Office, and reviewed by two (2) persons designated by the Superintendent and two (2) authorized representatives of the SBEA. These persons shall be the Sick Leave Bank Committee, which shall review all matters related to the Sick Leave Bank. The decisions of the committee shall be advisory to the Superintendent or his/her designee.
- E. A teacher required to perform jury duty or appear as a witness under subpoena in a court of law shall remit the court-paid fee, less court-paid expenses, directly to the administration. The Teacher shall be paid salary during time served on jury duty during the school calendar days.
- F. Approved Absence Days: At the beginning of each school year, each teacher shall be granted two (2) non-cumulative Approved Absence Days to conduct business which cannot be conducted outside regular school hours. Unused days will be carried over as sick days. The use of Approved Absence Days shall be subject to the following conditions:
- 1) Notification must be made in writing stating the requested absence to the Superintendent or his/her designee at least twenty-four (24) hours prior to the day requested using the Approved Absence Request Form (Appendix D).
 - 2) Approved Absence Days shall not be used for financial gain or recreational (hunting, camping, shopping, etc.) purposes.
 - 3) Approved Absence Days may not be taken the day before or day after a holiday or vacation period. Leaves may not be taken the first day of the school year or the last day of the school year.
 - 4) Exceptions to the above provisions may be granted on a case-by-case basis by the Superintendent whose decision shall be final.
 - 5) Improper use of Approved Absence Days by an employee will result in a dock day(s)/ and/or other disciplinary consequences
- G. Professional Development Time
- A teacher planning to use professional development time shall confer with and obtain approval from his/her principal at least one (1) week in advance of his/her absence. The teacher shall leave complete plans and adequate materials for substitute use. The Board shall provide for a substitute teacher and reimburse for agreed upon fees, housing, mileage and meals. When possible, members of staff who share responsibilities will attend the same conference to consolidate expenses.

Professional development time shall be utilized in compliance with Revised School Code Sections 1526-1527 and Section 101 of the State Aid Act if hours are to be counted as instructional hours.

ARTICLE 11
LEAVES WITHOUT PAY

- A. A leave of absence may be granted by the administration. Any leave of absence under this provision shall be taken without pay or accrual of contractual benefits (e.g., sick leave) except as provided for in the Family Medical Leave Act. Leaves may be granted for the following reasons:
1. Full-time academic study related to the teacher's teaching area.
 2. Full-time attendance in an academic program to obtain qualification in an area outside the teacher's teaching area.
 3. Other full-time educational participation involving demonstrable advantage to the district.
 4. Campaigning for a full-time political office.
 5. Recovery from an illness/injury which exceeds the accumulated sick days allowance upon presentation of medical evidence demonstrating the nature of the illness/injury.
 6. Other reasons (e.g., maternity, child care, adoption) approved in conformity with the provision of this Agreement, at the discretion of the Board.
 7. Leaves for medical reasons. (Numbers 5, 6, 7 may qualify under FMLA)
- B. Teachers required to perform military service will be granted leave of absence under provisions of applicable federal law.
- C. A leave of absence must be requested in writing to the Superintendent not less than thirty (30) days prior to the desired starting date of the leave. The actual starting date and date of return from leave will be decided by mutual agreement of the teacher and the superintendent. Exceptions to this provision may be granted at the discretion of the Board.
- D. An extension of the leave, not to exceed one (1) year, may be granted at the discretion of the Board provided that the teacher places a request for extension in writing not later than forty-five (45) days prior to the return date established under Paragraph D supra. Exceptions to this provision may be granted at the discretion of the Board.
- E. Those individuals on leave of absence for a regular school calendar year must inform the superintendent's office of their intent to return on or before April 1 of the school year during which the leave is in effect. For an absence of a one-year duration, notification of intent to return must be made to the superintendent's office at least sixty (60) days prior to the stated date of return.
- F. Upon return from a leave of absence, a teacher shall be assigned to the former position, if available, or an equivalent position.
- G. A teacher may use accumulated sick days up to the starting date of the leave provided he/she performs all contractual duties and responsibilities. The teacher must meet standards for use of sick leave as established in Article 10.
- H. Teachers on unpaid leave of absence who desire to maintain their medical insurance may, subject to the provisions of the carrier, make provision for payment of the premium. The Board has no obligation to pay any insurance premium for a teacher on unpaid leave of absence except as provided for in the Family Medical Leave Act for eligible employees taking that leave.

ARTICLE 12
VACANCIES AND TRANSFERS

- A. The Board agrees to give notice of any vacancy in any teaching position to the President of the Association ten (10) days prior to filling the position or five (5) days in case of an emergency. Teachers desiring to be considered for any vacancy must apply in writing for the position to the Superintendent. See Appendix x. Vacancies shall be filled on the basis of certification, qualification, experience, evaluations, academic achievement, demonstrated work ethic and proficiency. Teachers who are interested in applying for a change in position shall submit a written request for transfer to the Superintendent informing him/her of such interest by April 1 of each year. Internal vacancies shall be posted ten (10) days before external posting of positions. Should vacancies occur during the summer, the Association President shall be provided a notice of vacancy and a list of all teachers who submitted a request for such a position. Summer notices shall be mailed to the Association President's last known address. If a teacher who does not receive a summer paycheck informs the superintendent in writing that they desire a copy of postings, the superintendent shall mail or e-mail the job posting directly to the person so desiring a change in position. The Board agrees to mail summer postings with summer payroll.
- B. Vacancies occurring between August 1 and September 15 may be filled by the Board without regard to posting requirements. Notice of vacancies filled under this paragraph shall be given to the Association President or his/her designee. Any teacher who wishes to be considered for any vacancy which he/she may anticipate occurring during this period may submit a request to the Superintendent not later than June 1. Teachers submitting such requests will be automatically considered for any vacancy arising during the above period.
- C. Any new positions shall be posted with accompanying job descriptions.

ARTICLE 13
SCHOOL IMPROVEMENT

- A. The Board, Administration, Teachers and Association recognize the necessity of maintaining an on-going District-wide and individual building school improvement process and the importance of continued recognition and development of quality educational services as a priority and shared goal of the parties.
- B. The term School Improvement Plan as used in this Article shall mean and apply to a School Improvement Plan as provided in Section 1277 of the Revised School Code and in State of Michigan Accreditation requirements.
- C. The Board and Association recognize that the terms and conditions of the collective bargaining agreement will govern with respect to wages, hours, and other conditions of employment.
- D. For school improvement to be successful, all parties should be committed and involved in the process. While the involvement for teachers in the school improvement process shall be primarily voluntary, there may be times that all staff may be required to participate.
- E. Should school improvement activities be requested by the Administration on days other than those in the normal school calendar (i.e. summer, spring vacation, winter vacation) the staff shall be compensated at the rate of \$110 per day. Participation under this Section E shall be strictly voluntary. Staff shall have the choice of compensated rate or accrual of compensatory time for approved work during these times.
- F. The Superintendent shall provide copies of all building level School Improvement Plans, Annual Education Reports, other reports, recommendations of the committees, and meeting minutes that are produced to the Association within a reasonable time upon request.
- G. It is understood that School Improvement Committees will not address grievances of the Master Agreement, will not evaluate individual employee performance, will not address discipline of employees, and will not address wages or fringe benefits.
- H. The Association President and Superintendent or their designees shall meet at the request of either party to discuss any concerns or problems which may arise under this article.
- I. To plan for the upcoming school year's professional development, before the end of each school year, a committee made up of two (2) teachers from 7-12 and two (2) teachers from the elementary will work with administration to develop and plan professional development days for the upcoming school year. The outline of professional development for the year shall be mutually agreed upon.
- J.

Flexible Professional Development time may include PLC meetings after school, meetings on designated inclement weather days, or meeting during days not scheduled in the school calendar, or other approved professional development opportunities which relate to school improvement or student achievement. All flexible professional development days are voluntary for staff. Flex In-

Service days will be used whenever possible for the scheduling of professional development outside of the set school calendar.

- K. The last Professional Development Day in June may be waived if the hours have been previously met. Proof would be presented in the form of agendas or PLC minutes signed by the attendees and submitted to the administration. These meetings will adhere to the mutually agreed upon plan outlined for the year.

ARTICLE 14
TEACHER COMPENSATION

- A. Teacher salary categories are appended to this Agreement.
- B. Compensation for extra-curricular activities is appended to this Agreement as Schedule B.
- C. At the end of the school year, teachers shall have the option to elect, in writing salary payments on the basis of twenty one (21) or twenty six (26) equal installments for the following year. Once made, this election will be irrevocable for the following school year. These payments will be made every other Friday commencing with the second Friday following the opening of school.
- D. Potential additional class hours over a normal contract to be assigned to a teacher for the Fall Semester will be discussed with the Association when the need becomes known and reviewed before the start of classes in the Fall if any changes occur. Likewise, any changes for Second Semester will be discussed with the teacher and the Association when the need becomes known.
- E. Teachers taking District approved courses beyond the Bachelor's Degree at State-supported accredited institutions in Michigan will be reimbursed for fifty (50%) percent of the tuition charges of the institution offering the course times their FTE employment status rate for up to six credits per year. If the district has need of teachers with specialized certification, upon approval of the Superintendent, this limit may be exceeded.
- F. The District shall reimburse each teacher for the cost of taking the Michigan Test for Teacher Certification (MTTC) to become highly qualified under the Elementary and Secondary Education (ESEA) for each test taken. The District shall also reimburse the cost for the renewal of the State of Michigan teaching certificate.
- G. If High School teachers are assigned by the Principal to spend time to develop and/or score tests for students Testing Out of High School courses, the teachers will be compensated on an hourly basis using the School Improvement rate or equivalent comp time.
- H. Teachers assigned students above the agreed upon class size limits may opt for compensation rather than assigned teacher aides at the rate of \$200 per student per semester.
- I. Virtual students will count as part of the teaching load. Every effort will be made to schedule virtual students into sections which will provide teachers time to set up online contact with these students through established office hours. SBEA members shall have first right of refusal on seat time waiver students seeking an online course before offering students other sources. This provision shall not apply to 21f students.
- J. Teachers assigned independent study students beyond the normal class load shall be compensated at the rate of \$200 per student per semester. Such independent study arrangements must be mutually agreed upon by the teacher and the principal. For the purposes of this agreement, class is defined as a grouping of students with specific curriculum goals tied to the Michigan Content Standards, for which a teacher must prepare plans, insure learning to standards, assess and record grades.

- K. Comp time may be used as means of compensation when necessary. This includes the accumulation and use of comp time hours. No more than two teachers per building may use comp time on the same day. Requests for use of comp time will be processed in the order they are received. Date of receipt will be considered, not time of day. If more than two requests for the same date are received in one day, the tie breaker shall be seniority. Requests for use of comp time will be processed for the current school year only. Carryover of comp time at the end of the school year will be limited to 70 hours. Hours over 70 will be paid off at the school improvement rate of pay.
- L. Teacher teaching seat time waiver students shall be paid \$200 per student per semester completed for each student over the specified class size cap of thirty (30) students per section, combining in-seat and virtual students for this count. Accounting for each class shall be submitted to the business office seven (7) days after each official count day. Accounting for course completion shall be submitted within two (2) weeks of the end of each semester. This count shall remain in effect for the remainder of the semester. An official copy of student enrollment from each course must be attached to the accounting form. The filing form is attached to this contract as an addendum.
- M. The teacher shall have the option to receive the aforementioned stipend spread throughout the year in the regular pay periods, or in a lump sum at the end of each semester.
- N. For the purposes of this agreement, a class is defined as a grouping of students with specific curricular goals tied to the Michigan Content Standards, for which a teacher must prepare plans, insure learning to standards, assess achievement, and record grades. A semester course curriculum must be equivalent to a semester of course content as determined by the Michigan Content Standards.
- O. Staff teaching vendor courses shall be paid \$40 per new student upon enrollment and an additional \$10 per student upon successful completion of a course.
- P. Staff teaching courses through 21f shall receive \$100 per new student per semester, with an additional \$25 paid upon successful completion of the course. As students enrolled in a 21f course are given a two (2) week withdrawal period, staff will submit enrollment accounting to the Business Office by the end of the third (3rd) week of each semester to the business office. Accounting for course completion shall be submitted within two(2) weeks of the end of each semester. The filing form is attached to this contract as an addendum.
- Q. Staff who deliver their own courses online using Suttons Bay Public Schools software and infrastructure shall operate within the above mentioned parameters. Use of the school learning management system to create and deliver online courses will be offered to Suttons Bay in-seat students as well as offered through the virtual program.
- R. For purposes of determining benefits for adjunct staff, once a course load of students reaches 18, credit for a section (1/7 FTE per semester) will be granted. A new section count will not start until the section cap of 30 is reached.

ARTICLE 15
INSURANCE

The District shall provide Vision and Dental plan coverage as per current contract coverage for the life of this contract. As of July 1 of each year a mutually agreed upon health insurance plan for each member of the bargaining unit that is in line with legislative parameters shall be selected.. The District shall be the policy holder for the health care plan selected. The District contribution shall be the maximum allowed under the State determined cap.

- A. The district will also provide Long term Disability plans equivalent to those in the current contract for the duration of this contract.
- B. Teachers not electing health insurance coverage may apply up to the amount of the single subscriber premium cap.
- C. The health insurance benefit for teachers working less than full-time shall be prorated.
- D. If an employee terminates his/her employment for reasons other than illness prior to June, his/her subsidy shall terminate on the first of the month following.
- E. In cases where cost of coverage exceeds the amount of the subsidy, the excess shall be payroll deducted from the employee or otherwise paid by the employee. Deductions shall first come from the H.S.A. before deducting from the premiums paid.

ARTICLE 16
EARLY RETIREMENT INCENTIVE

Any teacher who is eligible to retire under the Michigan Public School Employees Retirement System and has not less than fifteen (15) consecutive years of service as a teacher in the Suttons Bay Schools shall have the option to be granted an early retirement supplemental pay incentive equivalent to the purchase of universal buy-in credit subject to the following conditions:

1 Conditions

- A. An employee must retire and not accept a position that is covered by the MPSERS Act.
- B. A less than full-time teacher will be prorated for full dollar amount according to employment time. The Board of Education shall have the sole right to waive this requirement when there is a substantial savings to the district and in the Board's opinion is in the best interest of the district. The Board's decision shall be final and binding.
- C. Employees who opt for the retirement incentive program must, for the purpose of continuity, complete the first semester or complete the entire year at the Board's discretion.
- D. The teacher, through requesting Board purchase of universal buy-in credit, agrees to accept such purchase as waiver/satisfaction of any other claim for compensation (e.g. unemployment comp., etc.) against the district.
- E. The declaration by the teacher to request early retirement shall be made not less than ninety (90) calendar days prior to the end of the school year immediately preceding the year of retirement. The Board shall have the option to waive this requirement when in their judgment it is in the best interest of the district. Their decision shall be final and binding.
- F. No more than three (3) teachers shall be allowed early retirement in any one school year. If more than three (3) teachers select early retirement in one year, the Board may grant more than three (3) at its discretion.

2. Benefit Allowance

The reimbursement for the purchase of universal buy-in credit shall provide not more than either:

- A. Three (3) years of credit to staff up to thirty (30) years' service credit or;
- B. One (1) year of credit to staff with over thirty (30) years of service credit including at least 20 years in the Suttons Bay School district and be taken within the first five years beyond 30 years of service credit.

ARTICLE 17
DUES, FEES, PAYROLL DEDUCTIONS

- A. All members of Suttons Bay Education Association shall contact their representatives to set up a private dues payment plan. In order to comply with P.A. 53, as confirmed by a decision in the 6th District United States Court of Appeals in Bailey v. Callaghan, Suttons Bay Public Schools cannot be a party to dues collection.
- B. The Association has established a "Policy Regarding Objections to Political Ideology Expenditures." The policy (a copy of which shall be provided to the Board and each non-bargaining unit member by the Association) and the administrative procedures (including the timetable for payment) pursuant thereto applies only to non-Association bargaining unit members. The remedies set forth in such policies shall be exclusive and unless and until such procedures, including any administrative or judicial review thereof shall have been availed of and exhausted, no dispute, claim or complaint by an objecting bargaining unit member concerning the application and interpretation of this article shall be subject to the grievance procedures set forth in this agreement or any other administrative or judicial procedure.
- C. The Association, in all cases of mandatory fee deduction pursuant to MCLA 408.477; MSA 17.277 (7), shall notify the bargaining unit member of noncompliance by certified mail, return receipt requested. Said notice shall detail the noncompliance and shall provide ten (10) days for compliance and shall further advise the recipient that a request for wage deduction may be filed with the Board in the event compliance is not effected. If the bargaining unit member fails to remit the service fee or authorize the deduction for same, the Association may request the Board to make the deduction. The Board, upon receipt of the request for an involuntary deduction, shall provide the bargaining unit member with opportunity for a due process hearing limited to the question of whether or not the bargaining unit member has remitted the service fee to the Association or authorized payroll deduction for same.
- D. Due to certain requirements established in recent court decisions, the parties acknowledge that the amount of the fee charged to non-members along with other required information may not be available and transmitted to non-members until mid-school year. Consequently, the parties agree that the procedures in this article relating to the payment or nonpayment of the representation fee by non-members shall be activated thirty (30) days following the Association's notification to non-members of the fee for the given school year. In such event, it is agreed that the employee remains obligated for the entire annual representation fee.
- E. The Board agrees to provide the services mentioned above with a reasonable charge to the Association. An alphabetical list of the names and addresses of all employees from whom deductions have been made shall be provided yearly. Any additions or deletions shall be communicated to the Association within five (5) work days of the change.

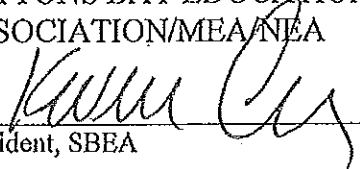
Article 18
DURATION

This Agreement shall become effective upon ratification and shall expire on August 31, 2017 this Agreement shall not be extended verbally and shall expire on the date herein specified.

Copies of the Master Agreement shall be printed at the expense of the Board and furnished to all bargaining unit members. The Association shall receive an additional copy.

WITNESSETH

SUTTONS BAY EDUCATION
ASSOCIATION/MEA/NEA

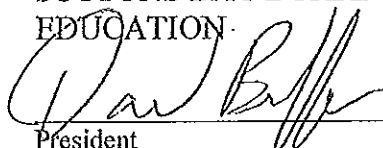


President, SBEA

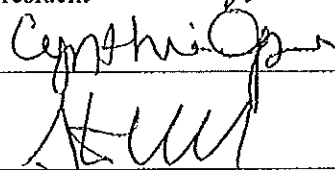
Secretary

Chairperson, Negotiations Committee

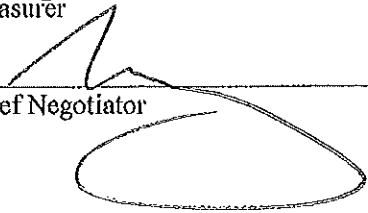
SUTTONS BAY BOARD OF
EDUCATION



President



Treasurer



Chief Negotiator

Compensation

In 2012-13 The District will implement a three-step pay scale. The steps are Developing, Professional, and Master Teacher. During the life of this contract, no member of the Association will suffer a reduction in pay from the previous year.

As every member of the district has a vested interest in the success of the district, the following revenue sharing formula shall be in effect for the duration of the contract:

After the final determination of the fall student count is complete, a statement shall be made of state aid revenues over proposed expenditures as of the date of the official fall count. Fifty (50) per cent of the amount of revenues over expenditures shall go into the fund balance to deal with the contingencies which may arise during the fiscal year. Forty (40) per cent of the revenues over expenditures as of this date shall be allocated to the Suttons Bay Education Association for distribution to its membership according to a plan approved by said membership. The remaining ten per cent shall be distributed to other district staff according to a formula determined by the Board of Education.

The SBEA shall meet monthly with the Superintendent and Business Manager to review expenditures.

Salary categories shall be as follows:

Master Teacher: \$60,000 to \$70,000

Professional Teachers: \$50,000 to \$65,000

Developing Teachers: \$35,000 to \$50,000

A teacher who moves from the professional level to the master level at a base pay higher than \$60,000 will initially be paid at the same rate that was achieved at the professional level.

Teachers may earn the following levels of incentive pay, depending upon category and evaluation rating:

Master:

- Highly Effective \$850
- Effective \$600
- Minimally Effective \$165
- Ineffective \$0

Professional:

- Highly Effective \$800
- Effective \$550
- Minimally Effective \$140
- Ineffective \$0

Developing:

- Highly Effective \$1,800
- Effective \$1550
- Minimally Effective \$375
- Ineffective \$0

Incentive pay shall become part of the base pay for the following year.

SCHEDULE B
EXTRA CURRICULAR

<u>ACTIVITY</u>	<u>% OF BASE SALARY</u>
Varsity Football	11
Assistant Football	8
JV Football Head	6
JV Football Assistant	4
Middle School Football (Head 4%, Asst 3%)	7
Flag Football (2 positions 3% and 1 % each)	4
Soccer Var-JV-MS	8 - 6 - 3
Golf Var	8
Cross Country Coach (if full boys & girls teams)	8
(if not full boys & girls teams)	6
MS Cross Country	3
Cheerleading Coach (Fall) Var - JV	5 - 2
Cheerleading Coach (Winter) Var - JV	5 - 2
Varsity Basketball	11
JV Basketball	8
9th Grade Basketball	6
7th & 8th Grade Basketball (4% each)	8
Elementary Basketball	2
Volleyball Var-JV-9 TH -7/8 th -6 th	11-8-6-4-1
Ski Team Coach	8
Baseball Coach Var-JV	8-6
Softball Coach Var-JV	8-6
Track Coach Head-Asst	8-6
Middle School Track (Boys & Girls 3% each)	6
Instrumental Music Director	11
Vocal Music Director	4
Project HERO Head-Asst	4-2
Yearbook - High School	4
Yearbook - Middle School or Elementary	1 each
School Sanctioned Clubs (Ski Club, BPA, SAAD, Art, Thespian, French, Spanish, Etc.)	2
High School Play Director (for each approved play)	3.5
Middle School Play Director (for each approved play)	2.5
All-School Musical Director	3.5
Driver Education (hourly rate)	.063
*Senior Class Advisor (Plus .5% if a Senior trip is scheduled)	3.5
*Junior Class Advisor	2.5
*Sophomore & Freshmen Class Advisors	2
*Sixth, Seventh & Eighth Grade Class Advisors	1
*Student Council HS - MS	5- 2
*National Honor Society	2
Mentor Teacher	2
G/T Coordinator	2
Virtual School Counselor	15

In the event no bargaining unit member volunteers for the positions marked with a "*", the Association agrees it will select suitable persons from the bargaining unit to fill such positions on a yearly basis.

Internal Substitution Internal subbing will be paid at \$13.00 per hour.

Music Director The Schedule B position of music director, choir, marching band, and stage band are included in the job description of music instructor and considered part of that position.

Secondary teachers who teach an extra class shall receive an additional 1/7th of their rate of pay for the period of the additional assignment.

Evaluations of Schedule B coaching positions shall be made within 6 weeks of the close of the season. Recommendations for continuance or non-continuance in position will be made as a part of the evaluation.

The Association agrees that the Board may cancel an extracurricular program but not in an arbitrary or capricious manner and further agrees that the Board may allow responsibilities for a particular activity to be shared by more than one teacher. Percentages paid will be pro-rated according to the contracted salary percentages. The Association agrees that Schedule B positions are assigned on a yearly basis.

NOTE: Pay shall be determined by multiplying percentage assigned to the positions to the rate of pay listed in the experience lane below. Pay for Schedule B may be taken throughout the sports season or period of assignment provided the duties are approximately equal throughout the assignment otherwise pay will be made when all duties are completed.

YEARS IN SPORT/ACTIVITY STEP

1-3	years	\$32,000
4-6	years	\$33,200
7-9	years	\$34,700
10-12	years	\$36,250
13 or more		\$37,800

The experience factor only applies to all Schedule B positions. Credit will be given for experience in the particular assignment while teaching/coaching at Suttons Bay.

To compute the Driver Education hourly rate in accordance with the above year in sport/activity scale, a factor of .00063 will be applied. (Example: A person with 8 years Driver Education experience would use 34,700 X .00063 to compute his/her hourly rate.)

Teachers not qualified for experience factors shall be paid at the entry level.

A coach moving to the next higher level position within the same sport will be placed at Step 2 of the new position provided he/she has at least the number of years' experience to qualify for such placement. A coach moving to a lower level position within the same sport will be given full experience credit. Experience accrued in any area of student advisory work shall apply in any other area of student advisory work for purposes of credit toward experience factor. Student advisory work includes Student Council, National Honor Society, as well as Freshman, Sophomore, Junior and Senior class advisor positions.

Final payment for Schedule B duties shall be paid only after all equipment is stored and inventories completed.

NOTE: If, during the life of this agreement, new activities are added to Schedule B, no salary shall be paid for such positions prior to consultation regarding the amount with the Association. Nothing shall preclude the possibility of this salary being subject to further negotiation at the next regular negotiating period.

SUTTONS BAY PUBLIC SCHOOLS
APPROVED ABSENCE REQUEST FORM

ARTICLE 10: SECTION E

Approved Absence Days: At the beginning of each school year, each teacher shall be granted two (2) non-cumulative Approved Absence Days to conduct business which cannot be conducted outside regular school hours. The use of Approved Absence Days shall be subject to the following conditions:

- 1) Notification must be made in writing for the requested absence to the Superintendent or his/her designee at least twenty-four (24) hours prior to the day requested using the Approved Absence Request Form (Appendix D).
- 2) Approved Absence Days shall not be used for financial gain or recreational (hunting, camping, shopping, etc.) purposes.
- 3) Approved Absence Days may not be taken the day before or day after a holiday or vacation period. Leaves may not be taken the first day of the school year or the last day of the school year.
- 4) Exceptions to the above provisions may be granted on a case-by-case basis by the Superintendent whose decision shall be final.
- 5) Improper use of approved absence days by an employee will result in a dock day(s) and/or disciplinary consequences.

I hereby request a leave of absence on _____ to
conduct business which cannot be conducted outside regular work hours.

This absence is for a _____ Full Day; _____ AM Half Day; _____ PM Half Day

This request is being made in accordance with ARTICLE 10, SECTION E and
I attest that the above conditions are met as stipulated.

Signed _____ Date _____

Principal Approval _____ Date _____

Superintendent Approval _____ Date _____

SUTTONS BAY PUBLIC SCHOOLS
ASSOCIATION LEAVE REQUEST FORM

ARTICLE 3: SECTION S

At the beginning of the school year, the Association shall be credited with ten (10) non-cumulative days during bargaining years and seven (7) non-cumulative days during non-bargaining years to be used to conduct Association Business. These days may be used by the Association Officers or their designees who are members of the Association to conduct association business under the following conditions:

1. The Association shall request such leave from the Superintendent or his/her designee not less than forty-eight (48) hours in advance.
2. No more than three (3) members may take said leave on the same day.
3. No more than two events per month will be used for such leave.
4. The Association shall reimburse the district for the cost of a substitute teacher if a substitute is hired.
5. The Request for Association Business Leave Form will be used stating the reason for the requested leave.
6. If extenuating circumstances warrant, the Superintendent may waive any of the above conditions.

I hereby request an Association Leave of absence on _____ to
conduct association business.

This absence is for a _____ Full Day; _____ AM Half Day; _____ PM Half Day

The reason for this absence is _____

This request is being made in accordance with ARTICLE 3, SECTION S and
I attest that the above conditions are met as stipulated.

Signed _____ Date _____

Association Approval _____ Date _____

Principal Approval _____ Date _____

Superintendent Approval _____ Date _____

SUTTONS BAY PUBLIC SCHOOLS
COURSE APPROVAL FORM

ARTICLE XIV: SECTIONS D & E

Teachers who complete academic courses for additional compensation on the salary schedule will be so advanced provided all courses are completed and an official transcript is provided to the superintendent not later than the first teacher work day of the school year. Courses completed during the school year which require advancement will not entitle the teacher to advancement until the start of the next school year. Teachers taking District approved courses beyond the Bachelor's Degree at State-supported accredited institutions in Michigan will be reimbursed for fifty (50%) percent of the tuition charges of the institution offering the course *times their FTE employment status rate*.

If the teacher who has been reimbursed by the district resigns their position within one (1) year after taking the course, the teacher will be responsible for payment back to the district for fifty (50%) of the reimbursement.

All course work for advancement on the salary schedule must receive prior approval of the superintendent.

TEACHER NAME _____ DATE SUBMITTED _____

COURSE NUMBER _____ COURSE TITLE _____

INSTITUTION _____ INSTRUCTOR _____

COURSE DESCRIPTION:

TYPE OF CREDIT: _____ UNDERGRADUATE _____ GRADUATE

SEMESTER HOURS _____ OR TERM HOURS _____ *

*Term hours will be translated to semester hours using 3:2 ratio.

COURSE DATES _____

SUPERINTENDENT APPROVAL _____ DATE _____

COURSE COMPLETION FORM

The above listed course was completed on _____, GRADE _____

Please attach a copy of grade report form or transcript.

Date submitted _____.

SUTTONS BAY PUBLIC SCHOOLS
GRIEVANCE FORM

Grievance # _____ School Year _____ Date Filed _____

Name of Grievant _____

Association Representative _____

Date Grievance Occurred _____

Contract Section(s) Violated _____

Statement of Grievance _____

(Use additional sheet if necessary)

Relief Requested _____

STEP ONE

DISCUSSION WITH PRINCIPAL

- A. Date of Meeting _____
- B. Disposition by Principal _____
- _____

Signature of Principal

Date

STEP TWO - SUPERINTENDENT

Date Received _____

- A. Date of Meeting _____
- B. Disposition by Superintendent _____
- _____

Signature of Superintendent

Date

STEP THREE - BOARD OF EDUCATION

Date Received _____

- A. Date of Meeting _____
- B. Disposition by Board _____
- _____

Signature of Board President

Date

STEP FOUR - ARBITRATION

- A. Date of Notification to Board _____
- B. Date of Hearing _____
- C. Award (Attach award of arbitration) _____
- _____
- _____
- D. Date Award Received _____
- E. _____

Suttons Bay Public Schools Professional Evaluation Goals Worksheet

Activity

I will do this:

Purpose

So that:

Measurement

And this is how I will measure results:

For support on reaching these goals, I request the following:

Evaluator:
Date

Date:

Evaluatee:

Progress Report

Evaluation Progress Report for : _____

Date:

Evaluator:

Goal:

Supporting data submitted:

Evaluatee's self-assessment of progress:

Evaluator's assessment of progress:

Areas of focus for the future:

Evaluator _____

Evaluatee _____

THE REVISED SCHOOL CODE (EXCERPT)
Act 451 of 1976

380.1248 Personnel decisions resulting in elimination of position; policies; collective bargaining agreement; expiration; action brought by teacher; remedy.

Sec. 1248.

(1) For teachers, as defined in section 1 of article I of 1937 (Ex Sess) PA 4, MCL 38.71, all of the following apply to policies regarding personnel decisions when conducting a staffing or program reduction or any other personnel determination resulting in the elimination of a position, when conducting a recall from a staffing or program reduction or any other personnel determination resulting in the elimination of a position, or in hiring after a staffing or program reduction or any other personnel determination resulting in the elimination of a position by a school district or intermediate school district:

(a) Subject to subdivision (c), the board of a school district or intermediate school district shall not adopt, implement, maintain, or comply with a policy that provides that length of service or tenure status is the primary or determining factor in personnel decisions when conducting a staffing or program reduction or any other personnel determination resulting in the elimination of a position, when conducting a recall from a staffing or program reduction or any other personnel determination resulting in the elimination of a position, or in hiring after a staffing or program reduction or any other personnel determination resulting in the elimination of a position.

(b) Subject to subdivision (c), the board of a school district or intermediate school district shall ensure that the school district or intermediate school district adopts, implements, maintains, and complies with a policy that provides that all personnel decisions when conducting a staffing or program reduction or any other personnel determination resulting in the elimination of a position, when conducting a recall from a staffing or program reduction or any other personnel determination resulting in the elimination of a position, or in hiring after a staffing or program reduction or any other personnel determination resulting in the elimination of a position, are based on retaining effective teachers. The policy shall ensure that a teacher who has been rated as ineffective under the performance evaluation system under section 1249 is not given any preference that would result in that teacher being retained over a teacher who is evaluated as minimally effective, effective, or highly effective under the performance evaluation system under section 1249. Effectiveness shall be measured by the performance evaluation system under section 1249, and the personnel decisions shall be made based on the following factors:

(i) Individual performance shall be the majority factor in making the decision, and shall consist of but is not limited to all of the following:

(A) Evidence of student growth, which shall be the predominant factor in assessing an employee's individual performance.

(B) The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.

(C) The teacher's management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to withstand the strain of teaching.

(D) The teacher's attendance and disciplinary record, if any.

(II) Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.

(III) Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

(c) Except as otherwise provided in this subdivision, length of service or tenure status shall not be a factor in a personnel decision described in subdivision (a) or (b). However, if that personnel decision involves 2 or more employees and all other factors distinguishing those employees from each other are equal, then length of service or tenure status may be considered as a tiebreaker.

(2) If a collective bargaining agreement is in effect for employees of a school district or intermediate school district as of the effective date of this section and if that collective bargaining agreement prevents compliance with subsection (1), then subsection (1) does not apply to that school district or intermediate school district until after the expiration of that collective bargaining agreement.

(3) If a teacher brings an action against a school district or intermediate school district based on this section, the teacher's sole and exclusive remedy shall be an order of reinstatement commencing 30 days after a decision by a court of competent jurisdiction. The remedy in an action brought by a teacher based on this section shall not include lost wages, lost benefits, or any other economic damages.

History: Add. 2011, Act 102, Imd. Eff. July 19, 2011

Popular Name: Act 451

Section 380.1249

THE REVISED SCHOOL CODE (EXCERPT) Act 451 of 1976

380.1249 Performance evaluation system for teachers and school administrators; requirements; governor's council on educator effectiveness; recommendations on evaluation processes; compliance with subsection (2) or (3) not required; effect of collective bargaining agreement; effectiveness label.

Sec. 1249.

(1) Not later than September 1, 2011, and subject to subsection (9), with the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that does all of the following:

(a) Evaluates the teacher's or school administrator's job performance at least annually while providing timely and constructive feedback.

(b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.

(c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria. If the performance evaluation system implemented by a school district, intermediate school district, or public school academy under this section does not already include the rating of teachers as highly effective, effective, minimally effective, and ineffective, then the school district, intermediate school district, or public school academy shall revise the performance evaluation system within 60 days after the effective date of the amendatory act that added this sentence to ensure that it rates teachers as highly effective, effective, minimally effective, or ineffective.

(d) Uses the evaluations, at a minimum, to inform decisions regarding all of the following:

(I) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.

(II) Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.

(III) Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.

(iv) Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

(2) Beginning with the 2013-2014 school year, the board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for teachers meets all of the following:

(a) The performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of the following:

(i) For the annual year-end evaluation for the 2013-2014 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-2015 school year, at least 40% of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-2016 school year, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation enacted by the legislature under subsection (6) after review of the recommendations contained in the report of the governor's council on educator effectiveness submitted under subsection (5).

(ii) If there are student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

(iii) The annual year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator or his or her designee conducting the evaluation, in consultation with the teacher, and any recommended training identified by the school administrator or designee, in consultation with the teacher, that would assist the teacher in meeting these goals. For a teacher described in subdivision (b), the school administrator or designee shall develop, in consultation with the teacher, an individualized development plan that includes these goals and training and is designed to assist the teacher to improve his or her effectiveness.

(b) The performance evaluation system shall include a midyear progress report for a teacher who is in the first year of the probationary period prescribed by section 1 of article II of 1937 (Ex Sess) PA 4, MCL 38.81, or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation. The midyear progress report shall be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve. All of the following apply to the midyear progress report:

(i) The midyear progress report shall be based at least in part on student achievement.

(ii) The midyear progress report shall be aligned with the teacher's individualized development plan under subdivision (a)(iii).

(III) The midyear progress report shall include specific performance goals for the remainder of the school year that are developed by the school administrator conducting the annual year-end evaluation or his or her designee and any recommended training identified by the school administrator or designee that would assist the teacher in meeting these goals. At the midyear progress report, the school administrator or designee shall develop, in consultation with the teacher, a written improvement plan that includes these goals and training and is designed to assist the teacher to improve his or her rating.

(IV) The midyear progress report shall not take the place of an annual year-end evaluation.

(c) The performance evaluation system shall include classroom observations to assist in the performance evaluations. All of the following apply to these classroom observations:

(I) Except as provided in this subdivision, the manner in which a classroom observation is conducted shall be prescribed in the evaluation tool for teachers described in subdivision (d).

(II) A classroom observation shall include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson.

(III) A classroom observation does not have to be for an entire class period.

(iv) Unless a teacher has received a rating of effective or highly effective on his or her 2 most recent annual year-end evaluations, there shall be multiple classroom observations of the teacher each school year.

(d) For the purposes of conducting annual year-end evaluations under the performance evaluation system, the school district, intermediate school district, or public school academy shall adopt and implement the state evaluation tool for teachers that is required under legislation enacted by the legislature under subsection (6) after review of the recommendations contained in the report of the governor's council on educator effectiveness submitted under subsection (5). However, if a school district, intermediate school district, or public school academy has a local evaluation tool for teachers that is consistent with the state evaluation tool, the school district, intermediate school district, or public school academy may conduct annual year-end evaluations for teachers using that local evaluation tool.

(e) The performance evaluation system shall assign an effectiveness rating to each teacher of highly effective, effective, minimally effective, or ineffective, based on his or her score on the annual year-end evaluation described in this subsection.

(f) As part of the performance evaluation system, and in addition to the requirements of section 1526, a school district, intermediate school district, or public school academy is encouraged to assign a mentor or coach to each teacher who is described in subdivision (b).

(g) The performance evaluation system may allow for exemption of student growth data for a particular pupil for a school year upon the recommendation of the school administrator conducting the annual year-end evaluation or his or her designee and approval of the school district superintendent or his or her designee, intermediate superintendent or his or her designee, or chief administrator of the public school academy, as applicable.

(h) The performance evaluation system shall provide that, if a teacher is rated as ineffective on 3 consecutive annual year-end evaluations, the school district, public school academy, or intermediate school district shall dismiss the teacher from his or her employment. This subdivision does not affect the ability of a school district, intermediate school district, or public school academy to dismiss an ineffective teacher from his or her employment regardless of whether the teacher is rated as ineffective on 3 consecutive annual year-end evaluations.

(i) The performance evaluation system shall provide that, if a teacher is rated as highly effective on 3 consecutive annual year-end evaluations, the school district, intermediate school district, or public school academy may choose to conduct a year-end evaluation biennially instead of annually. However, if a teacher is not rated as highly effective on 1 of these biennial year-end evaluations, the teacher shall again be provided with annual year-end evaluations.

(j) The performance evaluation system shall provide that, if a teacher who is not in a probationary period prescribed by section 1 of article II of 1937 (Ex Sess) PA 4, MCL 38.81, is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the school district superintendent, intermediate superintendent, or chief administrator of the public school academy, as applicable. The request for a review must be submitted in writing within 20 days after the teacher is informed of the rating. Upon receipt of the request, the school district superintendent, intermediate superintendent, or chief administrator of the public school academy, as applicable, shall review the evaluation and rating and may make any modifications as appropriate based on his or her review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a 3-school-year period.

(3) Beginning with the 2013-2014 school year, the board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for building-level school administrators and for central office-level school administrators who are regularly involved in instructional matters meets all of the following:

(a) The performance evaluation system shall include at least an annual year-end evaluation for all school administrators described in this subsection by the school district superintendent or his or her designee, intermediate superintendent or his or her designee, or chief administrator of the public school academy, as applicable, except that a superintendent or chief administrator shall be evaluated by the board or board of directors.

(b) For the annual year-end evaluation for the 2013-2014 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-2015 school year, at least 40% of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-2016 school year, at least 50% of the annual year-end evaluation shall be based on student growth and assessment data. The student growth and assessment data to be used for the school administrator annual year-end evaluation are the aggregate student growth and assessment data that are used in teacher annual year-end evaluations in each school in which the school administrator works as an administrator or, for a central-office level school administrator, for the entire school district or intermediate school district.

(c) The portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for each school in which the school administrator works as an administrator or, for a central-office level school administrator, for the entire school district or intermediate school district:

(i) If the school administrator conducts teacher performance evaluations, the school administrator's training and proficiency in using the evaluation tool for teachers described in subsection (2)(d), including a random sampling of his or her teacher performance evaluations to assess the quality of the school administrator's input in the teacher performance evaluation system. If the school administrator designates another person to conduct teacher performance evaluations, the evaluation of the school administrator on this factor shall be based on the designee's training and proficiency in using the evaluation tool for teachers described in subsection (2)(d), including a random sampling of the designee's teacher performance evaluations to assess the quality of the designee's input in the teacher performance evaluation system, with the designee's performance to be counted as if it were the school administrator personally conducting the teacher performance evaluations.

(ii) The progress made by the school or school district in meeting the goals set forth in the school's school improvement plan or the school district's school improvement plans.

(iii) Pupil attendance in the school or school district.

(iv) Student, parent, and teacher feedback, and other information considered pertinent by the superintendent or other school administrator conducting the performance evaluation or the board or board of directors.

(d) For the purposes of conducting performance evaluations under the performance evaluation system, the school district, intermediate school district, or public school academy shall adopt and implement the state evaluation tool for school administrators described in this subsection that is required under legislation enacted by the legislature under subsection (6) after review of the recommendations contained in the report of the governor's council on educator effectiveness submitted under subsection (5). However, if a school district, intermediate school district, or public school academy has a local evaluation tool for school administrators described in this subsection that is consistent with the state evaluation tool, the school district, intermediate school district, or public school academy may conduct performance evaluations for school administrators using that local evaluation tool.

(e) The performance evaluation system shall assign an effectiveness rating to each school administrator described in this subsection of highly effective, effective, minimally effective, or ineffective, based on his or her score on the evaluation tool described in subdivision (d).

(f) The performance evaluation system shall ensure that if a school administrator described in this subsection is rated as minimally effective or ineffective, the person or persons conducting the evaluation shall develop and require the school administrator to implement an improvement plan to correct the deficiencies. The improvement plan shall recommend professional development opportunities and other measures designed to improve the rating of the school administrator on his or her next annual year-end evaluation.

(g) The performance evaluation system shall provide that, if a school administrator described in this subsection is rated as ineffective on 3 consecutive annual year-end evaluations, the school district, public school academy, or intermediate school district shall dismiss the school administrator from his or her employment. However, this subdivision

applies only if the 3 consecutive annual year-end evaluations are conducted using the same evaluation tool and under the same performance evaluation system. This subdivision does not affect the ability of a school district, intermediate school district, or public school academy to dismiss an ineffective school administrator from his or her employment regardless of whether the school administrator is rated as ineffective on 3 consecutive annual year-end evaluations.

(h) The performance evaluation system shall provide that, if a school administrator is rated as highly effective on 3 consecutive annual year-end evaluations, the school district, intermediate school district, or public school academy may choose to conduct a year-end evaluation biennially instead of annually. However, if a school administrator is not rated as highly effective on 1 of these biennial year-end evaluations, the school administrator shall again be provided with annual year-end evaluations.

(4) The governor's council on educator effectiveness is created as a temporary commission described in section 4 of article V of the state constitution of 1963. All of the following apply to the governor's council on educator effectiveness:

(a) The governor's council on educator effectiveness shall consist of the following 5 voting members:

(i) The governor shall appoint 3 members.

(ii) The senate majority leader shall appoint 1 member.

(iii) The speaker of the house of representatives shall appoint 1 member.

(b) In addition to the members appointed under subdivision (a), the superintendent of public instruction or his or her designee shall serve as a nonvoting member.

(c) The members appointed under subdivision (a), and the designee of the superintendent of public instruction if he or she appoints a designee, shall have expertise in 1 or more of the following areas: psychometrics, measurement, performance-based educator evaluation models, educator effectiveness, or development of educator evaluation frameworks in other states.

(d) Not later than October 31, 2011, the governor's council on educator effectiveness shall contract with 1 or more additional experts in the areas described in subdivision (c) as the council considers necessary.

(e) The governor shall appoint an advisory committee for the governor's council on educator effectiveness to provide input on the council's recommendations. The advisory committee shall consist of public school teachers, public school administrators, and parents of public school pupils.

(f) The governor's office shall provide staffing and support for the governor's council on educator effectiveness.

(5) Not later than April 30, 2012, the governor's council on educator effectiveness shall submit to the state board, the governor, and the legislature a report that identifies and recommends all of the following for the purposes of this section and that includes

recommendations on evaluation processes and other matters related to the purposes of this section:

(a) A student growth and assessment tool. The student growth and assessment tool shall meet all of the following:

(I) Is a value-added model that takes into account student achievement and assessment data, and is based on an assessment tool that has been determined to be reliable and valid for the purposes of measuring value-added data.

(II) In addition to measuring student growth in the core subject areas of mathematics, science, English language arts, and social science, will measure student growth in other subject areas.

(III) Complies with all current state and federal law for students with a disability.

(IV) Has at least a pre- and post-test.

(v) Is able to be used for pupils of all achievement levels.

(b) A state evaluation tool for teachers. All of the following apply to this recommendation:

(I) In addition to the student growth and assessment tool, the recommended state evaluation tool for teachers may include, but is not limited to, instructional leadership abilities, teacher and pupil attendance, professional contributions, training, progress report achievement, school improvement plan progress, peer input, and pupil and parent feedback.

(II) The council shall ensure that the recommended state evaluation tool for teachers will allow all special education teachers to be rated.

(III) The council shall seek input from school districts, intermediate school districts, and public school academies that have already developed and implemented successful, effective performance evaluation systems.

(c) A state evaluation tool for school administrators described in subsection (3). In addition to the student growth and assessment tool, the recommended state evaluation tool for these school administrators may include, but is not limited to, teacher and pupil attendance, graduation rates, professional contributions, training, progress report achievement, school improvement plan progress, peer input, and pupil and parent feedback.

(d) For the purposes of the recommended state evaluation tools for teachers and school administrators under subdivisions (b) and (c), recommended parameters for the effectiveness rating categories for teachers under subsection (2)(e) and for school administrators under subsection (3)(e).

(e) Recommended changes to be made in the requirements for a professional education teaching certificate that will ensure that a teacher is not required to complete additional postsecondary credit hours beyond the credit hours required for a provisional teaching certificate.

(f) A process for evaluating and approving local evaluation tools for teachers under subsection (2)(d) and school administrators under subsection (3)(d).

(6) It is the intent of the legislature to review the report submitted by the governor's council on educator effectiveness under subsection (5) and to enact appropriate legislation to put into place a statewide performance evaluation system taking into consideration the recommendations contained in the report.

(7) If all of the following apply for a public school operated by a school district, intermediate school district, or public school academy, then the school district, intermediate school district, or public school academy is not required to comply with subsection (2) or (3) for that public school:

(a) As of the effective date of this subsection, the school district, intermediate school district, or public school academy has already implemented and is currently using a performance evaluation system for that public school that meets all of the following requirements:

(i) Under the system, the most significant portion of a teacher's or school administrator's evaluation is based on student growth and assessment data, which may include value-added measures.

(ii) The system uses research-based measures to determine student growth, which may be measured by standards-based, nationally normed assessments.

(iii) The system determines professional competence through multiple direct observations of classroom practices and professional practices throughout the school year.

(iv) Under the system, teacher effectiveness and ratings, as measured by student achievement and growth data, are factored into teacher retention, promotion, and termination decisions.

(v) Under the system, teacher and school administrator performance evaluation results are used to inform teacher professional development for the succeeding year.

(vi) The system ensures that teachers and school administrators are evaluated at least annually.

(b) The school district, intermediate school district, or public school academy notifies the governor's council on educator effectiveness by November 1, 2011 that it is exempt under this subsection from the requirements of subsections (2) and (3).

(c) The school district, intermediate school district, or public school academy posts a description of its evaluation system on its website.

(8) If, after the effective date of this subsection, a school district, intermediate school district, or public school academy begins operating a new public school, or implements a new performance evaluation system for a public school it operates, and all of the following apply, then the school district, intermediate school district, or public school academy is not required to comply with subsection (2) or (3) for that public school:

(a) The performance evaluation system adopted and implemented for that public school replicates and is identical to the performance evaluation system of a public school that is exempt under subsection (7).

(b) The school district, intermediate school district, or public school academy posts a description of the performance evaluation system on its website.

(9) If a collective bargaining agreement is in effect for teachers or school administrators of a school district, public school academy, or intermediate school district as of the effective date of the 2011 amendatory act that amended this subsection, and if that collective bargaining agreement prevents compliance with subsection (1), then subsection (1) does not apply to that school district, public school academy, or intermediate school district until after the expiration of that collective bargaining agreement.

(10) A school district, intermediate school district, or public school academy shall continue to conduct the evaluations for school principals that are currently required by the department through the 2010-2011 school year. At the end of the 2010-2011 school year, a school district, intermediate school district, or public school academy shall report the most recently completed or determined "effectiveness label" from that evaluation for each principal who is in place for 2010-2011, in a form and manner prescribed by the department.

History: Add. 2009, Act 205, Imd. Eff. Jan. 4, 2010 ;-- Am. 2010, Act 336, Imd. Eff. Dec. 21, 2010 ;-- Am. 2011, Act 102, Imd. Eff. July 19, 2011

Compiler's Notes: Former MCL 380.1249, which pertained to review of official transcripts and procedures for changing grades, was repealed by Act 289 of 1995, Eff. July 1, 1996.

Popular Name: Act 451

THE REVISED SCHOOL CODE (EXCERPT)
Act 451 of 1976

380.1309 Conduct constituting suspension; action by teacher; report; supervision; conference; return by student; adoption of local policy by school board; definitions.

Sec. 1309.

(1) If a teacher in a public school has good reason to believe that a pupil's conduct in a class, subject, or activity constitutes conduct for which the pupil may be suspended from a class, subject, or activity according to the local policy required under subsection (2), the teacher may cause the pupil to be suspended from the class, subject, or activity for up to 1 full school day. The teacher shall immediately report the suspension and the reason for the suspension to the school principal and send the pupil to the school principal or the school principal's designee for appropriate action. If that action requires the continued presence of the pupil at school, the pupil shall be under appropriate supervision. As soon as possible after a suspension under this section, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor, school psychologist, or school social worker shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. During a suspension under this section, the pupil shall not be returned that school day to the class, subject, or activity from which he or she was suspended without the concurrence of the teacher of the class, subject, or activity and the school principal.

(2) A school board shall adopt a local policy specifying the types of conduct for which a pupil may be suspended from a class, subject, or activity by a teacher under this section. This policy shall be included in the school board's code of student conduct.

(3) As used in this section:

(a) "School board" means that term as defined in section 1311a.

(b) "School principal" means the chief administrator of a school.

History: Add. 1999, Act 103, Imd. Eff. July 6, 1999
Popular Name: Act 451

THE REVISED SCHOOL CODE (EXCERPT)

Act 451 of 1976

380.1277 School improvement plan.

Sec. 1277. (1) Considering criteria established by the state board, in addition to the requirements specified in section 1280 for accreditation under that section, if the board of a school district wants all of the schools of the school district to be accredited under section 1280, the board shall adopt and implement and, not later than September 1 each year, shall make available to the department a copy of a 3- to 5-year school improvement plan and continuing school improvement process for each school within the school district. The school improvement plans shall include, but are not limited to, a mission statement, goals based on student academic objectives for all students, curriculum alignment corresponding with those goals, evaluation processes, staff development, development and utilization of community resources and volunteers, the role of adult and community education, libraries and community colleges in the learning community, and building level decision making. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review, and evaluation of the district's school improvement plans. Upon request of the board of a school district, the department and the intermediate school district shall assist the school district in the development and implementation of district school improvement plans. Educational organizations may also provide assistance for these purposes. School improvement plans described in this section shall be updated annually by each school and by the board of the school district.

(2) School improvement plans shall include at least all of the following additional matters:

(a) Goals centered on student academic learning.

(b) Strategies to accomplish the goals.

(c) Evaluation of the plan.

(d) Development of alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies.

(e) Methods for effective use of technology as a way of improving learning and delivery of services and for integration of evolving technology in the curriculum.

(f) Ways to make available in as many fields as practicable opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction.

(3) Each intermediate school board shall adopt and implement and, not later than September 1 each year, shall make available to the department a copy of a 3- to 5-year intermediate school district school improvement plan and continuing school improvement process for the intermediate school district. Constituent and intermediate school board members, school building administrators, teachers and other school employees, pupils, parents of pupils, and residents of the intermediate school district shall be invited and allowed to voluntarily participate in the development, review, and evaluation of the intermediate school district's school improvement plan. Upon request of the intermediate school board, the department shall assist the intermediate school district in the development and implementation of an intermediate school district school improvement plan. An intermediate school district school improvement plan described in this section shall be updated annually by the intermediate school board. An intermediate school district school improvement plan shall include at least all of the following:

(a) Methods to assist districts in improving pupils' academic learning.

(b) Assurance that all pupils have reasonable access to all programs offered by the intermediate school district, including, but not limited to, transportation if necessary.

(c) A plan for professional development that supports academic learning.

(d) Methods to assist school districts in integrating applied academics and career and employability skills into all curricular areas.

(e) Ways to make available in as many fields as practicable opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction.

(f) Collaborative efforts with supporting agencies that enhance academic learning.

(g) Long-range cost containment measures, including additional services that might be provided at reduced costs by the intermediate school district or through cooperative programs, and cost reduction programs such as interdistrict cooperation in special education and other programs and services.

(h) To the extent that it would improve school effectiveness, specific recommendations on consolidation or enhanced interdistrict cooperation, or both, along with possible sources of revenue.

(i) Evaluation of the plan.

(4) The state board shall annually review a random sampling of school improvement plans. Based on its

*Due by April 1, 2015

Suttons Bay Public Schools

Request for Transfer Consideration for the School Year 2015-2016

Name: _____ Date: _____

Present Assignment: _____

Highly Qualified Grade Levels and Subject Areas: _____

MI Teaching Certification: _____

Other areas of training or expertise: _____

Position(s) for which you wish to consider a transfer if a position becomes available: (in priority order)

1. _____
2. _____
3. _____

Factors you would like to have considered in evaluating this request:

Signature: _____

This request is effective for the 2015-2016 school year.

Appendix X

*Due by April 1, 2016

Suttons Bay Public Schools

Request for Transfer Consideration for the School Year 2016-2017

Name: _____ Date: _____

Present Assignment: _____

Highly Qualified Grade Levels and Subject Areas: _____

MI Teaching Certification: _____

Other areas of training or expertise: _____

Position(s) for which you wish to consider a transfer if a position becomes available: (in priority order)

1. _____
2. _____
3. _____

Factors you would like to have considered in evaluating this request:

Signature: _____

This request is effective for the 2016-2017 school year.

Appendix X

*Due by April 1, 2017

Suttons Bay Public Schools

Request for Transfer Consideration for the School Year 2017-2018

Name: _____ Date: _____

Present Assignment: _____

Highly Qualified Grade Levels and Subject Areas: _____

MI Teaching Certification: _____

Other areas of training or expertise:

Position(s) for which you wish to consider a transfer if a position becomes available: (in priority order)

1. _____
2. _____
3. _____

Factors you would like to have considered in evaluating this request:

Signature: _____

This request is effective for the 2017-2018 school year.

Appendix X

Michigan Department of Education

OFFICE OF PROFESSIONAL PREPARATION SERVICES

P. O. Box 30008, Lansing MI 48909

DISTRICT PROVIDED PROFESSIONAL DEVELOPMENT RECORD FOR CERTIFICATE RENEWAL

INSTRUCTIONS: This form must be completed by the individual requesting certificate renewal using professional development provided by their school district by law (Sec. 380.1527). These professional development hours can only be used to renew Professional Education Certificates and Occupational Education Certificates. To receive credit for the district provided professional development hours, this form must list the hours the individual attended of the 5 days of professional development offered by the district per Sec. 380.1527. After this form has been verified and signed by the Principal or District Designee, the information may be added to MOECS under the "View/Update Prof. Dev" tab.

Name Of Teacher (PRINTED): _____ Teacher PIC* or SSN: _____

Email Address: _____ Telephone Number: _____

Name Of School District

Where Employed: Suttons Bay Schools

School Year:

20 - 20

Name Of School Building

Where Assigned: _____

DATE(S)	DISTRICT PROVIDED PROFESSIONAL DEVELOPMENT (DPPD) ACTIVITY	HOURS ENGAGED

Did this teacher complete all 5 days offered by the district for the listed school year? Yes / No _____

Is there sufficient documentation of this DPPD Activity in case it is needed for a Record audit? Yes / No _____

Is the DPPD appropriate to the grade level and content endorsement(s) of this teacher's certificate? Yes / No _____

Principal/Designee Initials

Principal/District Designee Name (PRINTED): _____ Title: _____

Principal/District Designee Signature: _____ Date: _____

Principal/District Designee Email Address: _____ Telephone Number: _____

Signature of Teacher: _____ Date: _____

*Personal Identification Code (PIC) can be obtained by logging in to the Michigan Online Educator Certification System (www.michigan.gov/moeecs) and clicking on "Manage Demographics"

PLEASE DO NOT FAX THIS SIGNED FORM. Retain for your files, so documentation can be provided if Record is audited.

**Suttons Bay Public Schools
2014-2015**

July

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

S	M	T	W	Th	F	S
		2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

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						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

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	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8/25,26/2014 Flex In-Service Days
 8/27/2014 Teacher In-Service Day
 8/28/2014 Teacher Work Day
 9/1/2014 Labor Day
 9/1/2014 First Day for Students

10/15,16/2014 Parent Teacher Conferences
 10/17/2014 No School
 11/3/2014 Professional Development
 11/27-28/14 Thanksgiving Holiday

12/22/14-1/2/15 Winter Break Starts (12/22/14-1/2/15)

1/5/2015 Return to School Staff & Students
 1/23/2015 End of 1st Semester

2/4-5/2015 Parent Teacher Conferences
 2/6/2015 No School

3/6/2015 Professional Development Day
 3/27/15-4/3/15 Spring Recess
 4/7/2015 Return to School Staff & Students

5/25/2015 Memorial Day - No School

6/4/2015 Last Day for Students - Full Day
 6/5/2015 Teacher Record Day
 6/8/2015 Flex In-Service Day

● Holiday or No School
 ■ Teacher Work Day/In-Service Day - No Students
 ■ Flex In-Service Day - No Students

180 Staff Days
 175 Student Days

Lil' Norsemen 7:15 am - 5:30 pm
 PreK-6th 8:00 am - 3:07 pm
 7th-12th 8:00 am - 3:02 pm

January

S	M	T	W	Th	F	S
						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

Su	M	T	W	Th	F	Sa
						4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

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					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

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7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	29	30				

**Suttons Bay Public Schools
2015-2016**

July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	27	28	29	30	31	

August

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23	24	25	26	27	28	29
30	31					

September

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

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20	21	22	23	24	25	26
27	28	29	30	31		

8/31,9/1/2015 Flex In-Service Days
 9/2/2015 Teacher In-Service Day
 9/3/2015 Full Day Staff
 9/7/2015 Labor Day
 9/8/2015 1st Student Day

10/21,22/15 Parent Teacher Conferences
 10/23/2015 No School
 11/2/2015 Professional Development Day
 11/26-27/15 Thanksgiving

12/21/2015 Winter Break Starts (12/21/15-1/1/16)

1/4/2016 Return to School Staff & Students
 1/22/2016 End of 1st Semester

2/3-4/2016 Parent Teacher Conferences
 2/5/2016 No School

3/4/2016 Professional Development
 3/25/2016 Spring Recess Begins (3/25/16-4/1/16)
 4/4/2016 Return to School Staff & Students

5/30/2016 Memorial Day - No School

6/9/2016 Last Day for Students - Full Day
 6/10/2016 Teacher Record Day
 6/13/2016 Flex In-Service

● Holiday or No school
 ■ Teacher Work Day/In-Service Day - No Students
 ■ Flex In-service Day - No Students

180 Staff Days
 175 Student Days

Lil' Norsemen 7:15 am - 5:30 pm
 PreK-6th 8:00 am - 3:07 pm
 7th-12th 8:00 am - 3:02 pm

January

S	M	T	W	Th	F	S
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3	4	5	6	7	8	9
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24	25	26	27	28	29	30
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February

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March

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27	28	29	30	31		

April

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May

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22	23	24	25	26	27	28
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June

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**Suttons Bay Public Schools
2016-2017**

July

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24	25	26	27	28	29	30
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August

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September

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4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	1

October

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30	31					

November

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20	21	22	23	24	25	26
27	28	29	30			

December

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

8/29,30/2016 Flex In-Service Days
 8/31/2016 Teacher In-Service Day
 9/1/2016 Full Day Staff
 9/5/2016 Labor Day
 9/6/2016 1st Student Day
 10/19,20/2016 Parent Teacher Conferences
 10/21/2016 No School
 11/7/2016 Professional Development Day
 11/19,20/16 Thanksgiving Holiday

12/22/2016 Winter Break Starts (12/22-1/2/17)
 1/3/2017 Return to School Staff & Students
 1/20/2017 End of 1st Semester

2/1,2/17 Parent-Teacher Conferences
 2/3/2017 No School
 3/3/2017 Professional Development Day
 3/24-3/31/17 Spring Recess (3/27/17-3/31/17)
 4/14/2017 No School

5/29/2017 Memorial Day - No School
 6/7/2017 Last Day for Students - Full Day
 6/8/2017 Teacher Records Day
 6/9/2017 Flex In-Service Day

● Holiday or No school
 ■ Teacher Work Day/In-Service Day - No Students
 ■ Flex In-Service Day - No Students

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22	23	24	25	26	27	28
29	30	31				

February

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26	27	28				

March

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April

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May

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28	29	30	31			

June

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18	19	20	21	22	23	24
25	26	27	28	29	30	