

September 1, 2025 – August 31, 2027

ZEELAND EDUCATION ASSOCIATION
AND
BOARD OF EDUCATION

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ARTICLE I

PREAMBLE

A. This agreement entered into this 5th day of June 2025, by and between the Zeeland School District, the city of Zeeland, Michigan, hereinafter called the "Board" and the Zeeland Education Association (MEA/NEA), hereinafter called the "Association."

B. The Board and the Association recognize that the joint objective is to provide a quality education to the children of the District, and that the quality of education provided depends upon the dedication, preparation, and morale of the teaching staff and upon the effectiveness and efficiency of the administration.

C. The Board, the Administration, and the Association agree that this is an equitable contract and, therefore, agree to work cooperatively and jointly to provide the students of our school district with a quality education program.

ARTICLE II

RECOGNITION

A. Bargaining Unit Description: The Board hereby recognizes the Association as the exclusive bargaining representative, as defined in the Michigan Public Employment Relations Act (MCLA 423.201 et. seq.) for a bargaining unit of those employees of the Board of Education employed as teachers, including Vocational Instructors, Counselors, Librarians, Special Education Teachers, Psychologists, Instructional Coaches, and Social Workers. The term "teacher" when used hereafter in the Agreement shall refer to all employees represented by the Association in the bargaining unit. When used hereafter, the term "non-classroom professional" or "NCP" shall refer to those employees whose employment is not regulated by the Michigan Teachers' Tenure Act, as amended, MCL 38.71 et seq, which shall include but may not be limited to bargaining unit employees who are not required to possess a valid Michigan teaching certificate for their assignment or employees who do not possess a valid Michigan teaching certificate.

Other employees such as paraprofessionals, substitutes, principals, assistant principals, and administrators shall be excluded from the unit. The term "teacher," when used hereinafter in this agreement, shall refer to all employees presented by the Association in the bargaining unit as defined.

B. Negotiating with Association: The Board agrees not to negotiate with any individuals or organizations other than the Association for the duration of this Agreement.

C. Teachers' Rights Under Law: Nothing contained herein shall be construed to deny or restrict any teacher rights they may have under any state or federal laws and/or regulations. The rights granted to teachers hereunder shall be applied consistently with state and federal laws, but shall be deemed to be in addition to those provided by law.

ARTICLE III

BOARD RIGHTS

A. The Board, on its own behalf, and on behalf of the electors of the district, hereby retains and reserves unto itself, without limitation, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and the Constitution of the State of Michigan, and of the United States, including but without limiting the generality of the foregoing, the right:

a. To the executive management and administrative control of the school system and its properties and facilities and staff.

b. To hire all teachers and, subject to the provisions of law, to determine their qualifications and the conditions for their continued employment, and to promote, discipline, and transfer all such employees.

c. To establish grades and courses of instruction, including special programs, and to provide for athletic, recreational and social events for students, all as deemed necessary or advisable by the Board.

d. To decide upon the means and methods of instruction, the selection of textbooks and other teaching materials, and the use of teaching aids of every kind and nature.

e. To determine class schedules and the hours of instruction, the duties, responsibilities, and assignments of teachers with respect thereto, and with respect to administrative and non-teaching activities, the terms and conditions of employment.

B. The exercise of the foregoing powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations, and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only by the specific and express terms of the Agreement and then only to the extent such specific and express terms hereof are in conformance with the Constitution and laws of the State of Michigan and the Constitution and laws of the United States.

ARTICLE IV

ASSOCIATION RIGHTS

A. Use of Buildings: The Association and its members shall be permitted to use school buildings and/or classrooms free of charge at all reasonable hours for meetings of the Association and other Association business. Dates, times, and building designation are to be arranged by the Association with the Board or its representative.

B. Use of Equipment, Materials: The Association shall be given permission to use equipment and materials for Association work. Materials and supplies used by the Association shall be reimbursed to the school district at cost. Such use of equipment and materials will be arranged by the Association with the Board or its representative.

C. Providing Information to the Association: The Board agrees to furnish to the Association in response to reasonable requests all available written information, in the form in which it is kept, concerning the financial resources of the district, allocations and such other written information as will assist the Association in developing intelligent, accurate, informed and constructive programs on behalf of the teachers, together with information which may be necessary for the Association to process any grievance or complaint. Tentative or proposed budgets shall be available only after copies have been made available to board members.

D. Negotiation During School Day: At the request of the Board of Education, a negotiation committee teacher of the Zeeland Education Association may be engaged during the school day in negotiating on behalf of the ZEA without the loss of compensation.

E. Membership in the association is voluntary. Teachers may choose to join the association and pay dues at their own will.

ARTICLE V

TEACHING HOURS AND PROFESSIONAL RESPONSIBILITIES

A. Professional Program: The Association and the Board of Education hereby agree to participate in the professional program involving teacher hours.

a. Teacher Hours: The expectations for teachers before and after school are different by level. See below for details:
   i. Elementary Classroom Teachers – In the building 15 minutes before school, with 10 minutes at their post supervising students, and 5 minutes in the building after school.
   ii. Elementary Specials Teachers – In the building 5 minutes before school and in school for 15 minutes after school, including 10 minutes helping supervise students at the buses.

   iii. Middle School Teachers – In the building 15 minutes before school, with 10 minutes at their post supervising students, and 5 minutes in the building after school.
   iv. High School Teachers – In the building for 10 minutes before school with 5 minutes at their post supervising students, and 10 minutes in the building after school with 5 minutes at their post supervising students.

v. Special arrangements to leave early may be made with the building principal.
vi. The work day of non-classroom professional staff who work in multiple buildings shall be the same as the school in which they begin their day.
vii. Principals will meet within the first week of school and jointly verify staff start/stop times for part-time teachers.

b. Pupil Day: The pupils' school day shall follow the same beginning and ending hours as listed unless such changes are mutually agreed upon by the Association and the Board of Education.

FULL-DAY BEGINNING AND ENDING TIMES WILL BE AS FOLLOWS:

Elementary	**8:40 a.m. – 3:35 p.m.**
Middle School	**7:35 a.m. – 2:30 p.m.**
High School	**7:45 a.m. – 2:40 p.m.**

HALF-DAY BEGINNING AND ENDING TIMES WILL BE AS FOLLOWS:

Elementary	**8:40 a.m. – 11:55 a.m.**
Middle School	**7:35 a.m. – 10:45 a.m.**
High School	**7:45 a.m. – 11:00 a.m.**

c. Bus Accommodations: The district reserves the right to move all times forward or backward by up to10 minutes to accommodate bus schedules provided that the pupils' school day does not exceed the total times listed above.

d. Number of Classes Taught: It is agreed that Middle School and High School teachers will teach 5 classes per day and that this number will not be increased unless mutually agreed upon by the Association and the Board of Education. To the extent possible, secondary teachers' assignments shall be limited to not more than a total of 3 teaching preparations at any one time. If circumstances dictate that a teacher needs to teach more than 3 preps, administration will consult with the ZEA to explain the situation. This is most likely to happen in co-curricular classes, but could also happen in other situations.

e. Advisory and DEAR/DEAL: High school teachers will only be assigned an Advisory class if their part-time status is 0.6 FTE or higher. The same is true for middle school teachers and DEAR/DEAL. When possible, part-time employees will share these responsibilities with another staff member. All full-time teachers will be assigned an Advisory (high school or DEAR/DEAL (middle school) class.

f. Schedule of Classes Changed: In the event the schedule of classes is changed, the teacher-student contact time shall not be increased.

g. Large Group Instruction: Prior to large group instruction practices being used, teacher load and appropriate FTE will be negotiated between the BOE and ZEA. The BOE and ZEA should also negotiate conditions surrounding online courses.

B. Change in Hours: If duties require a change in hours for some personnel, such hours shall be mutually agreed upon by the Association and the Board after consultation with the teacher or teachers.

C. Teacher Meetings: The Administrative staff shall schedule up to 39.5 hours of professional development over the course of the year. These would include 5 full-day (5.5 hours each, with a half-hour for lunch) professional development sessions (see calendar for dates) and 6 half-days for professional learning communities (PLC's) to meet (2 hours each) throughout the year. In addition to these 39.5 hours of required professional development, principals can require teachers to attend 3 hours of before or after school meetings that might include events like Open House, Curriculum Night, Card Parties, etc., not including Parent Teacher Conferences, Kindergarten Screening, or other previously negotiated dates. These 3 flexible hours should be planned well in advance, with a minimum 60-day notice for teachers.

D. Professional Development: Professional development is a critical time that allows staff to grow and collaborate with one another. When planning for professional development, some important guiding principles to keep in mind include the following:

- Professional development is best when it is relevant to the individual staff member
- Staff input and ownership on their needs and how to best use the time.
- We want to limit the amount of time that staff are pulled from the classroom

All teachers shall participate in all professional development. There is no reduction for part-time teachers. Part-time staff, as well as categorical teachers, and non-classroom professional staff, are expected to attend all professional development unless they believe the agenda does not apply to their position. If this is the case, the part-time, categorical, or non-classroom professional staff member may meet with their principal or supervisor and discuss being excused from part or all of the professional development session. If staff have an option for more relevant professional development at the same time as scheduled professional development, they can seek permission to attend the alternate PD instead. The decision to allow any of the alternative options described above rests solely with administration.

If a teacher is excused from professional development and is full-time FTE, the teacher is still expected to work during the time for which they are excused. The start time for two-hour professional development sessions on Fridays will be forty-five minutes after the end of school on a half day or 11:30 for middle school, 11:45 for high school, and 12:45 for elementary school. While part-time staff are required to attend all professional development, when part-time staff attend PD beyond their prorated FTE, they will be paid at the hourly rewrite/staff subbing rate for the additional hours worked. For example, a 0.50 FTE teacher would attend 50% of professional development (or 20 hours) without any additional compensation, and starting with hour 21 they can submit a timesheet and be paid the hourly rate.

Staff are reminded that they cannot take personal days or wellness days on a day when professional development is scheduled. Staff can contact the Human Resources Office and seek special permission to use these days when professional development is scheduled if they have some kind of important life event that makes the absence unavoidable, such as an out-of-state wedding or moving a child into college, as just two examples.

After the calendar for the next school year is published, the District Improvement Team will meet to draft a proposed professional development plan that designates professional development time as district-wide, building, district grade group, or building grade group for elementary and building, department, or course-level for secondary. The district has the right to change the proposed dates as we move through the year, but we are asked to keep the guiding principles of professional development listed above in mind when doing so. The theme for some of the professional development dates is already set as part of the calendar (see below):

- The January professional development day will focus on service, kindness, understanding, and unity.
- The one-and-a-half days of professional development the week before fall and spring conferences will include time for benchmark meetings and at least two hours of continuous planning to prepare for conferences for elementary staff.

E. Violations: In the event a teacher is in violation of any of the above items in Article VI, the Board may deduct salary based upon 1/ (total teacher days) per day or prorated thereof for an hourly amount.

F. Change in Student Instruction Time: In the event that the scheduled student instruction time does not meet minimum state requirements, the District and the Association will meet to negotiate the changes.

ARTICLE VI

TEACHING CONDITIONS

A. School Calendar and Snow Days: The salary schedules are based upon the regular school calendars as set forth in Schedule A-2 and the normal teaching assignment as defined in this Agreement.

a. The school calendar is set forth in Schedule A-2 of this Agreement and is attached to and incorporated in this Agreement. Such calendar shall remain in effect during the term of this Agreement.

b. In the event all of the makeup days as listed on each calendar in Schedule A-2 do not bring student attendance days and hours to the minimum required for full state aid, the parties will negotiate over the matter.

c. In the event there were changes in state law that would impact the school calendar, the district and association would meet to consider changes to both the current and future calendars, keeping in mind the need for teachers and families to have time to adjust before calendar changes can be made.

B. Inclement Weather Days: Nothing in this Article shall require the Board to keep school open in the event of severe inclement weather or when otherwise prevented by an act of God. When the schools are closed to students due to the above conditions, teachers shall not be required to report for duty.

C. Lunch Periods: The following guidelines apply to lunch periods
   a. All high school and middle school teachers shall have a duty-free lunch period of at least 30 minutes.
   b. High school and middle school teachers may voluntarily supervise during lunch time the cafeteria or other student eating facilities, or other noon hour supervised areas for extra duty pay contained in the extra duty schedule, but such duty will not be required.
   c. All elementary teachers shall have a duty-free lunch period of at least 30 minutes. Elementary teachers may voluntarily supervise the noon playground, for extra duty pay contained in the Extra Duty Schedule, but such duty will not be required. Recess supervision will be rotated among all the teaching staff in the elementary building.

D. Elementary Specials Teachers: The following guidelines apply to elementary specials teachers:
   a. The teaching week for elementary specials teachers consists of thirty teaching segments, each of which is fifty minutes in length. This number is used when calculating FTE for specials teachers.
   b. Specialists who travel during the school day during the week will not be required to do recess duty. A specialist who teaches three full days in one building and two full days in another, for example, does not travel during the school day and therefore would be assigned recess duty. When a specialist has recess duty, the administration must be mindful of allowing time for them to get in from recess before their next session.
   c. Specialists may be required to help with dismissal of students at the end of the day, as a classroom teacher would do the same.
   d. Specialists should not be forced to travel during a short period of time, such as recess or lunch, without being compensated for lost time, upon completion of Travel Time Supplemental Pay Request form, available from the Human Resources Office. A plan period that backs up to recess or lunch, that can be used as travel time, is appropriate.
   e. Each year the association will appoint one teacher to work with administration in the development of the Master Specials Schedule. This does not include Building Level Specials Schedules.
   f. In the spring, before the Master Specials Schedule is created for the following year, Administration will reach out to all elementary specialists to see a) who might be willing to increase their FTE, and b) who might be willing to teach more than 1.0 FTE. Additional FTE might not be available, and/or might not fit into the schedule of a particular elementary specialist, but at least the Administration will know who is interested in additional FTE.
   g. We will use a rotating specials schedule on half-days where only 3 specials meet each day for a full 50 minutes. This rotation will continue on subsequent half-days and reset once each of the seven teaching periods has taken place. This schedule will be published and shared with elementary staff. There are some half days where it makes more sense to use a “speed day” schedule, where all specials take place in 20- or 25-minute segments. This schedule will also be published and shared with staff.

E. Zeeland Quest: Zeeland Quest is a building that operates on a balanced calendar and a focus on Project Based Learning. As such, there are a few contractual items that pertain only to Zeeland Quest.
   a. The number of days of school for students and teachers fluctuates from year to year, depending on when they start in August. A calendar will be published for the following year each spring.
   b. Most years, there are a couple more days in the Zeeland Quest year than in the rest of ZPS, but the total number of hours is normally less than their elementary counterparts in the rest of ZPS. We consider this to be a “wash” as long as they are as close as possible.
   c. Start and end times during the traditional school year are as follows:
      i. K-5: 8:40 am – 3:35 pm
      ii. 6-8: 7:35 am – 2:30 pm
   d. In June and August when the rest of ZPS is not in session, Zeeland Quest holds classes Monday through Thursday and the start and end times are 8:30 am – 2:10 pm.
   e. Zeeland Quest teachers will have the same thirty-minute, duty-free lunch as is true of all ZPS teachers, both

during the traditional year and during the summer months as well.

f. Recess will be scheduled using the K-5 master schedule, with all K-5 teachers sharing recess duty equally. The goal is two teachers on duty at any one time. When the master schedule is not as flexible, each grade level team will be responsible for creating a shared recess duty schedule and reporting it to the Zeeland Quest administration for approval.
g. For payroll purposes, the Zeeland Quest contract begins the first day of school in August each year, and runs through July 31st of that same school year.
h. Zeeland Quest will have two more professional development days than the rest of the district. There will be a full day of professional development for Quest on the Monday after the Friday half-day for district-wide professional development in September. See the calendar for the exact date. There is no additional compensation for this day, as Quest staff would have taught that day, but classes are not in session. Zeeland Quest will also have a full day of professional development on the Thursday before classes start in August. Since this is an additional work day for Quest staff, they will be excused from work responsibilities on the Wednesday and Thursday afternoons during the last week of school when other ZPS teachers are required to work in their classrooms.

F. Maintenance of Conditions: All conditions and benefits of employment specified in this Agreement shall be maintained in the district. In addition, the Board agrees to maintain the following work benefits in the district as they have been in the past: (1) Availability of telephones; (2) Teacher lounges; (3) Parking facilities; (4) Inter-school mail service; (5) Availability of payroll deductions; (6) Classroom cleaned; (7) Furniture and equipment; (8) Relief periods. As the district has grown, some staff are being asked to work with kids in a non-traditional classroom setting. When this happens, the teacher can work with the ZEA and administration to see what can be done to create a space that is appropriate for their role.

G. Teacher Conference Funds: The amount of Teacher Conference Funds (TCF) shall be $75 per teacher, per year, based upon the number of professional teaching staff members on the first day of school following Labor Day. The Teacher Conference Fund Chair, in conjunction with the ZEA President, will adopt procedures for operation. The TCF Chair shall have the final voice regarding teacher requests for funds in connection with programs or activities that will result in significant contributions to the educational program of the district and may include items such as:

a. Educational conferences
b. Workshop programs

For the purposes included in a and b above, the fund shall be used to pay the out-of-pocket expenses incurred in connection with the program or activity and such other expenses as are reasonable and directly related to the program or activity for which funds are requested. In connection with each request, the TCC shall decide the share of the expenses, if any, to be assumed by the individual teacher in connection with the program or activity.

In no case shall the amount recommended for approval by the TCC exceed out-of-pocket expenses, and the teacher shall not be paid any additional salary by the District for any service in connection with the program or activity performed on any regular school day. There shall be no duplication of payments under any other section of this Agreement.

All materials obtained in this program shall remain available to the district.

H. School Improvement Plan (SIP): It is hereby agreed by and between the parties that with respect to the responsibility contained in P.A. 25 of 1990 MSA 15.4627 et. seq.) to adopt and implement a three to five year school improvement plan and continuing school improvement process for each school within the school district, they acknowledge and recognize that the terms of the collective bargaining agreement between them govern as to the wages, hours, and terms and conditions of employment of teachers addressed therein and that those terms shall not be altered or modified through the school improvement process except by mutual agreement of the undersigned Board of Education and Association, executed in writing.

In the event that any provision(s) of a SIP or application thereof violates, contradicts, or is inconsistent with the collective bargaining agreement, the collective bargaining agreement shall prevail. Any provision(s) of the SIP or applications thereof affecting wages, hours, and/or other terms and conditions of employment of any bargaining unit members must have the written approval of the Board of Education and the Association prior to being adopted and/or implemented.

Staff input and involvement on the SIP committee(s) and various planning subcommittees and projects is encouraged.

This allows the teachers in the buildings the opportunity to provide educational input and expertise to improve the quality of education. Employee participation on the various SIP committees is voluntary.

The District School Improvement Team will meet for no more than 12 hours over the course of the year and look at School Improvement from a K-12 perspective. The District School Improvement Team will be made up of representatives from each building, plus one representative from the ZEA, who will be paid a Schedule B stipend. Every effort will be made to select District School Improvement Team members who also serve as either department chairs and/or grade group chairs. It is important that the District School Improvement team be made up of current leaders who are actively engaged with the staff. Decisions and recommendations made by the District School Improvement Team will not supersede the terms and conditions of the contract. Data from the Comprehensive Needs Assessment will be used to plan for school improvement strategies and activities at the building and district level.

I. Changes to Laws: Any time a new law is passed or legislation is changed that impacts teacher's working conditions, certification, or other job conditions, the Zeeland Education Association and the Zeeland Board of Education agree to bargain within the confines of the law regarding the impact of the new law on teachers at the expiration of this contract.

J. Student Data Identified by Instructor: When possible, and practical, there will be no release of comparative instructor-connected student data without a redaction of staff names and identifying criteria.

K. Cameras in Areas Assigned as Classrooms: As the amount of security cameras in schools has increased, the district agrees that security cameras in teaching spaces will be turned off when staff members are teaching in the space. At this time this language refers primarily to the gym for PE teachers, but could apply to other teaching spaces as well.

L. Teachers Dispensing Medication: Teachers cannot be forced by administration to dispense medication to students or perform medical procedures, but may be asked to do so optionally. If no teachers are willing to dispense medication or perform medical procedures, whether at school or for special events like a field trip, administration shall make other arrangements. If teachers do agree to dispense medication or perform medical procedures to students optionally, appropriate training will be provided, in a time frame that will allow them to feel comfortable meeting students' needs. Teachers cannot be forced to track medical monitoring devices on their personal phone or other personal device without the option of being provided a device by the district.

M. Nursing Mothers: Employees who nurse have the right to a reasonable break time to pump and a private place to pump, other than a bathroom, that is shielded from view and free from intrusion, to express breast milk while at work. Teachers who are nursing at work shall work with their administrator to establish a schedule that works for the mother, keeping in mind the availability of coverage, as well as a location that meets the criteria described above.

N. Teacher Files and FOIA: The following guidelines apply when it comes to teacher files and the Freedom of Information Act (FOIA):

   a. Before any written document is placed in a teacher's personnel file, the following shall be done:
      i. Any document about a teacher or teachers that is to be placed in a file shall be put in writing and dated. The teacher shall be given a copy of such documents when it is put in the file. [This paragraph would exclude pre-hire credentials; transcripts; certificates; standard District business documents such as leave records, contacts, notice of assignments, etc.; personal financial information such as annuities, pay records, and loan information; documents that the teacher provided to the District; insurance forms; etc.]
      ii. The District shall correct or expunge from all District files any information determined by the District and/or an arbitrator to be inaccurate.

   b. The teacher shall have the right to submit a written response to any material placed in their file. This response shall be attached to all copies of the written document, including but not limited to all copies provided to third parties. In the event that a teacher's files are requested by any third party, the teacher shall have the right to attach a written response to any material(s) in the files prior to the release of the documents, regardless of whether any deadlines for submitted written responses has passed, and this response shall be attached to all copies of the written document, including but not limited to all copies provided to all third parties.

   c. In the event that any material from the teacher's personnel files is provided to any third party, the teacher shall

be notified of the name(s) of the parties that received the information and shall, upon request, be given a copy of all information provided to the third parties.

d. If the District releases any material from the teacher's personnel file, the District shall simultaneously release the corresponding teacher's response(s) to the material.

e. In the event that the District receives a Freedom of Information Act (FOIA) request for the personnel file(s) of any teacher(s), or any portion thereof, the District shall immediately notify the teacher by telephone or email (or if the teacher is unavailable, by mail), and shall provide the following to the affected teacher(s) and to the Association:

   i. A copy of the FOIA request;
   ii. The name(s) of the requesting parties, and all documents and communications received by the District.
   iii. The District shall take the maximum time allowable by law to respond to a FOIA request to allow the teacher(s) and/or Association the opportunity to take whatever legal action is available to bar disclosure of any or all of the requested information.
   iv. The teacher will be provided the opportunity to review the contents before the release of the information, and will, upon request, be provided with copies of all communications and documentation sent to the requesting parties by District administrators or other District agents or attorneys.

f. Upon receiving the FOIA request, the District will only divulge those items it is compelled by law to disclose and will withhold all information it is permitted to withhold.

g. Records of disciplinary action which are more than four years old shall not be released to any third party.

h. Each teacher shall have one "personnel file" to be kept in the District's central office.

i. A record regarding an occurrence or fact about a teacher kept in an administrative file shall, by the start of the next school year, be expunged from the administrative file or be entered into the teacher's personnel file if it is to be used relative to the teacher's qualifications for employment, promotion, transfer, additional compensation, or disciplinary action.

j. The parties recognize that this Agreement is based on their best mutual understanding of current law in this area; they agree to meet to discuss changes should further judicial proceedings or legislative action be required. The parties understand that a binding interpretation of the courts supersedes this Agreement.

ARTICLE VII

CLASS SIZE

It is recognized by the Board of Education that the pupil-teacher ratio may have, in some instances, an effect on the educational program. The Board agrees to keep class size at a reasonable number as dictated by the financial condition of the district, the building facilities available, the availability of qualified teachers, and the best interest of the district. Because the pupil-teacher ratio is an important aspect of an effective education program, the parties agree that class size should be lowered whenever possible to meet the following standards, except in traditional large or small group instruction and/or experimental classes.

A. Class Size Maximums: Class Size Maximums are as follows:

Y5	**21**
K	**23**
1st	**24**
2nd	**25**
3rd	**27**
4th	**28**
5th	**29**
6th and up	**30**

B. Split Grades: In the event a multiage or split grade is assigned to one teacher, the maximum number of students shall be 3 less than the smaller of the two grades listed above. For example, in the event of a 1st / 2nd Grade split class, the maximum number of students before an overload would be 21 (the 1st Grade cap is 24, minus 3 is 21).

C. Classes with a Limited Number of Stations: Classes with a limited number of student stations, such as Art, Computers, or Engineering will not exceed the number of student stations available and/or 36 pupils. The average pupil load for teachers within these departments will not exceed 180 pupils daily. This 180 pupil-per-day cap does not apply to large group instruction classes such as PE, band, choir, orchestra, or dance.

D. Physical Education Classes: PE classes will not exceed 42 students, or the number of stations that allow safe participation in class.

E. Overage Pay: At both the elementary and the secondary level, if the above-mentioned class loads are exceeded for at least two weeks, staff will be paid $3 per student in excess of the above maximum class size per class period per day; retroactive to when class size exceeded the limit. This shall be paid at the end of each semester.

a. For the purposes of this overload stipend, an elementary day shall be considered five periods long; in other words, elementary teachers will be paid $15 per day.

b. Building principals shall be given a two-week grace period where they can bring the class size to the limit or below. If they succeed, no stipend will be paid.

c. In addition to the above formula, classrooms exceeding 35 students will be assigned a classroom paraprofessional.

d. Elementary specials will receive the same $3 per student over the cap per section that secondary teachers receive.

e. At the elementary level, teachers with an overload are paid $15 per student over the cap per day. A paraprofessional who would work 28.5 hours per week and be shared by all teachers at the grade level will be hired when the overload reaches the level described below.
    - For a given grade level, in a given building, you must determine how many students are over the cap on average in all classrooms at that grade level. Specialty classes like Gifted & Talented, or Spanish Immersion, do not count in this calculation. For example, the cap in Kindergarten is 23 students. One school has three classrooms with 25, 24 and 24 students each. The grade level average is 1.33 students over the cap (2+1+1=4, 4/3=1.33)

    - If the average overload for the grade level reaches 2.1 students or more, then a paraprofessional will be hired. The teachers at the grade level should be involved in the selection process. Teachers will still receive the $15 per student per day payment.

f. If we reach a grade level average of four or five students over the cap this would cause the district to consider openings an additional section, based on financial viability, classroom space, the availability of qualified teachers, and the best interest of the district.

g. For three positions, counselor, social worker, and school psychologist, staff members will receive $5 per student over the ideal ratio of students to professional staff. This is not based on caseload, but the enrollment in the building or buildings where the staff member is assigned. The ratio of counselors and social workers will be 250 students per mental health professional. The ratio for school psychologists will be 700 students per school psychologist. This overload payment will be based on the full pupil count enrollment per building and will be paid in two equal payments at the end of each semester, at the same time classroom overloads are paid. Buildings with “testing only” responsibilities for school psychologists will not count in this calculation.

h. Speech Therapists will have a caseload cap of 42 students and will be paid $150 per pupil over this caseload cap. This stipend will be split into two payments, paid at the end of the semester, on the same timeline as letter

g above. For part-time Speech Therapists, the caseload cap will be prorated based on their FTE.

i. It is in the best interest of students and staff alike to have smaller caseloads for these professionals, so if the overload payments get too large, hiring additional staff will be considered, based on financial viability, the availability of qualified staff, and other needs district-wide.

j. No teacher shall be assigned more students than the number of student stations in the rooms.

k. "One on One" paraprofessionals assigned to special education students shall not be considered classroom paraprofessionals in an overload situation.

l. The ZEA and Administration adhere to the Michigan Administrative Rules for Special Education (MARSE) and acknowledge the caseload and class size limits for Special Education, which are designed to promote high-quality instruction and student support. These recommendations can be found on pages. 98-106 of this document. The Ottawa Area Intermediate School District has been approved by the Michigan Department of Education to allow higher caseload and class size limits when necessary due to constraints, such as staffing and certification. These expanded limits are not necessarily reflective of our philosophy and should be used with thoughtful consideration. If a teacher has concerns about their caseload, workload, or instructional conditions, regardless of whether the current numbers fall within allowable caps, they may request a review by the building administrator and/or the Assistant Superintendent of Special Education. The goal of this review is to explore supportive measures that would foster positive learning environments for students and ensure equitable, balanced, and manageable responsibilities for staff.

m. While all general education teachers are responsible for meeting the needs of all students, the ideal general education classroom contains a wide variety of students with varying needs. As a general guide, no more than one-third of students in a general education class, whether it is team-taught with a special education teacher or not, should have special individualized needs, such as with special education, English language learners, 504 plans, and the like. If a general education teacher is concerned about the proportion of students with individualized needs in their class, they may request that the building administration review class enrollment to see what might be done to create the best learning environment for all students.

n. In self-contained Special Education classrooms, like our current ASD and ICARES classrooms, the amount of time a student is able to attend their general education classrooms can vary widely, often based on the needs and/or behavior of the student. In some cases, this Special Education student may put the general education classroom into an overload when they are in the room. If this happens in elementary, rather than trying to track exactly how many days and/or hours the student was in the general education class, the Special Education teacher, general education teacher and administration will meet and determine whether the student attended roughly ¼, ½, or ¾ of the possible time in class. This fraction will then be applied to the overload compensation.

o. Z-Links is a program where general education students attend classes with a special needs peer. These Z-Links support the Special Education student in class, both in terms of their academic, emotional, and behavioral needs. When this occurs, the Z-Links student(s) shall not count against the class size cap for that teacher, but administration should be mindful of the physical space in the classroom, and the total number of students enrolled when placing Z-Links students.

ARTICLE VIII

PLANNING TIME

A. Elementary Planning Time: Elementary teachers will be provided with a minimum of 250 minutes of planning time per week during the students' instructional day in blocks of at least 50-minute periods. This time is to be used for individual planning, grading, parent meetings, IEP's, and other professional responsibilities.

B. Middle School Planning Time: Middle School (6-8) teachers will be provided with one unassigned class period for preparation and student conferences. Teachers must remain in the school building unless excused by the building principal

or their designee. This time is to be used for individual planning, grading, parent meetings, IEP's, and other professional responsibilities. In a block schedule, it is possible that this planning time may not occur daily, but would occur whenever the planning hour is scheduled to meet on the block schedule.

C. High School Planning Time: High school (9-12) teachers will be provided with one unassigned class period for preparation and student conferences. Teachers must remain in the school building unless excused by the building principal or their designee. This time is to be used for individual planning, grading, parent meetings, IEP's, and other professional responsibilities. In a block schedule, it is possible that this planning time may not occur daily, but would occur whenever the planning hour is scheduled to meet on the block schedule.

D. Requirements During Planning Time: During planning time, teachers must remain in the school building unless excused by the building principal or their designee. Teachers should not be required to provide direct supervision of students or paraprofessionals during their planning time. No regularly scheduled meetings will be established during teacher plan time. Meetings regarding individual students are not considered regularly scheduled meetings.

In the event that schedules are not made to allow adequate planning time for a teacher, they will be compensated for this time by increasing their FTE. This refers to a flaw in the master schedule, and not a situation where an emergency arises and a teacher loses their planning time on an individual day. In an effort to protect plan time, teachers should communicate via email to building administrators, human resources, and the ZEA to share if they feel too much is being asked of them during their planning time. This will allow the administration to solve the problem or work with the union and other important stakeholders to create a solution.

E. Planning Time for Part-Time Employees: Planning time for part-time employees should be consistent with the amount of FTE they are assigned.

ARTICLE IX

PARENT-TEACHER CONFERENCES

A. Parent-Teacher Conferences: All teachers shall participate in parent/teacher conferences as scheduled by the calendar. Teachers can only be excused from any or all parent/teacher conferences with previous permission from their principal or supervisor. If there is a conflict for a teacher who also coaches a sport, sponsors a club, or works with students in performing arts, they will be expected to attend conferences if the conflict involves practice or a rehearsal, and they will be excused from conferences if the conflict involves a performance or competition. All part-time teachers who share a classroom of students must be available to meet with parents during scheduled parent/teacher conference times but are excused when their conferences are complete. All part-time teachers who do not share the same classroom or students are to be present for parent/teacher conferences equal to the percentage of their part-time schedule.

B. Fall Conferences:

Fall Conferences will be scheduled as follows for 2025-26:

a. Monday, November 3rd – Secondary Conferences from 3:00 – 5:30 with online conferences available as an option for parents. This will be a full day of school for students.
b. Monday, November 3rd – Elementary Conferences from 4:00 – 6:30 with online conferences an option for parents any time during the afternoon. This will be a full day of school for students.

c. Wednesday, November 5th – Secondary Conferences from 3:00 – 5:30 with online conferences available as an option for parents. This will be a full day of school for students.
d. Wednesday, November 5th – Elementary Conferences from 4:00 – 6:30 with online conferences an option for parents any time during the afternoon. This will be a full day of school for students.

e. Thursday, November 6th – Secondary Conferences from 1:00 – 7:00 with online conferences available as an option for parents. This will be a half day of school for students.
f. Thursday, November 6th – Elementary Conferences from 1:00 – 7:00 with online conferences an option for parents.

This will be a half day of school for students.

g. On Thursday there will be a 30-minute dinner break scheduled at the discretion of the building.

h. Friday, November 7th – No school at all levels.

Fall Conferences will be scheduled as follows for 2026-27:

a. Monday, November 2nd -- Secondary Conferences from 3:00 – 5:30 with online conferences available as an option for parents. This will be a full day of school for students.
b. Monday, November 2nd -- Elementary Conferences from 4:00 – 6:30 with online conferences an option for parents any time during the afternoon. This will be a full day of school for students.

c. Wednesday, November 3rd – Secondary Conferences from 3:00 – 5:30 with online conferences available as an option for parents. This will be a full day of school for students.
d. Wednesday, November 3rd – Elementary Conferences from 4:00 – 6:30 with online conferences an option for parents any time during the afternoon. This will be a full day of school for students.

e. Thursday, November 5th – Secondary Conferences from 1:00 – 7:00 with online conferences available as an option for parents. This will be a half day of school for students.
f. Thursday, November 5th – Elementary Conferences from 1:00 – 7:00 with online conferences an option for parents. This will be a half day of school for students.
g. On Thursday there will be a 30-minute dinner break scheduled at the discretion of the building.

h. Friday, November 6th – No school at all levels.

C. Spring Conferences:

Spring Conferences will be scheduled as follows for 2025-26:

a. Thursday, March 5th – Elementary Conferences from 1:00 – 7:00 with online conferences available as an option for parents. Elementary will have a half day of school. Secondary will have a full day of school.
b. Friday, March 6th -- Elementary Conferences from 1:00 – 3:00 with online conferences available as an option for parents. Elementary will have a half day of school. Secondary will have a full day of school.
c. Secondary teachers will have full days of school on these two days and have to track four hours of parent contact time.
d. Elementary teachers will be given the afternoon of Friday, January 16th off with no professional development requirements in exchange for the extra two hours during conferences.

Spring Conferences will be scheduled as follows for 2026-27:

a. Thursday, March 11th – Elementary Conferences from 1:00 – 7:00 with online conferences available as an option for parents. Elementary will have a half day of school. Secondary will have a full day of school.
b. Friday, March 12th -- Elementary Conferences from 1:00 – 3:00 with online conferences available as an option for parents. Elementary will have a half day of school. Secondary will have a full day of school.
c. Secondary teachers will have full days of school on these two days and have to track four hours of parent contact time.
d. Elementary teachers will be given the afternoon of Friday, January 22nd off with no professional development requirements in exchange for the extra two hours during conferences.

D. Teachers Without Scheduled Conferences: Once parent-teacher conferences are scheduled, if a teacher (meaning any professional governed by this master agreement) has open time in their schedule, they can sit down with their administrator and see if they might be excused from a portion of conferences. In order to be excused the teacher must be able to demonstrate that they have attended unpaid meetings, outside of the school day, equal to the time they want to be excused. It is important to note that this only applies to unscheduled time during the conference window. All parents must be offered a chance to schedule conferences first, and if there is not enough unscheduled time to equate to the time spent in meetings outside the school day, there is no other compensation available for those meetings.

ARTICLE X

EVALUATION

A. Observations: All teachers who are due to be evaluated in a given school year should have two observations during the school year that inform the final evaluation.
   a. The first observation of the year will be scheduled in advance with a minimum of 72 hours notice. The teacher may agree to a scheduled observation on a shorter timeline. The proposed scheduled observation may not work for the teacher for a variety of reasons that include, but are not limited to the following – they are giving a test, there is a scheduled field trip, the teacher is not feeling well, or any number of other reasons. If the proposed date does not work, the teacher and administrator will find a mutually agreed upon date. After all steps above, if a date for the observation cannot be agreed upon, the administrator can then set the date of the observation with 72 hours notice.
   b. On the day of the observation, the teacher can ask to reschedule because of extenuating circumstances. This is true for both scheduled and unscheduled observations. The final decision on a possible postponement rests with the administration, but there are a variety of situations when an observation might not be a good idea. We want to support teachers and ideally observe them when they are at their best.
   c. The first observation must be scheduled no later than January 31st of the school year in question.
   d. The second observation can be scheduled or unscheduled. It must be a minimum of 30 calendar days after the first observation, and be completed by May 15th. The teacher can agree to hold the second observation inside of this timeline if they prefer.
   e. Both formal observations must be a minimum of 15 minutes in length.
   f. Pupil engagement must be measured in all observations.
   g. For classroom teachers, as defined by the Tenure Act, the observation tool will be iObservation from Marzano. For other professionals governed by this master agreement, the process used for their observations and evaluations is described in letter I below.

B. Post-Observation: After each observation, the following steps will be taken.
   a. The teacher will provide a short summary of the lesson plan and state standards being taught. This can currently be done using the response feature in iObservation. Teachers will also have the option to provide any additional context or details regarding the observation that they feel would be beneficial for the administrator.
   b. An in-person post-observation meeting will be scheduled within five school days of the observation. This meeting will include a discussion of the lesson plan, state curriculum being taught, and pupil engagement. The meeting will include written feedback, which can be in the form of comments found in iObservation.

C. Interim Informal Observations: At any time the administration can perform interim informal observations to learn more about the teacher's progress and provide feedback to help them improve. The current observation tool (iObservation) can be used for Interim Informal Observations, but the data will not count toward the final evaluation score. There is no minimum time frame or requirements regarding Interim Informal Observations and there is no expectation of a formal post-observation conference as described in letter B above.

D. Final Evaluations: In order to determine a final evaluation score for teachers, the following steps will be taken.
   a. At the start of the year, the evaluator will meet with each teacher that they are evaluating to go over their goals for the year and ensure that they the teacher in question understands the process and purpose of evaluations.
   b. The meeting described above could involve multiple similarly situated teachers who are working on similar goals.
   c. Beginning July 1st, 2024, the final evaluation will be one of the final descriptors – Effective, Developing, or Needs Support. Before this date, there was also a possible descriptor of Highly Effective, but that score no longer exists. Teachers who were previously considered Highly Effective or Effective will now all be considered Effective.
   d. The final evaluation will be determined using the following calculation:
      i. Classroom observations will count for 80% of the final score.
      ii. The Student Growth Goal (see letter E below) will count for 10% of the final score.
      iii. The Professional Goal (see letter F below) will count for 10% of the final score.
   e. The final evaluation score must be shared with the teacher, electronically via iObservation, by June 1st of each school year. Teachers need to sign the evaluation electronically via iObservation, unless they plan to file a rebuttal or appeal the final rating (see letter H below).
   f. There can be an in-person meeting at the end of the year to discuss the progress on the goals and the final evaluation score, but an in-person meeting is not required. This information can all be exchanged electronically. If there are

concerns with the teacher's performance, an in-person meeting is strongly encouraged.

g. Teachers who work less than 60 school days in a given school year, have their evaluation results vacated through the grievance process, or have other extenuating circumstances agreed upon by the district and association shall not be provided with a final evaluation rating at the end of the year. They will be rated as "unevaluated" as allowed by state law.
h. Tenured teachers who have been rated at Highly Effective prior to July 1st of 2024, or Effective after that date, for three consecutive year-end evaluations can be evaluated every third year instead of annually. If subsequent year-end ratings drop below Effective then they will return to annual evaluations until they receive an Effective evaluation.

E. Student Growth Data: The teacher will develop a student growth goal in collaboration with the evaluator using one of the two methods described below. The goal will be developed in collaboration, but the decision as to which method of student achievement measurement will be used is at the sole discretion of the teacher.
    a. The teacher, in collaboration with their evaluator, can develop a student achievement goal that is specific to their classroom, grade level, department, or school. The goal should include what data will be collected and how progress will be measured. With this type of student achievement goal, it will be the responsibility of the teacher to provide data that shows the progress toward the goal in the spring.
    b. The teacher can also choose to use an Aspirational Growth goal which looks at standardized test scores for the entire level (K-5 or 6-12) and the final rating is determined by the curriculum office.

F. Professional Goal: Each teacher will develop an individual professional goal in collaboration with their evaluator. Ideally, this goal is something that the teacher planned to work on for the year anyway, and this allows them to receive support from the administration towards this goal. This goal could involve student achievement, but that does not have to be the case. The professional goal can be anything that the teacher would like to work on for the year, with approval from their evaluator. Part of setting the goal will be to determine how it will be measured and what success will look like. It will be the responsibility of the teacher to provide data that shows the progress toward the goal in the spring.

G. Teachers with Individual Development Plans (IDP's): Teachers who receive a final rating of Developing or Needs Support, plus teachers in the first year in the profession, should have an Individual Development Plan (IDP) which will be provided by the administration. The IDP and related supports will include the following:
    a. Specific performance goals that will be used to assist in improving effectiveness for the next school year and are developed with consultation from the teacher.
    b. Training to be provided by the district to assist the teacher in meeting the goals of the IDP.
    c. A mid-year progress report, supported by at least one classroom observation conducted consistent with the system described above, should be completed no later than February 1st. The mid-year progress report is used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist in any needed additional improvements that are aligned with the existing IDP.
    d. A mentor teacher will be provided to any teacher in the situation described above. With the permission of the teacher, the mentor will be informed of the conditions and requirements of the IDP in order to assist the teacher in the described performance goals of the IDP.

H. Rebuttal Rights: All teachers have the right to submit a rebuttal to their final evaluation which will be included in their personnel file and attached to the year-end evaluation. Tenured teachers who are rated as "Needing Support" have additional rights described below.
    a. The teacher may request a review meeting of the evaluation and the rating to the district's superintendent. Such requests must be made in writing within 30 calendar days after the teacher is informed of the rating. A meeting with the superintendent shall be held no later than 5 business days after receipt of the request to review. A written response to the review meeting with any modifications of the year-end performance rating shall be provided to the teacher within 30 calendar days after the meeting.
    b. If a written response does not resolve the matter, the teacher of the association may request mediation through the Michigan Employment Relations Commission and provide a copy of that request to the administration.
        i. The request must be submitted in writing within 30 calendar days after the teacher receives the written response from the superintendent.
        ii. Within 15 calendar days of receipt of the request for mediation, the district shall provide a written response to the teacher and the association confirming the mediation will be scheduled as appropriate.
    c. A tenured teacher who receives 2 consecutive ratings of needing support may request binding arbitration with the American Arbitration Association (AAA) within 30 calendar days after receiving the written response from the

superintendent or other representative of the district, The arbitration shall be subject to the Uniform Arbitration Act. The arbitrator must:

i. Be selected through the procedures administered by the AAA in accordance with its rules.
ii. Have the authority to issue any appropriate remedy.

I. Observations and Evaluations for Non-Classroom Teachers: In addition to classroom teachers, as defined by the Tenure Act, the district employs many professionals who are governed by this master agreement who need to be evaluated as well. Some of these professionals include, but are not limited to, social workers (both SpEd and GenEd), school psychologists, speech therapists, occupational therapists, physical therapists, counselors, instructional coaches, intervention teachers, and heads of student wellbeing. When it comes to the evaluation of these professionals, the following steps will apply:

a. Each group of professionals will have an evaluation tool and/or other criteria that will be used for their evaluation. This tool will be specific to each category of staff.
b. The process described above will be designed by the administration, with consultation from the staff in the applicable category, with the approval of the association.
c. In the fall, non-classroom teachers will be informed of the process that will be used for their evaluation, including their evaluator.
d. Observations are an optional part of the process for non-classroom teachers, as in some cases, they may not be appropriate.
e. Like with classroom teachers, the final evaluation for non-classroom teachers must be shared with them in writing by June 1st.
f. Non-classroom teachers who have been rated at Highly Effective prior to July 1st of 2024, or Effective after that date, for three consecutive year-end evaluations can be evaluated every third year instead of annually. If subsequent year-end ratings drop below Effective then they will return to annual evaluations until they receive an Effective evaluation.
g. Non-classroom teachers have the right to submit a rebuttal to their final evaluation which will be included in their personnel file and attached to the year-end evaluation.

J. Training: The district will provide training to all staff on the evaluation system. Each administrator who is assigned to evaluate teachers will be trained on the tool every 3 years, including inter-rater reliability training.

K. Assurance: If any of the processes and procedures described above are not followed correctly, the final rating for the teacher will default to Effective. This should not be something that the administration decides to do intentionally. If one or more of the processes and procedures described above are not followed, the evaluator is still strongly encouraged to provide informal evaluative feedback to the teacher in writing.

ARTICLE XI

STUDENT DISCIPLINE AND THE PROTECTION OF TEACHERS

Teachers and administration must work collaboratively, with support from the Board, to maintain a positive learning environment for all students. Effective classroom management is often a team approach, with all parties working together to meet the varying needs of all students.

A. The district shall establish rules and regulations setting forth the procedures to create a safe and productive learning environment that includes clear processes for disciplining, suspending, or expelling students for misbehavior. A student code of conduct shall be maintained by the District and shared with students, teachers, and parents at the start of each school year via the district website.

B. Teachers and administrators will make every effort to follow all IEP's, 504's, and Behavior Plans which have been or will be developed by a team that includes teachers, administration, and other relevant staff. Even if one part of the team does not agree with a portion of the plan, they are still responsible for following it until the plan is adjusted with input from the team. If a team member needs support implementing the plan, support will be available.

C. There are times when managing student behavior can be challenging, and emotionally taxing. Teachers are encouraged to reach out to the administration if they feel that they need additional support. Principals and other teacher leaders are encouraged to proactively offer support to teachers who may be struggling with a difficult management situation. This might

include using wellness days or personal days, release time support provided by the administration, training or other supports from district coaches, or a "tap in / tap out" system, assuming appropriate personnel is available. An Emergency Intervention Plan may also be considered. The Emergency Intervention Plan is required after two incidents of seclusion or restraint.

D. There are times when students feel big emotions or act out in ways that are traumatic for staff and classmates. Teachers are occasionally assaulted by students or witness other significantly violent behavior that results in the student needing to be removed from class. The student handbook defines assault as "intentionally causing or attempting to cause physical harm to another through force or violence." When these kinds of excessive behaviors take place, we have a process that the teacher and the administration can work through together defined here (or see Addendum #1 on pg. 41).

E. Some other important points to consider when teachers are assaulted or witness extremely violent behavior are outlined below:

   a. Teachers should promptly report any assault that arises out of the performance of the teacher's professional responsibilities at school or school-sponsored functions to their direct supervisor. This also includes assault of support personnel not governed by the master agreement. Such assaults are reported to the Board annually in a school safety summary report.

   b. Staff are provided liability insurance that protects them in situations described above, as long as they are working within the scope of their employment. The District will also provide legal support and guidance as to what rights staff members might have after an incident takes place.

   c. If teachers are assaulted by a student, they will not be charged sick time if they miss work either for recovery or for doctor's appointments. After a physician confirms time off is needed, the district will cover sick time for up to 30 calendar days, leading to short-term disability as described in Article VII, Paragraph C. If the teacher is still out of work after 90 calendar days, refer to long-term disability as described in Article VII, Paragraph C.

   d. An absence as described in item #3 above may involve Worker's Compensation. Teachers should reach out to the Human Resources Office for the latest policies and procedures regarding Worker's Compensation.

   e. If the administration determines that a teacher has acted in a reasonable manner and within the scope of Board Policy, teachers will be reimbursed for the cost of personal items damaged or destroyed by a student up to a maximum of $1000, after relevant insurance coverage is considered.

   f. Teachers have a right to snap-suspend a student from a class, subject, or activity for up to one full school day following the procedure defined in current state law. The teacher shall immediately report the suspension and the reason for the suspension to the school principal and send the student to the school principal or their designee for appropriate action. If that action requires the continued presence of the student at school, the student shall be under appropriate supervision. During a snap suspension, the student shall not return that school day to the class, subject, or activity from which he or she was suspended without the agreement of the teacher of the class, subject, or activity and the school principal.

   g. As soon as possible after a suspension as described in letter f above, the teacher is responsible for setting up a meeting with the parent or guardian regarding the suspension. The school principal has the sole authority to waive this requirement for the teacher and handle the communication with the parents on behalf of the teacher.

ARTICLE XII

TEACHER DISCIPLINE

A. Teacher Discipline: Teachers and other professionals governed by this master agreement shall not be demoted, transferred, reduced in rank, discharged, or otherwise disciplined without just cause.

B. Non-Discipline Complaints: The following is the procedure for non-discipline complaints:
   a. Any non-discipline report of unsatisfactory conduct or any unsatisfactory report submitted by parents, students, other teachers, or based on any other sources of information shall not be placed in the teacher's personnel file. A copy shall be provided to the teacher.
   b. Except in disciplinary situations, the District shall ask complainants to meet with the teacher, to provide the teacher and the complainant the opportunity to resolve the issue.
   c. If the teacher believes that the personnel file contains information which is false, the teacher may utilize the contractual grievance procedure to have said material removed and destroyed.

ARTICLE XIII

SICK LEAVE

A. Paid Sick Leave: Each teacher shall be credited with 10 days (60-hour equivalent) of sick leave as of the first work day of the school year. Teachers employed after the first month of the school year will be deducted one day (6-hour equivalent) of sick leave for each month not previously employed in the school year. Teachers may accumulate a maximum of 50 sick days (300 hours) over the course of their employment. At the end of each school year, teachers will lose any days beyond 40 and receive no compensation for lost sick days. There is a new incentive for unused sick and personal days found below. Up to 40 unused sick days can be rolled over to the following year.

   There shall be no future accumulation by any teacher in excess of 50 days (300-hour equivalent). The Board of Education is authorized to offset against the final paycheck of an employee, the dollar amount of any unearned sick days taken by a teacher who leaves the district before the teacher has accrued each such day.

B. Absences Charged Against Sick Leave: Teachers may use their sick time and take sick leave for the following reasons:
   a. The sick leave may be used for sickness, accident, or disability of self or immediate family.
      i. In case of the family, this is expected to be limited to those cases of any emergency nature. Extended cases of nurse care or babysitting are not to be interpreted as coming under this provision.
      ii. The teacher may use all or any portion of their sick leave to recover from his own illness or disability which shall include childbirth and complications of pregnancy

   b. The sick leave may be used for the funeral of an immediate relation or of a close associate--such as close friends or neighbors.

   c. Upon approval by the administration, the sick leave may be used for the other leaves resulting from an emergency of an unusual nature.

   d. The Board reserves the right to require a written report from a licensed physician indicating the teacher's inability to perform his duties. If a teacher should be absent more than 10 consecutive school days, the Board may provide a list of 5 licensed physicians from which the teacher shall select one for the purpose of providing a new examination. If any type of request is made, the Board will compensate the physician making the report.

   e. Staff may use/convert up to 10 days of sick leave time for formal adoption proceedings (including out-of-state/country visitations, etc.). This would be in addition to the formal Adoption Bonding Time (see I below).

   f. Pre-planned sick days, such as for medical appointments, shall not be scheduled on the same day as professional development without previous written permission from the Asst. Superintendent of Administrative Services.

   g. When a teacher is going to be absent for more than three consecutive days, they will need to apply to use sick leave through the Human Resources Office. This applies to maternity, paternity, and adoption leaves as well.

C. Sick Bank: The district will create a policy that allows staff to donate sick days to their follow employees and create an individual sick bank for employees in need. The current ZPS Sick Bank Policy can be found here.

D. Short/Long Term Illness or Disability: When a teacher is absent due to illness for more than three consecutive days, the first 30 calendar days of illness will be covered by the teacher's sick time (or either personal, unpaid, or possibly donated days if they do not have enough sick time). The district reserves the right to have this illness certified by a physician, but the illness does not necessarily have to qualify for FMLA leave. Calendar days 31-90 shall be considered Short Term Disability Leave. Teachers on Short Term Disability will receive their full salary and benefits, paid by the district, and they do not have to use sick or personal time to cover these absences. Calendar days 91+ would be considered Long Term Disability. Long Term Disability is administered by the district insurance provider, and may be approved or denied by the provider. Terms of Long-Term Disability are dependent on the current insurance program. If Long Term Disability is denied, a teacher may apply for Medical Leave (see E below).

E. Extended Medical Leave: Any teacher who is unable to perform their duties because of a personal illness or disability (including for this purpose maternity) which extends beyond the period for which sick pay is received under Paragraph A. above shall be granted a medical leave of absence without pay for the duration of such illness or disability, up to a total of 3 calendar years, provided that this period may be extended at the sole discretion of the Board up to the number of years of service of such teacher in the district.

Any application for Extended Medical Leave shall be in writing and be supported by a doctor's statement.

Teachers who return from Extended Medical Leave are entitled to a position at the same FTE (Full Time Equivalency) as what they had before they went on leave.

F. Annual Sick Day Incentive: Teachers who use three or less sick days in a given school year will receive a $300 bonus in June, following the completion of the school year. One form will be provided by the district that will allow teachers to both request their sick day incentive pay and declare if they are selling back unused personal days or would like them converted to sick time.

G. Retirement Sick Day Incentive: Upon retirement, all staff with 15 years or more service to the District will have the ability to sell up to 50 unused sick days back to the district provided that they put their intention to retire at the end of that school year in writing by the following dates:

a. $100/day if retirement is received by Human Resources office in writing by March 1st
b. $75/day if retirement is received by Human Resources office in writing by April 1st
c. $50/day if retirement is received by Human Resources office in writing by August 1st
d. After August 1st, there is no ability to sell back unused sick days upon retirement.

H. Misuse of Sick Days: The association agrees that the misuse of sick and personal days, including but not limited to using sick time when personal business time would be more appropriate, is not only contrary to professional behavior, but would be considered misconduct.

ARTICLE XIV

PERSONAL AND WELLNESS LEAVE

A. Personal Business: At the beginning of each school year each teacher shall be credited with 3 days of personal business, to be taken on a work day chosen by the teacher. Any such day must be scheduled at least 2 days in advance, except in case of emergency. It is understood and agreed that no such day shall be scheduled on the work day immediately before or after a holiday or vacation period, other than the exception described in item C below, nor on a previously scheduled professional development day.

No more than 10% of teachers per building shall be allowed to schedule a personal day on any given day. This number changes to 5% in the months of May and June. This number is calculated by counting classroom teachers per building, including special education teachers, and counting five specialist teachers per elementary school (even if the building has more than five shared specialists), not counting non-classroom professional staff. When making this calculation, administrators should always round up to the nearest whole number.

A teacher may still be granted a personal day beyond the 10% cap (or 5% in May and June), if the request is submitted at least

48 hours before the requested day off and a substitute can be found on Monday through Thursday, but on Friday the building cap is a hard cap and personal day requests can be denied.

B. Wellness Days: In addition to sick and personal time, teachers will also be given 2 Wellness Days. Since mental health is a focus for our staff, these days are provided to allow staff time to focus on self-care. Much like personal days, wellness days can be taken for any reason, and have the same restrictions against taking days before or after a vacation or on a previously scheduled professional development day. Wellness days would fall under the same daily cap restriction described for personal days in letter A above. These days cannot be attached to each other or to personal days to create a longer leave. They are only to be used for individual, stand-alone days. Wellness Days will be prorated for part-time staff.

Because we want to encourage staff to use these days, they cannot be banked and carried over to the following year. There is no incentive for not using wellness days. If they are not used, they disappear at the end of the year. This is not meant to be punitive, but encouragement to take the time to prioritize self-care when needed.

At least one Wellness Day must be used by January 31st is each school year. Both Wellness Days can be used before this date, but if one of the two Wellness Days is not used by January 31st, it will be lost.

C. Special Exceptions (Personal Days and Wellness Days): There is a desire from staff to be able to occasionally use personal days or wellness days attached to a traditional vacation period. District-wide there will be 8 slots for staff to take time off immediately before or after each of the following holidays – Labor Day, Thanksgiving, Christmas Break, Winter Break, Spring Break, and Memorial Day. Each year staff can sign up for one of these slots from May 15-31. If only 8 staff sign up for a given day, they will be allowed to use personal days or wellness days attached to the holiday in question. If more than 8 people sign up, there will be a random drawing to select eight 8 staff members to receive this benefit. Regardless of whether the maximum of 8 people sign up, no more than 2 people from any elementary building, and no more than three 3 people from a secondary building can be granted this exception on the same day. If someone has received this special exception in the previous three years, they start at the bottom of the sign-up list and would only be given permission to use a personal day or wellness day on the day in question if no more than eight 8 people sign up for the day.

If the 8 slots are not filled after the lottery, they remain available to staff on a first-come, first-serve basis up until one month before the date in question. Teachers can sign up for one of the open slots and it would be the same as if they were granted the day in the lottery as described above, as long as they do so at least one month before the day in question, to allow the district the opportunity to find sub coverage.

In addition to the process described above, staff members can contact the Human Resources Office and seek special permission to use personal days or wellness days on the day before or after a holiday if they have some kind of important life event that makes the absence unavoidable, such as an out-of-state wedding or moving a child into college as just two possible examples. Special written permission will be given by administration in these cases. The term “once in a lifetime” was previously used for these absences, but we will transition to the term “special permission” instead.

D. Incentive for Unused Personal Days: Unused personal days can be sold back to the district, at the option of the teacher, at a rate of $150 each. Unused personal days can be converted into sick days if they are not sold back to the district, but not if they will cause the teacher to end the year with more than 40 sick days. One form will be provided by the district that will allow teachers to both request their sick day incentive pay and declare if they are selling back unused personal days or would like them converted to sick time.

E. Comp Time: There are a variety of situations described in this master agreement where staff can earn comp time. It is important to remember that comp time works the same as personal time described in letter A above in terms of the timelines and the limitations of use. The only difference is comp time can be taken in increments as small as one hour, where the minimum length of a personal day is a half day.

ARTICLE XV

OTHER LEAVES

A. Gestational Leave. After the birth of a child, staff members who carry the baby are entitled to six weeks of gestational leave

(formerly known as maternity leave) time for traditional delivery. This leave becomes eight weeks in the case of a Cesarean section delivery. Staff members can use sick time to cover calendar days 1-30 of the maternity leave, but if they do not have enough sick days, this time will be unpaid, unless sick days are donated by other staff to cover the unpaid time. Staff members can receive up to 10 donated days more than what they need for the gestational leave to cover the additional sick time that might be needed for appointments and such after returning from leave. Days 31 through the end of the leave are covered by short-term disability (see Article XIII, Letter D above). Any time requested beyond the six- or eight-week limit would be considered unpaid childcare leave (see letter H below).

B. Non-Gestational Leave. After the birth of a child, staff members who do not carry the baby are entitled to fifteen days of non-gestational leave (formerly known as paternity leave) time, to be used in the first six months of the life of the child. These days do not have to be taken consecutively. Staff members can use sick time to cover non-gestational leave, but if they do not have enough sick days, the remaining time will be unpaid, unless sick days are donated by other staff to cover the unpaid time. Staff members can receive up to 10 donated days more than what they need to cover the non-gestational leave to cover the additional sick time that might be needed for appointments and such after returning from leave. In the event of health concerns for the gestational parent, the non-gestational parent could qualify for FMLA leave, which would allow them to take additional time off (paid or unpaid depending on sick days available, and the potential for donated days).

C. Adoption Bonding Time. After the adoption of a child, staff members can take up to six weeks of time off for bonding with the child. Adoption bonding time is similar to gestational leave (see letter A above), but an adoptive parent would not qualify for short term disability. Staff members can use sick time to cover adoption bonding time, but if they do not have enough sick days, the remaining time will be unpaid, unless sick days are donated by other staff to cover the unpaid time.

D. Jury Duty Service. Any teacher who performs jury duty and/or any other kind of witness duty service under subpoena during school hours shall receive their normal compensation. Any remuneration received by a teacher for such service (excluding mileage allowance) shall be remitted to the Board. Not more than 3 teachers may be released at one time for the purpose of testifying or representing the Association at any arbitration or fact-finding proceedings involving employees covered by this Agreement held during a normally scheduled school day.

E. Association Days. At the beginning of each school year, the Association shall be credited thirty Association days for use by teachers who are designated by the Association for Association business involving the representation of employees covered by this Agreement. The Association shall notify the Superintendent at least 48 hours in advance of taking such a day. Unused Association days shall not accumulate from year to year. If more days are required, the Association and District may agree to grant those days.

F. Military Leave. The school district shall pay the difference between the reservist's pay rate and his daily school rate for 15 days only when reserve duty cannot be fulfilled outside of the school year.

G. Visitation Day. A teacher shall be allowed one day per year without loss of pay to be used to visit other schools for the purpose of observing methods and practices of instruction. The choice of day and school visited must have the approval of the Principal and Superintendent by using the forms available in each Principal's office well ahead of the day being requested. Additional days may be given at the request of the Administration.

H. Child Care Leave. An unpaid leave of absence for child care shall be granted on request of a teacher under the following conditions:

   a. The first requested year or less will be granted by the district.

   b. The second requested year for the same child may be granted at the sole discretion of the district based on enrollment, staffing needs, and the availability of qualified replacement teachers.

   c. A third requested year for the same child will not be granted, except in cases where there is a serious health concern.
      i. The non-tenured teacher leave shall begin on the date requested and shall extend for a period up to the remainder of that semester, and for no longer than such remainder plus an additional one semester.

   d. A teacher returning from child care leave shall be given a position at the same FTE (Full Time Equivalency) as what they had before taking a child care leave. Notice of intent to return must be made no later than June 1st for the fall semester

and December 1st for the spring semester. In the event of miscarriage or death of a child, such leave may be terminated by the teacher.

I. Sabbatical Leave. Sabbatical leave shall be available after 7 years of consecutive full-time employment in the Zeeland school district. The intent of Sabbatical leave is to engage in research or engage in continuing education that will help the teacher grow as a professional educator. The district reserves the right to ask for documentation that verifies that this is a true Sabbatical and not simply a chance for a teacher to travel. No compensation shall be given by the school district during the year of study; however, full fringe benefits shall be given. A teacher will still be responsible for the employee portion of their insurance costs. A teacher returning from sabbatical leave shall be given a position at the same FTE (Full Time Equivalency) as they had before going on sabbatical. Permission must be with the approval of the Board of Education.

J. Family and Medical Leave Act: The district will comply with all aspects of the Family and Medical Leave Act ("FMLA"). Because laws and regulations surrounding FMLA are constantly changing, please refer to the board guidelines on FMLA or contact the Human Resources Office for more information.

Teachers who have been employed for at least 12 months and have worked at least 1250 hours during the previous 12 months shall be eligible for unpaid Family Medical Leave of up to 12 or 26 weeks, depending on the qualifying reason for leave. The District and the Association agree that the District shall have the right to develop, approve and implement policies on family and medical leave which comply with the Family and Medical Leave Act. For additional information regarding FMLA, please refer to Board Policy or contact the Human Resources Office.

K. Unpaid Leave of Absence: An unpaid personal leave of absence for a period of one school year may be granted at the discretion of the Board. Any such request must be made in writing no later than April 1st. There shall be no fringe benefits paid, no sick leave accumulated, nor shall there be any credit given on the salary schedule for time spent on such leave. It is understood that a refusal by the Board to grant a requested leave hereunder shall not be subject to the grievance procedure.

L. Other Provisions.

a. Increment. A teacher on an unpaid leave of absence above shall not receive credit for time on leave when computing salary increments.

b. Fringe Benefit Continuation. In the event a teacher resigns, or goes on an unpaid leave of absence during the school year, the Board shall continue payments of the applicable insurance premiums per the following formula:

# teacher staff days completed in school year / # of staff days in a year	**X**	365	**-minus**	# of calendar days completed in school year	**=**	# of additional calendar days the Board shall continue payment of insurance after any FMLA is completed

Any and all fringe benefits should cease when the teacher moves to Long Term Disability (see Article XIII, letter D above).

Whenever insurance benefits cease in the middle of a month, the teacher is entitled to receive benefits for the remainder of that calendar month. If a staff member is hired midyear, their insurance benefits will begin on the first day of the following month.

ARTICLE XVI

PROFESSIONAL COMPENSATION

A. Salaries: The salaries of teachers covered by this Agreement are set forth in Schedule A, which is attached to and incorporated in this Agreement.

B. Paydays: Teachers shall be paid every other Friday during the year beginning the first or second Friday in September. Salary payments shall be based upon a 12-month year rather than upon the school calendar year.

C. Summer Pay: Starting with the summer of 2026, taking summer pay as a lump sum will no longer be an option. The final time this will be allowed is the summer of 2025, except in instances when teachers retire. In the year that teachers retire, they will continue to receive their summer pay as a lump sum by the end of June.

D. Extra Duty Compensation will be given only for those duties listed in the extra duty schedule B and attachments 1-2 of the contract.

E. Credit for Prior Teaching: New teacher employees who qualify for a Michigan teaching certificate shall be subject to the following:

   a. All teachers under certification shall be granted teacher experience for placement on the salary schedule as negotiated with the new hire.

F. Teachers Without Certificates: Teachers who allow their teaching certificate to expire will face a six percent reduction in salary for each pay period until the issue with their certification is resolved. This does not apply to teachers who are starting their careers, either as a college graduate or on an alternate path to certification, who run into certification issues.

G. Certification Fees will be 100% reimbursed for certification required for the teacher to remain employed. In the case of optional certification, those fees will not be reimbursed. The same is true for non-classroom professional staff, who often have different certifications than teachers. We will also reimburse 100% for certification that is required for non-classroom professional staff, but not reimburse certification that is considered optional.

H. Mileage: A teacher who is required in the course of their work to drive a personal automobile from one school building to another shall receive a car allowance per mile as may be approved by the Internal Revenue Service. This same allowance shall be given to a teacher who uses a personal car for field trips, or other approved business of the district who has secured prior approval.

   A teacher who is required to travel from building to building during their regularly assigned planning period or duty-free lunch will be given supplemental pay for their actual driving time at the rate of .06% of BA base per hour. Requests for supplemental pay must be submitted to the business office at the end of each semester.

I. Pay for Extended School Year: Professional staff whose duties are the same as during the school year and are required to work longer than the number of days contained in the school calendar shall be paid at the per diem rate of 1/ (total number of teacher days) of their annual salary for each additional day worked.

J. Pay for Added Teaching Load: For classroom assignments in excess of the regular school year and the normal teaching load, the teachers will be compensated based on the additional FTE. For example, at the high school level, a teacher picking up a 6th assignment and teaching on their planning time would be paid as a 1.2 FTE teacher, at their current salary. There are no additional benefits when teaching more than 1.0 FTE. The teacher must agree to accept this 6th assignment.

K. Part-Time Proration: Part-time certified teachers and teachers whose contracts begin after the opening of the school year, or who are granted leaves of absence for part of a year, will be granted credit for advancement on the salary schedule in half step increments. If the teachers FTE is 0.40 or less, or if they work 40% or less of the school year, they will move one-half step on the salary schedule for the following school year. If the teachers FTE is 0.41 or more, or if they work 41% or more of the school year, they will receive a full step. Experience credit days shall include the teacher's actual work days plus all days of absence found in Article VII except those listed in Sections D, I, K and P.

L. Direct Deposit: All teachers must participate in the direct deposit option(s) for payroll checks in accordance with the procedures established by the Business Office.

M. Comp Time for Presenting: When teachers present as part of formal professional development for their colleagues in Zeeland, they can earn 30 minutes of comp time for each 30-minute increment of their presentation. Comp time can only be earned in 30-minute increments and does not include time spent preparing for the presentation. This applies only to formal, pre-planned presentations, and not “sharing time” that might occur at a staff meeting or the like. This stipulation does not apply to department/grade level chairs when they are running the department or grade level meeting. If the teacher leaders present

outside of their department or grade level, then they would qualify for this additional comp time. Instructional coaches qualify for comp time for presenting as well, as long as the presentation happens outside of the school day. If instructional coaches present during the school day, that is part of their job.

N. Summer Pay for High School Counselors: Because of the significant work required of high school counselors that has to happen during summer break, high school counselors will be required to work up to 15 additional days in the summer. They will be compensated with ten days of per diem and five days of comp time. This compensation is not adjusted for part-time counselors. Counselors may be required to track their hours in the summer for the district.

O. Additional Per Diem for Heads of Student Wellbeing: At the elementary level, the Heads of Student Wellbeing play an important role in supporting the principals. Because the Heads of Student Wellbeing are on a teacher contract, but because of the extra work required outside the school day and in the summer, they are paid an additional ten days at their per diem rate. This stipend is prorated if the Head of Student Wellbeing is less than full-time.

P. Tuition Reimbursement: The district will offer tuition reimbursement to teachers with ten years of service or less to Zeeland Public Schools. Teachers with this level of experience can be reimbursed for the cost of three graduate credits at Grand Valley State University to be used for graduate courses at any four-year university or other courses with pre-approval from the human resources office. Teachers who submit proof of a passing grade in a graduate course by June 1 of a given year along with a receipt for the cost of classes will be eligible to be reimbursed, provided they earned an evaluation rating of Effective or Highly Effective in the academic year that ended that month. Reimbursements will be paid by June 30. Tuition reimbursement will be capped at $100,000. If applications for tuition reimbursement exceed the cap, all eligible applicants will receive an equal proportion of what they are owed, based on available dollars. Teachers with eleven or more years of experience at Zeeland Public Schools can also apply for tuition reimbursement. All of the reimbursement for teachers with ten years or less will be paid first with any remaining money split proportionately between teachers with eleven or more years of service, not to exceed the cost of three graduate credits at Grand Valley State University.

Q. Teachers Serving as Substitutes: In order to facilitate the lack of regular substitutes for covering a class assignment when the assigned staff member is unavailable, a teacher with a planning period during that time period may sub for the staff member. This might also include coverage for a teacher who has to attend an IEP or another parent meeting. A teacher may not sub for more than one planning period per day. A teacher shall not be required to substitute teach for another staff member during their planning period. The district will develop a protocol, in consultation with the ZEA, and share it with staff, regarding the preferred sequence of who is pulled to cover a classroom when there is no substitute teacher available. The following provisions shall apply when a teacher subs for another staff member:

   a. The teacher may choose one of the following methods of payment for substituting:
      i. Teachers will earn comp time in one-hour increments based on the amount of time they cover a class. A block class equals two hours of comp time.
      ii. Comp time in increments of less than 30 minutes can be tracked by the staff member and submitted in 30-minute increments.
      iii. Rather than earning comp time, teachers can alternatively elect to be paid for each period that they sub, at the summer rewrite rate per hour. See pg. 33 for additional information. Payment shall be made at the end of each pay period.
      iv. Comp time can be carried over from year to year. It functions just like personal days and follows the same guidelines as personal days from the Master Agreement. The only difference is comp time can be taken in increments as small as one hour, where the minimum length of a personal day is a half day.
      v. Itinerant staff can earn comp time when subbing like any other staff member.
   b. At all three levels, one period of subbing will be equal to one hour of time, with the exception of schools on a block schedule, where one period of subbing for a block equals two hours of time.

ARTICLE XVII

INSURANCE

A. Health Insurance: The Board shall provide the employees the following MESSA insurance protection for the employee, their family, and other eligible dependents as defined by MESSA for 12 months each year.

B. Insurance Plan A: For employees needing health insurance:

2025 Options

a. OPTION 1 – MESSA Choices, $500/$1000 Deductible, No Coinsurance, $20/$20/$20 OL/OV/SV Copay, $25/$50 UC/ER Copay, Saver Rx, and no rider.
b. OPTION 2 – MESSA ABC Plan 1, $1600/$3200 Deductible, ABC Rx, Health Equity HSA Rider.
c. OPTION 3 -- MESSA ABC Plan 1, $1600/$3200 Deductible, 20% Coinsurance, Five-Tier Rx, Health Equity HSA Rider
d. OPTION 4 – MESSA ABC Plan 2, $2000/$4000 Deductible, 20% Coinsurance, Five-Tier Mail Rx, Health Equity HSA Rider

2026 Options

a. OPTION 1 – MESSA ABC Plan 2, $2000/$4000 Deductible, 0% Coinsurance, 3 Tier Rx
b. OPTION 2 – MESSA ABC Plan 2, $2000/$4000 Deductible, 10% Coinsurance, 5 Tier Rx
c. OPTION 3 -- MESSA ABC Plan 2, $2000/$4000 Deductible, 20% Coinsurance, 5 Tier Mandatory Mail
d. OPTION 4 – MESSA ABC Plan 3, $3500/$7000 Deductible, 20% Coinsurance, 5 Tier Mandatory Mail
e. The four options above will also include all MESSA health insurance riders that do not increase the cost of the premium (i.e. "free riders").

C. Insurance Plan B: For employees declining health insurance:

a. Employees electing the MESSA Package B that does not include a medical plan must provide the Employer, each year and during open enrollment, annual proof of minimum essential coverage through another employer/provider.
b. The non-medical benefits provided shall be the same as those listed below in letter E.
c. Employees electing Plan B shall receive 82.5% of the hard cap for a single subscriber benefit as cash in lieu, payable on a bimonthly basis. Part-time teachers shall receive a prorated amount of cash in lieu.

D. Hard Cap: The Board shall pay the following annual amounts towards the total cost of the MESSA Medical plans available to members described below for each medical benefit plan coverage year:

a. The 2025 Hard Cap rates are found below:

- $7718.26 times the number of Single Subscribers ($643.19 monthly)
- $16,141.28 times the number of Two-Person Subscribers ($1345.11 monthly)
- $21,049.85 times the number of Family Subscribers ($1754.15 monthly)

b. The 2026 Hard Cap rates will be as follows:

- $7942.09 times the number of Single Subscribers ($661.84/monthly)
- $16,609.38 times the number of Two-Person Subscribers ($1384.12/monthly)
- $21,660.30 times the number of Family Subscribers ($1805.03/monthly)

This annual employer-paid amount shall adjust at the beginning of each medical benefit plan coverage year, to the maximum payment permitted in Section 3 of the Publicly Funded Health Insurance Contribution Act.

Employees who enroll in a MESSA medical plan shall have all of the employer's Hard Cap contribution paid towards the MESSA medical plan premium. If the cost of any plan is below the Hard Cap, the employee shall receive the difference between the premium and the Hard Cap as payment into their Health Equity Savings Account (HSA) by January 30th of each year, so long as the plan includes an HSA. All HSA payments will be made biweekly.

If the selected plan does not include an HSA, the teacher would have the option of receiving the difference in a Flexible Spending Account (FSA) for medical costs. If a staff member resigns or is terminated before the end of the school year, they will need to pay back a prorated portion of what was placed in the HSA or FSA based on how much of the calendar year remains.

Employees may contribute, through payroll deduction and electronic transfer, additional money towards their Health Equity HSA, up to the maximum allowed by Federal Law.

The remaining cost for the employee's elected medical plan premiums shall be paid by the employee. The employee's

premium contribution will be payroll deducted, in equal amounts, from each employee's paycheck through a qualified Section 125 Plan and, as such, will not be subject to withholding. The employer's "qualified Section 125 Plan" shall include any and all of the provisions necessary for pre-tax contributions to the employee's HSA accounts administered through HEQ.

E. Other Non-Medical MESSA Ancillary Benefits: The benefits described below shall be fully employer-paid and provided to all employees in the bargaining unit.
   a. Long Term Disability: 70% of annual contractual salary, $7500 maximum benefit, 90 Calendar Days (modified fill), Pre-Existing Condition Waiver, Maternity Coverage, Primary Social Security Offset, Alcoholism/Drug (same as illness), Mental/Nervous (same as illness), No Cost of Living Benefits
   b. Negotiated Life: $50,000 w/AD&D and Waiver of Premium
   c. Vision: VSP 3 Plus (250 CL)
   d. Dental: 100/90/90, $3000 annual maximum/person, 100% coverage for X-rays, 90% orthodontics with UCR (no max), and 2 cleanings January through December

F. Open Enrollment: An open enrollment period shall be provided whenever premium subsidy amounts change for the groups. To be eligible for Plan A or Plan B coverage, employees must enroll.

G. Part-Time Proration: Part-time teachers who elect Plan A above shall reimburse the Board for the amount of medical insurance premium, as they have elected, prorated for the amount of time the part-time teacher is to full time.

H. House Bill 6058 from 2024: If House Bill 6058 from 2024 passes, the District and the Association agree to reopen the contract to discuss insurance benefits only.

ARTICLE XVIII

GRIEVANCE PROCEDURE

A. Definition – A "grievance" is a written claim by a teacher, a group of teachers, or the Association, of an alleged violation, misinterpretation, or misapplication of a specific, identified provision of the contract. While it is quite common that staff members have issues that arise and need that need to be resolved, the issue only rises to the level of a formal grievance if a) it relates to language from the contract (as defined above), and/or b) the issue could not be resolved informally.

B. Purpose – The primary purpose of this procedure is to secure, at the most appropriate level of administration, equitable solutions to the problems of the parties.

C. Structure – The structure of this process shall be as follows:

   a. A grievance shall be filed using a form which is acceptable to the Association and the District. This form shall be included in this Agreement as Addendum #1.
   b. Grievances will normally be filed at Level One, except grievances involving more than one person or building may be filed at Level Two by mutual agreement between the Superintendent and the Association President.
   c. Grievances formally filed at Level One shall contain a designation of the remedy sought in connection with the grievance. Any amendments to the proposed relief shall be made no later than Level Three.

D. Time Limits – The following time limits exist for this process.
   a. The number of days indicated at each level shall be considered as maximum, and every effort shall be made to expedite the process. The time limits may be compressed or extended, in writing, by mutual consent of both parties.
   b. Time limits are expressed below in terms of "business days", but both parties agree that Christmas Break and Spring Break will not count as "business days" in working through a grievance.
   c. If a teacher does not file a written grievance within 20 teacher attendance days after the act or conditions on which the grievance is based occurred, then the grievance shall be considered waived.
   d. Failure by the grievant at any level to appeal a grievance to the next level within the specified time limits shall be deemed the same as declining the right to appeal through this grievance procedure.
   e. Failure by the administration to respond within the time limits shall cause the grievance to be advanced to the next

level at the option of the grievant.

E. Procedures – If a teacher of the Association feels that there is a grievance, the teacher or Association Representative shall first discuss the matter with the principal or other appropriate administrator. The teacher shall have the right to have their Association Representative assist them in efforts to resolve the problem informally.

a. Level One – School Principal or Program Director
   i. If the grievant is not satisfied with the outcome of the informal procedure, they may, within 20 business days following the act or conditions on which the grievance is based, present their claim as a formal grievance to their principal or supervisor.
   ii. The principal or supervisor shall, within 10 business days, render their decision in writing to the grievant.

b. Level Two – Superintendent or Designee
   i. If the grievant is not satisfied with the disposition of their grievance at Level One, they may file their written grievance with the Superintendent or Designee within 10 business days following receipt of the decision at Level One.
   ii. The Superintendent or Designee shall, within10 business days after receipt of the referral, meet with the grievant and/or with a representative of the Association's Grievance Committee for the purpose of resolving the grievance.
   iii. The Superintendent of Designee shall, within 10 business days after the hearing, render their decision in writing to the grievant with a copy to the Association's Grievance Committee Chairperson.

c. Level Three – Arbitration
   i. Individual teachers shall not have the right to process grievances at Level Three. If a satisfactory disposition of the grievance is not made as a result of the meeting provided in Level Two above, the Association shall have the right to appeal the dispute to an impartial arbitrator under and in accordance with the rules of the American Arbitration Association. Such appeal must be taken within 20 business days from the date of the receipt of the decision following the meeting provided for in Level Two above.

F. Arbitration – Upon filing with the American Arbitration Association, the Association and the Board may agree to process the case under the Expedited Labor Arbitration Rules.

G. Powers of the Arbitrator – It shall be the function of the arbitrator, and they shall be empowered, except as their powers are limited below, after due investigation, to decide cases of alleged violation of the specific articles and sections of this Agreement.
   a. The arbitrator shall have no powers to add to, subtract from, disregard, alter, or modify any terms of this agreement.
   b. The arbitrator shall have no power to establish salary scales or change any salary.
   c. The arbitrator shall have no powers to rule on the following:
      i. The termination of services of or failure to re-employ any probationary teacher.
      ii. The failure to re-employ any teacher to a position on the Schedule B schedule.
      iii. Any claim or complaint for which there is another remedial procedure or forum established by law or by regulation having the force of law, including any matter subject to the procedures specified in the Teacher Tenure Act (Act IV of Public Acts, extra session, of 1937 of Michigan, as amended).

   d. The arbitrator shall have no power to change any practice, policy, or rule of the District, nor to substitute their judgment for that of the District as to the reasonableness of any such practice, policy, rule, or action taken by the District. The arbitrator's power shall be limited to deciding whether the District has violated the expressed articles or sections of this Agreement, and they shall not imply obligations and conditions binding upon the District from this Agreement, it being understood that any matter not specifically set forth herein remains within the reserved rights of the District.
   e. The arbitrator shall have no power to decide any questions which, under this Agreement, is within the responsibility of management to decide. In rendering a decision, an arbitrator shall give due regard to the responsibility of management and shall so construe the Agreement that there will be no interference with such responsibilities, except as they may be specifically conditioned by this Agreement.
   f. If either party disputes the arbitrability of any grievance under the terms of this Agreement, the arbitrator shall determine the arbitrability of said dispute, except that either party reserves the right to seek resolution of any dispute

of arbitrability in the court of competent jurisdiction before or after arbitration.

g. There shall be no appeal from an arbitrator's decision if within the scope of their authority as set forth above. It shall be final and binding on the Association, its members, the employee or employees involved, and the District.

h. The fees and expenses of the arbitration shall be shared equally by the Association and the District.

H. Claim for Back Pay – The District shall not be required to pay back wages more than 25 days prior to the date a written grievance is filed.

a. All claims for back wages shall be limited to the amount of wages that the employee would otherwise have earned, less any compensation that they may have received from any source during the period of the back pay.

b. No decision in any one case shall require a retroactive wage adjustment in any other case.

c. Claims of underpayments attributed solely to Board error shall be reimbursed up to 6 months prior to the date a written grievance regarding such underpayment is filed. The Association acknowledges the Board's right pursuant to MCLA 408.477 to make deductions from a bargaining unit member's salary within 6 months of making an overpayment.

d. If the member has erred by failing to meet a contractual time requirement for reporting a change in status, the District shall not be held at fault but will put the member at the proper place on the salary schedule at the beginning of the semester following verification of the member's contention.

ARTICLE XIX

NEGOTIATION PROCEDURES

It is contemplated that matters required to be negotiated under the Michigan Public Employment Relations Act (MCLA 423.201 et. seq.) which are not specifically covered by this Agreement but of common concern to the parties, shall be subject to professional negotiations between them from time to time during the period of this Agreement upon the request by either party to the other. The parties undertake to cooperate in arranging meetings, selecting representatives for such discussions, furnishing necessary information, and otherwise constructively considering and resolving any such matter. Nothing contained herein shall be construed to provide a grievance arbitration procedure for a subject designated by law as a prohibited subject.

ARTICLE XX

AGREEMENT CONTRARY TO LAW AND MATTERS CONTRARY TO AGREEMENT

A. If any provision of this Agreement or any application of this Agreement to any employee or group of employees shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

B. In the event of a conflict, the terms of this Agreement shall take precedence over policies or regulations of the Board concerning the same subject or matter.

ARTICLE XXI

VACANCIES, PROMOTIONS AND TRANSFERS

A. Posting of Vacancies. Whenever there is a vacancy in any position covered by this Agreement (including for this purpose those positions set forth in the Extra Duty Schedule) or in any administrative position, the Board shall give written notice of such vacancy to all employees in the form of an email to the entire ZPS staff. In some circumstances, such as with a grade group chair or department chair, only certain staff members would be able to serve in the position to be posted. When this is the case, the posting can take the form of an email to all staff who would qualify to serve in such a role.

B. Filling Vacancies. Any teacher may apply for such a vacancy.

C. Requested Transfer. Each year, in January, the Human Resources Office will send a letter to all staff asking about anyone who might be interested in a change of assignment for the following year. This letter will also invite anyone who is interested in a Schedule B position to reach out to the Principal, Athletic Director, or supervisor of that position and inform them of their interest.

No teacher will be discriminated against because of a request to transfer.

D. Involuntary Transfer. Every attempt shall be made to prevent the involuntary transfer of any teacher to another building two years in a row. Any time a teacher is transferred involuntarily, even between grade levels or departments in the same building, it is a difficult time and can result in lower quality teaching for students. These kinds of transfers will try to be minimized, but cannot be avoided in many cases.

ARTICLE XXII

TEACHER PLACEMENT

The top priority when placing teachers is to avoid layoffs by placing as many teachers as possible based on certification, using voluntary and involuntary transfers as needed. No external candidate will be hired for a position that a person facing layoff is certified and qualified to teach.

When there is a resignation, retirement, or transfer that must be replaced, or a new position is created, the following procedure will be used to fill the position. This process only applies to current teachers and others governed by this master agreement. While it is important to consider support staff, coaches, substitute teachers, student teachers, and other potential teachers who work with our students when hiring externally, this process only applies to the internal transfer of teachers that happens before a position is posted externally.

A. An email is sent to the entire teaching staff from the Human Resources Office letting them know about the open position and any requirements needed for staff who might transfer into that position.

B. Teachers will have three business days to respond to the Human Resources Office in writing to declare their interest in the open position.

C. After three business days, the district has three options:

    a. Place internal staff in the open position based on previous knowledge of the candidate(s)
    b. Hold interviews with internal candidates only to determine the best candidate for the open position
    c. Hold interviews that include both internal and external candidates to determine the best candidate for the open position.

D. From August 1st through September 15th of each school year, if a position comes open, the process above will not be followed because it will be important to fill the position as soon as possible. The open position will be posted externally and the district will choose the best possible candidate.

E. If another situation arises where the district believes they cannot allow for a three-day window for staff to declare their interest in the open position, they will need to get permission from the ZEA to skip steps A and B above.

F. In the end, the district has the right of assignment to place teachers in the position that they believe will be best for students, staff, and the building or department in question. When placing a teacher, the predominant factors that will be considered are as follows:

    a. Effectiveness rating
    b. Length of service in the grade level, the subject area, and/or the home building
    c. Relevant special training or skills
    d. Collaboration and communication skills.

G. When a “sixth assignment” or other teaching schedule overload is available in a given department, the administration will email the department to see who would be interested in it. The administration will make the final decision on who receives the overload, considering student needs, teacher efficacy, and the needs of the master schedule. These overloads are not guaranteed from year to year and will be re-evaluated each spring.

H. If a teacher expresses interest in an open position and does not get the position they have the option to schedule a meeting with the Assistant Superintendent of Administrative Services to discuss why they were not selected for the position. This meeting might include their current principal or supervisor and/or the principal or supervisor of the job they were hoping to move into at the discretion of the district.

I. For clarity, there are some situations where assignments change for teachers, but there is no open position, so this process would not be followed. Some examples include:

    a. Changing the courses a teacher teaches at the secondary level
    b. Changing the buildings where an elementary specials teacher is assigned
    c. Changing the placement for ancillary staff such as school psychologists, social workers, and speech therapists

J. All non-classroom professionals (or "NCP's") shall be assigned by the Board of Education or the Superintendent to an assignment for which they are certified. Notification shall be given to the NCP as far in advance as possible when a change must be made. The Association shall also be informed of the change.

ARTICLE XXIII

LAYOFF AND RECALL

Philosophically, the top priority when placing teachers is to avoid layoffs by placing as many teachers as possible based on certification, using voluntary and involuntary transfers as needed. When economic conditions force an involuntary reduction of personnel, the district will look at all staff certified to teach the grade level or subject area where the reduction is required, and use the following process to determine the order of layoff:

A.. Teachers on substitute permits will be laid off first, followed by teachers on temporary permits, and then teachers on interim teaching certificates.

B. If additional reductions are needed, the district would look at the average of the last three completed end-of-year evaluation scores and lay off the teacher with the lowest score. If a teacher under consideration for layoff does not have three completed end-of-year evaluations, then the district would use the average of the available scores. Having less than three evaluation scores to be considered should not be held against a candidate. A teacher with three Effective scores is the same as a teacher with only two final evaluations that are both Effective and the same as a teacher with only one final evaluation who is rated Effective as well.

    a. In calculating the three-evaluation average described above, the district will use a point system that correlates to each possible rating:
        i. For evaluations from the 2023-24 school year and all previous years, the point system will be 3 points for a final evaluation rating of Highly Effective or Effective, 2 points for Minimally Effective, and 1 point for Ineffective.
        ii. For evaluations starting in 2024-25 and beyond the point system will be 3 points for Effective, 2 points for Developing, and 1 point for Needs Support.
        iii. Points will be totaled and averaged based on the number of evaluations and the lower score will face layoff.

C. If the teachers under consideration for layoff are still tied, then the district would use seniority based on the date the teacher signed their letter of intent as their start date. This is different from the seniority list that has been used in the past, which is based on start date. All teachers who are hired for a new school year have the same start date – the first day of school. By using the date of the letter of intent, the district will have a way to rank the order of the candidates who were hired over the course of the spring and summer for the following fall.

D. If the staff are still tied, the district would use the last four digits of their social security numbers as a tie-breaker, with the higher number having higher seniority than the lower number. This would mean the staff with the lower four digits would be laid off. If the last four digits are the same, the district would move to the last five digits, then six digits, and so on.

E. When the layoff process happens at the end of one school year, for the following fall, the administration will make every effort to communicate with staff facing layoffs by June 1st. The intent to lay off the teacher must be provided in writing and an in-person conversation is strongly recommended. There are times when layoffs must be considered outside of the end of a given school year.

Staff who are laid off will remain on a recall list for two calendar years and maintain their seniority and tenure status while on layoff. After the district has gone through the internal placement process and knows when openings are available, staff will be recalled using the following process:

F. Staff will be recalled in reverse order that they were laid off, with the most recently laid off teacher recalled first, provided the teacher in question is certified for the open position. Alternate certification or substitute permits will not be considered to allow someone to be recalled.

G. As new staff are added to the layoff list, the list may need to be re-ordered based on the following considerations:

   a. Only staff who are properly certified for the position in question will be offered the opportunity for recall.
   b. First consideration for recall will be evaluation scores with staff with stronger scores (using a three-year average when available) recalled first. See item B above for more information regarding how evaluation scores are considered.
   c. Second consideration for recall will be seniority (based on the date the letter of intent was signed), with the teacher with more seniority with the district recalled first. See items C and D above for more information on how seniority is considered.
   d. The final consideration for recall will be staff on interim certifications, temporary permits, and sub permits, in that order. See item A above for more information on how alternative certifications are considered. The last staff to be considered would be those with these kinds of certificates, all other factors being equal.

H. The offer of recall must be made in writing, using the contact information provided by the teacher on layoff. It is the responsibility of the teacher on layoff to update the district with their current contact information. The district should also attempt to contact the teacher on layoff via phone using the most recent number on file.

I. When offered the opportunity for recall, teachers have three business days to respond in writing whether they are accepting or declining the position in question. If the teacher on layoff does not respond, the district will move to the next person on the recall list or post the position externally if there are no properly certified teachers on the list.

J. A teacher on layoff can decline the opportunity for recall and remain on the list for two calendar years from the date of the original layoff.

K. Teachers on layoff have the right to ask the district to take them off of the recall list. Once that request has been made in writing and accepted by the district, the decision cannot be reversed.

L. The Association will be notified in writing at least ten days before any potential layoffs occur.

ARTICLE XXIV

MISCELLANEOUS PROVISIONS

A. All individual teacher contracts shall be made expressly subject to the term of this Agreement for the duration of this Agreement. The provisions of this Agreement shall be incorporated into and be considered part of the established policies of the Board.

B. Absence due to injury or illness incurred in the course of the teacher's employment and for which benefits are received under the Michigan Workmen's Compensation Act, shall not be charged against the teacher's sick leave days. The Board agrees to pay the difference in cases covered by this Workmen's Compensation Act, between all other disability benefits received from other sources and 70% of regular salary until such time as long-term disability becomes effective.

C. An emergency manager appointed under the local government and school district fiscal accountability act may reject, modify, or terminate the collective bargaining agreement as provided in the local government and school district fiscal accountability act.

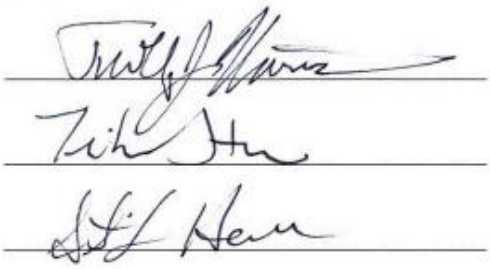
ARTICLE XXV

DURATION OF AGREEMENT

This agreement shall be effective as of September 1st, 2025, and shall continue in effect through August 31st, 2027.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals this the 5th day of June, 2025, in Zeeland, Michigan

For the Association:



President

Secretary

Chief Negotiator

For the Board:



President

Secretary

Chief Negotiator

SCHEDULE A

Zeeland Public Schools Salary Schedule for 2025-26

Step	BA	MA	MA + 30/Ed. Spec.
1	$52,285	$56,466	$58,557
2	$54,218	$58,554	$60,724
3	$56,152	$60,642	$62,890
4	$58,086	$62,731	$65,055
5	$60,018	$64,819	$67,220
6	$61,952	$66,907	$69,386
7	$63,886	$68,996	$71,552
8	$65,820	$71,084	$73,717
9	$67,753	$73,171	$75,884
10	$69,687	$75,261	$78,049
11	$71,621	$77,348	$80,214
12	$73,554	$79,437	$82,380
13	$75,488	$81,525	$84,546
14	$77,422	$83,614	$86,711
15	$79,356	$85,701	$88,877
16	$81,289	$87,791	$91,042
17	$83,222	$89,878	$93,207
18	$85,156	$91,966	$95,375
19	$87,089	$94,055	$97,540
20	$89,023	$96,143	$99,705
21	$90,957	$98,231	$101,871
22	$92,891	$100,320	$104,036
23	$94,823	$102,408	$106,201
24	$96,758	$104,496	$108,368
25	$98,692	$106,584	$110,534
26	$100,625	$108,673	$112,699
27	$102,559	$110,760	$114,864
28	$104,493	$112,850	$117,030
29	$106,426	$114,937	$119,196
30	$108,359	$117,026	$121,361

(a) Baseline for each year is that teachers receive a step.

(b) In order to receive credit for the advanced degree, and move a column on the salary schedule, the credits must be earned and reported before the beginning of the school year. Advanced degrees earned and reported before the beginning of the second semester will receive salary adjustment for the second semester.

(c) MA+30 classes need to be graduate level courses. They can be taken before or after the original Master's, but cannot be a part of the program for the original Master's.

(d) Any teacher on step 30 for two years in a row will receive a $1000 stipend for the second year and all subsequent years that they remain on step 30.

Zeeland Public Schools Salary Schedule for 2026-27

Step	BA	MA	MA + 30/Ed. Spec.
1	$54,376	$58,725	$60,899
2	$56,387	$60,896	$63,153
3	$58,398	$63,068	$65,406
4	$60,409	$65,240	$67,657
5	$62,419	$67,412	$69,909
6	$64,430	$69,583	$72,161
7	$66,441	$71,756	$74,414
8	$68,453	$73,927	$76,666
9	$70,463	$76,098	$78,919
10	$72,474	$78,271	$81,171
11	$74,486	$80,442	$83,423
12	$76,496	$82,614	$85,675
13	$78,508	$84,786	$87,928
14	$80,519	$86,959	$90,179
15	$82,530	$89,129	$92,432
16	$84,541	$91,303	$94,684
17	$86,551	$93,473	$96,935
18	$88,562	$95,645	$99,190
19	$90,573	$97,817	$101,442
20	$92,584	$99,989	$103,693
21	$94,595	$102,160	$105,946
22	$96,607	$104,333	$108,197
23	$98,616	$106,504	$110,449
24	$100,628	$108,676	$112,703
25	$102,640	$110,847	$114,955
26	$104,650	$113,020	$117,207
27	$106,661	$115,190	$119,459
28	$108,673	$117,364	$121,711
29	$110,683	$119,534	$123,964
30	$112,693	$121,707	$126,215

(a) Baseline for each year is that teachers receive a step.

(b) In order to receive credit for the advanced degree, and move a column on the salary schedule, the credits must be earned and reported before the beginning of the school year. Advanced degrees earned and reported before the beginning of the second semester will receive salary adjustment for the second semester.

(c) MA+30 classes need to be graduate level courses. They can be taken before or after the original Master's, but cannot be a part of the program for the original Master's.

(d) Any teacher on step 30 for two years in a row will receive a $1000 stipend for the second year and all subsequent years that they remain on step 30.

ARTICLE XVI - SECTION D

EXTRA DUTY SCHEDULE B

It is understood between the parties that a contract stipulating extra compensation for a teacher performing extra duties has a non-tenure status. For a teacher who has attained continuing tenure, failure of the board to re-employ such a teacher in a capacity other than as a classroom teacher shall not be deemed a demotion within the provisions of Act. 4, Michigan Public Acts of 1937, extra session as amended.

Use the chart below to determine compensation for the first seven years in any extra duty position during the 2024-25 school year. Compensation Base below is multiplied by the percentage earned for the position to determine salary for the first seven years in the position:

2025-26 Schedule B Rates	
Year	**Compensation Base**
1	**$52,667**
2	**$55,186**
3	**$57,705**
4	**$60,224**
5	**$62,743**
6	**$65,251**
7	**$67,782**

2026-27 Schedule B Rates	
Year	**Compensation Base**
1	**$54,774**
2	**$57,393**
3	**$60,013**
4	**$62,633**
5	**$65,253**
6	**$67,861**
7	**$70,493**

Any extra duty person having 15 years in the same activity or in the same sport will receive an additional 10% their pay for that position. Previous experience in the same activity in another school district may be credited for compensation.

Staff will receive Schedule B contracts, separate from their primary contract for these positions. Schedule B contracts for sports and clubs that happen in the fall, as well as full-year positions such as teacher leadership positions, will be sent to staff no later than October 15th each year. Sports and clubs that happen in the winter and spring will be sent in a timely manner as close to the start of the season as possible.

When it comes to athletics, on occasion, there are not enough athletes to run one of the teams listed in the following pages under high school or middle school sports. When this happens, assuming a coach for the team that does not run has already been hired, the coach can serve as a program assistant and will be placed where they are deemed to best fit by the varsity coach and athletic director. This only applies if the coach is already a member of the staff. If the coach is not yet hired when it is decided that the team will not exist, we would not go out and hire someone. If this happens for three consecutive years, we will no longer pay the coach starting in the third year.

SECONDARY DEPARTMENT MEMBERSHIP

1. All secondary teachers will be assigned to the departments in which they teach.
2. Teachers who work in more than one department will be assigned to the department in their majority subject area.

EXTRA DUTY SCHEDULE B – High School Athletics

Any sport marked with an asterisk (*) is combined between both schools

HIGH SCHOOL SPORTS (Boys)

BASEBALL
Varsity 10%
Junior Varsity and Freshmen 8% each
Program Assistant 4%

BASKETBALL
Varsity 13%
Junior Varsity and Freshmen 8% each
Program Assistant 4%

CROSS COUNTRY
Varsity 10%
Assistant Coach 8%

FOOTBALL
Varsity 13%
Varsity Assistant (3 positions) 8%
Junior Varsity 8%
Junior Varsity Assistant 8%
Freshmen 8%
Freshmen Assistant 8%

GOLF
Varsity 10%
Junior Varsity 8%

***LACROSSE**
Varsity 10%
Junior Varsity 8%
Program Assistant 4%

SOCCER
Varsity 10%
Junior Varsity 8%
Program Assistant 4%

***SWIMMING**
Varsity 13%
Assistant Coach 8%
Diving Coach 8%

TENNIS
Varsity 10%
Junior Varsity 8%

TRACK
Varsity 10%
Assistant Coach 8%
2nd Assistant Coach *(shared boys and girls)* 8%

WATER POLO
Varsity 10%
Junior Varsity 8%

VOLLEYBALL
Varsity 10%

WRESTLING
Varsity 13%
Assistant Coach 8%
2nd Assistant Coach (focus on female wrestlers) 8%

HIGH SCHOOL SPORTS (Girls)

SOFTBALL
Varsity 10%
Junior Varsity 8%
Program Assistant 4%

BASKETBALL
Varsity 13%
Junior Varsity and Freshmen 8% each
Program Assistant 4%

CROSS COUNTRY
Varsity 10%
Assistant Coach 8%

***BOWLING** (combined boys and girls)
Varsity 10%
Assistant 8% *(would be JV coach if there is a JV team)*

COMPETITIVE and SIDELINE CHEER (separate teams)
Varsity 10%
Assistant 8% *(would be JV coach if there is a JV team)*

GOLF
Varsity 10%
Junior Varsity 8%

***LACROSSE**
Varsity 10%
Junior Varsity 8%
Program Assistant 4%

SOCCER
Varsity 10%
Junior Varsity 8%
Program Assistant 4%

***SWIMMING**
Varsity 13%
Assistant Coach 8%
Diving Coach 8%

TENNIS
Varsity 10%
Junior Varsity 8%

TRACK
Varsity 10%
Assistant Coach 8%
2nd Assistant Coach *(shared boys and girls)* 8%

WATER POLO
Varsity 10%
Junior Varsity 8%

VOLLEYBALL
Varsity 13%
Junior Varsity 8%
Freshmen 8%
Program Assistant 4%

EXTRA DUTY SCHEDULE B – High School Activities

HIGH SCHOOL ACTIVITIES

NOTE: All of the positions below are combined between East and West unless otherwise noted.

Advisory Curriculum Development (per building)	**6%**
All School Drama Production	**13%**
Clubs* (per building)	**22% total**
Concert Band Director	**10%**
Concert Band Assistant	**8%**
Content Area Experts (up to four per building)	**1%**
Dance	**10%**
Dutch Dance Director	**6%**
eSports	**4%**
Flag Corp	**4%**
Jazz Band	**4%**
Marching Band Director	**13%**
Marching Band Assistant	**8%**
Marching Band Assistant (Drumline, Front Ensemble, etc.)	**8%**
Model U.N.	**4%**
Musicals	**13%**
Instrumental for Musical	**8%**
Vocal for Musical	**8%**
Choreography for Musical	**8%**
National Honor Society (per building)	**3%**
Orchestra Director	**6%**
Orchestra Assistant	**4%**
Play Director – 9th & 10th Grades	**5%**
Sponsors (per school)	**---**
Freshman Class	**2%**
Sophomore Class	**2.5%**
Junior Class	**3.5%**
Senior Class	**3%**
Student Government (per building)	**6%**
Testing Accommodations (campus-wide) ^	**16%**
Unified Sports	**8%**
US First Robotics	**8%**
Vocal Music	**10%**
Yearbook (per building)	**7%**
Zeeland High Players	**8%**
Z-Links (per building)	**3%**

*Total percentage set aside for clubs can be split at the discretion of the principal.

^If a teacher on staff takes this position, they are required to work part-time to be able to complete the work.

Any Schedule B position can be split between multiple staff members with any proportional breakdown of the stipend allowed. Absent specific language explaining the proportional breakdown, the assumption is that the position will be split evenly.

EXTRA DUTY SCHEDULE B – Middle School Athletics

Any sport marked with an asterisk (*) is combined between both schools

MIDDLE SCHOOL SPORTS (Boys)

BASKETBALL
8th Grade A Team 7%
8th Grade B Team 7%
7th Grade A Team 7%
7th Grade B Team 7%

FOOTBALL
8th Grade Head Coach 7%
8th Grade Assistant Coach 6%
7th Grade Head Coach 7%
7th Grade Assistant Coach 6%

SOCCER
8th Grade 7%
7th Grade 7%

***SWIMMING**
Head Coach 6%
Assistant Coach 4%
2nd Assistant Coach / Lifeguard 4%
Diving Coach 6%

TENNIS
Head Coach 6%

***TRACK**
Head Coach 6%
Assistant Coach 4%
2nd Assistant Coach 4%
3rd Assistant *(shared boys and girls)* 4%

WRESTLING
Head Coach 7%
Assistant Coach 6%

MIDDLE SCHOOL SPORTS (Girls)

BASKETBALL
8th Grade A Team 7%
8th Grade B Team 7%
7th Grade A Team 7%
7th Grade B Team 7%

CROSS COUNTRY (combined boys and girls)
Head Coach 6%
Assistant Coach 4%

COMPETITIVE CHEER & SIDELINE CHEER (separate teams)
Head Coach 6%

SOCCER
8th Grade 7%
7th Grade 7%

***SWIMMING**
Head Coach 6%
Assistant Coach 4%
2nd Assistant Coach / Lifeguard 4%
Diving Coach 6%

TENNIS
Head Coach 6%

***TRACK**
Head Coach 6%
Assistant Coach 4%
2nd Assistant Coach 4%
3rd Assistant *(shared boys and girls)* 4%

VOLLEYBALL
8th Grade A Team 7%
8th Grade B Team 7%
7th Grade A Team 7%
7th Grade B Team 7%

EXTRA DUTY SCHEDULE B – Middle School Activities

Clubs*	**12% total**
DEAR/DEAL Curriculum Development	**4%**
eSports	**2%**
Instrumental Music Director	**6%**
Instrumental Music Assistant (two per building)	**4% each**
Intramurals	**2% per grade level**
Jazz Band	**2%**
Orchestra Director (one position – both schools combined)	**6%**
Percussion	**3%**
Play/Musical Director	**8%**
Instrumental for Musical	**4% each**
Vocal for Musical	**4% each**
Choreography for Musical	**4% each**
Robotics	**5%**
Spring Play (one position – both schools combined)	**5%**
Student Council	**5%**
Unified Sports	**2%**
Vocal Music	**4%**
Z-Links	**2%**

*Total percentage set aside for clubs can be split at the discretion of the principal.

NOTE: All of the positions above will have one per building, unless otherwise noted.

EXTRA DUTY SCHEDULE B – Elementary Activities

Clubs*	**10% total per building**
Girls & Boys Recreation (per ½ hour)**	**.03% (.0003 X BA Base)**

*Total percentage set aside for clubs can be split at the discretion of the principal. If the building has Safety Patrol, that must be counted in the 6% total compensation for clubs.

** Recreation positions are for activities that take place at lunch and/or recess. Clubs are positions that meet outside the school day.

DISTRICT MISCELLANEOUS

Voluntary Lunchroom/Playground Duty - .07% (.0007 X BA Base). For 2025-26, $36.60/hour. For 2026-27, $38.06/hour.

Staff Subbing - .07% (.0007 X BA Base – per hour). For 2025-26, $36.60/hour. For 2026-27, $38.06/hour.

Summer Rewrite - .07% (.0007 X BA Base – per hour). For 2025-26, $36.60/hour. For 2026-27, $38.06/hour.

Summer School Courses (per hour) - .09% (.0009 X BA Base). For 2025-26, $47.06/hour. For 2026-27, $48.94/hour.

- The ratio of teaching time to prep time for a summer school course is 5:1.
- As summer school courses are offered, the district will require students who sign up for such classes to maintain full schedules during the school year.

EXTRA DUTY SCHEDULE B – Teacher Leader Positions

SECONDARY DEPARTMENTS SHALL BE AS FOLLOWS:
High School and Middle School Department Chairs will be calculated as below.

Core Department Chairs (ELA, Math, Science, Social Studies, Spanish Immersion and Foreign Language) will earn .75% per FTE in the department. This will be calculated at the start of the school year, and can be adjusted should the FTE change second semester. In each case, there will be a HS department chair and a MS department chair, with the exception of Spanish Immersion and Foreign Language, which operate as 6-12 departments. At the middle school, if there are separate department chairs by building, they will split the calculated stipend.

Non-Core Department Chairs (Art, Career Based Learning/Business, Physical Education/Health/LME, Performing Arts, and Technology Education, will earn .50% per FTE in the department. This will be calculated at the start of the school year, and can be adjusted should the FTE change second semester. These departments are all considered 6-12 departments, with the exception of our Speech Therapists, School Psychologists and School Social Workers, which are K-12 departments. The minimum a Department Chair in any department can earn is 2%.

The stipend for Special Education Department Chairs at HS and MS, and the Department Chairs for Speech Therapists, School Psychologists and School Social Workers will be calculated at 1.0% per FTE given the additional work expected from these teacher leaders.

Zeeland Venture Academy Director will be paid 11%. The Guidance Chair will earn 4%. Each middle school will have an Exploratory Department Chair which will each earn 2%.

ELEMENTARY GRADE GROUP CHAIRS SHALL BE AS FOLLOWS:
Like secondary department chairs above, the stipend for elementary grade group chairs will also be determined at the rate of 0.75% per FTE in the grade group. This will be calculated at the start of the school year, and can be adjusted should the FTE change second semester. The Y5's Grade Group Chair includes preschool staff in their meetings and in the calculation of the stipend. Starting in 2025-26, the department chairs for Intervention Teachers and Heads of Student Wellbeing will be calculated using the same formula. As we do with secondary positions, the stipend for the Elementary Special Education Department Chair will be calculated at the rate of 1.0% per FTE at the elementary level.

OTHER TEACHER LEADERSHIP POSITIONS:
Each member of the district improvement team will receive 1% stipend for no more than 12 hours per year attending meetings outside the school day with the Assistant Superintendents of Curriculum working on School Improvement. Other than these 12 hours, there will be no other responsibilities for these positions. The remaining School Improvement work will fall on administration. There will be one member per building on the District Improvement Team, plus an additional member representing each of the following groups – Elementary Special Education, Itinerant Special Education, Secondary Special Education, English Language Teacher, Early Childhood Teacher (offered first to ECC staff governed by the master agreement, a representative of the Zeeland Education Association. Attendance at these meetings is required, unless previous approval from the Asst. Superintendent of Curriculum.

There will also be 18 positions paid a 1% stipend for building-level leadership at each of our traditional elementary buildings. Nine positions will be designated for the building School Improvement Team, and nine positions will be designated for the building MTSS-B steering committee. For both Z-Quest and the ECC, there will be 10 positions paid at 1% each for similar building-level leadership, with each of these smaller buildings assigning these roles as it best fits the building.

ELEMENTARY DEPARTMENT CHAIRS		
	Department	**Percent**
1.	**Language Arts**	**2%**
2.	**Math**	**2%**
3.	**Science**	**2%**
4.	**Social Studies**	**2%**
5.	**Elementary Art**	**2%**
6.	**Elementary PE**	**2%**
7.	**Elementary Media Maker**	**2%**
8.	**Elementary Music**	**2%**
9.	**Elementary Technology**	**2%**
10.	**Flex %** (To be split between core departments by Asst. Supt. of Early Childhood and Elementary Curriculum based on work that year)	**8%**
11.	**K-5 Spanish Immersion**	**8%**
12.	**K-12 English Language Learners**	**8%**

EXTRA DUTY SCHEDULE B – Mentor Teachers

Job Description / Guidelines

A. A teacher in their first three years in the profession shall be assigned a Mentor Teacher. A minimum of five days of professional development each year for three years will also be provided to the mentee.

B. A teacher who is new to Zeeland but comes to the district with three or more years or experience in the profession will be assigned a Mentor Teacher for the first year in Zeeland only. These more experienced teachers may continue with their Mentor Teacher in their second or third year in Zeeland, but only if the teacher, their administrator, and the Mentor Teacher agree it is needed. In most cases, it will not be needed.

C. The Mentor Teacher assignment is to provide professional support, instruction, resources, counseling, guidance, observation, demonstration and information to assist the mentee.

D. Participation as a Mentor Teacher shall be voluntary. To the extent possible, the mentor shall be assigned only one mentee. Administrators will not participate as Mentor Teachers.

E. The Mentor Teacher assignment shall be for one year and shall be reviewed by the administration at the end of the year for renewal. The Mentor Teacher shall not participate in the evaluation process.

F. The Mentor Teacher shall attend a workshop or conference approved by the administration for training to serve as a mentor teacher. All expenses are to be paid by the school district.

G. The Mentor Teacher program is to assist the mentee and

1. Provide an overview - Help the mentee to become an independent fully-functioning teacher, able to problem solve in a variety of contexts in the teaching and learning environment.

2. Provide outcomes - Give background knowledge regarding research and knowledge for teaching as well as methods to incorporate skills.

H. Mentor compensation will follow the schedule listed:

1. $750 for assignment with a 1st year mentee.
2. $500 for assignment with a 2nd year mentee.
3. $250 for assignment with a 3rd year mentee.

I. When a teacher is involuntarily transferred to a new position, they will be assigned a paid mentor for the first year in that new position only. This mentor will be paid at the 1st year mentee rate ($750). This applies to an involuntary change in department or grade level and it also applies to an involuntary change in building assignment. It does not apply at the secondary level when a teacher involuntarily picks up a new prep in the same department, and does not change buildings. For example, if a 7th grade Math teacher is involuntarily assigned to teach 8th grade Math in the same building, or a high school History teacher is assigned to teach Civics in the same building, in neither case would these secondary teachers qualify for a paid mentor.

CALENDAR

2025-26 CALENDAR (July thru December) – <u>All Schools</u> (with the exception of Z-Quest)

Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JULY

No School in July

Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

OCTOBER

October 1 Count Day

October 3 Half Day (Staff PD)

October 30 Half Day (Staff PD)

October 31 No School (Staff PD)

Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

AUGUST

August 1-22 No School

August 25-26 No School (Staff PD)

August 29 No School (Labor Day)

Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

NOVEMBER

Nov. 3, 5, 6 P/T Conferences (see pg. 14-15)

Nov. 3, 5 Full Day for Students

Nov. 6 Half Day for Students

Nov. 7 No School

Nov. 26-28 No School (Thanksgiving)

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

SEPTEMBER

September 1 No School (Labor Day)

September 19 Half Day (Staff PD)

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

DECEMBER

December 12 Half Day (Staff PD)

December 22-31 No School (Holiday Break)

First Semester Student/Staff Days – 86/89

Second Semester Student/Staff Days – 89/90
Second Semester Starts Tuesday, January 20th

CALENDAR

2025-26 CALENDAR (January thru June) – All Schools (with the exception of Z-Quest)

JANUARY

Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- Jan. 1-2 No School (Holiday Break)
- Jan. 14-16 MS/HS Half Day (Exams)
- Jan. 14-15 Elementary Full Day
- Jan. 16 Elem. Half Day (No PD)
- January 19 No School (Staff PD)

APRIL

Mo	Tu	We	Th	Fr
	1	1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
227	28	29	30	

- April 3-10 No School (Spring Break)

FEBRUARY

Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

- February 9-10 No School (Winter Break)
- February 11 Count Day
- February 26 Half Day (Staff PD)
- February 27 No School (Staff PD)

MAY

Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

- May 7 Half Day (Tulip Time)
- May 8 Half Day (Staff PD)
- May 25 No School (Memorial Day)

MARCH

Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- March 5-6 Elementary Half Day (P/T Conferences, see pg. 14-15)
- March 5-6 Full Day Secondary

JUNE

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

- June 4-6 Half Days for Students
- June 4 and 5 Full Day for Staff
- June 6 Half Day for Staff
- June 9-30 No School

First Semester Student/Staff Days – 86/89

Second Semester Student/Staff Days – 89/90
Second Semester Starts Tuesday, January 20th

CALENDAR

2025-26 CALENDAR (July thru December) – Z-Quest ONLY

Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JULY

No School in July

Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

OCTOBER

October 1 Count Day

October 3 Half Day (Staff PD)

October 6-10 No School (Break Week)

October 30 Half Day (Staff PD)

October 31 No School (Staff PD)

Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

AUGUST

August 1-7 No School

August 7 No School (Staff PD)

August 8, 15 and 22 No School

August 25-26 No School (Staff PD)

August 29 No School (Labor Day)

Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

NOVEMBER

Nov. 3, 5, 6 P/T Conferences (see pg. 14-15)

Nov. 3, 5 Full Day for Students

Nov. 6 Half Day for Students

Nov. 7 No School

Nov. 24-28 No School (Thanksgiving)

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

SEPTEMBER

September 1 No School (Labor Day)

September 19 Half Day (Staff PD)

September 22 No School (Staff PD)

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

DECEMBER

December 12 Half Day (Staff PD)

December 22-31 No School (Holiday Break)

First Semester Student/Staff Days – 86/91

Second Semester Student/Staff Days – 90/90.5
Second Semester Starts Tuesday, January 20th

CALENDAR

2025-26 CALENDAR (January thru June) – Z-Quest ONLY

JANUARY

Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- Jan. 1-2 No School (Holiday Break)
- Jan. 14-16 MS/HS Half Day (Exams)
- Jan. 14-15 Elementary Full Day
- Jan. 16 Elem. Half Day (No PD)
- January 19 No School (Staff PD)

FEBRUARY

Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

- February 9-13 No School (Winter Break)
- February 16 Count Day (Z-Quest only)
- February 26 Half Day (Staff PD)
- February 27 No School (Staff PD)

MARCH

Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

- March 5-6 Elementary Half Day (P/T Conferences, see pg. 14-15)
- March 5-6 Full Day Secondary

APRIL

Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

- April 3-10 No School (Spring Break)

MAY

Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

- May 7 Half Day (Tulip Time)
- May 8 Half Day (Staff PD)
- May 25-29 No School (Break Week)

JUNE

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

- June 3-4 Half Days for Students
- June 3-4 Half Days for Staff (Comp Time from August PD)
- June 5 and 12 No School
- June 19-30 No School

First Semester Student/Staff Days – 86/91

Second Semester Student/Staff Days – 90/90.5
Second Semester Starts Tuesday, January 20th

CALENDAR

2026-27 CALENDAR (July thru December) – <u>All Schools</u> (with the exception of Z-Quest)

JULY

Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

No School in July

AUGUST

Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August 3-28 No School

August 31 No School (Staff PD)

SEPTEMBER

Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

September 1 No School (Staff PD)

September 4 No School (Labor Day)

September 7 No School (Labor Day)

September 25 Half Day (Staff PD)

OCTOBER

Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 7 Count Day

October 9 Half Day (Staff PD)

October 29 Half Day (Staff PD)

October 30 No School (Staff PD)

NOVEMBER

Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Nov. 2, 4, 5 P/T Conferences (see pg. 14-15)

Nov. 2, 4 Full Day for Students

Nov. 5 Half Day for Students

Nov. 6 No School

Nov. 25-27 No School (Thanksgiving)

DECEMBER

Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

December 11 Half Day (Staff PD)

December 21-31 No School (Holiday Break)

First Semester Student/Staff Days – 85/89

Second Semester Student/Staff Days – 90/90
Second Semester Starts Monday, January 25th

CALENDAR

2026-27 CALENDAR (January thru June) – All Schools (with the exception of Z-Quest)

JANUARY

Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

- Jan. 1 No School (Holiday Break)
- January 18 No School (Staff PD)
- Jan. 20-22 MS/HS Half Day (Exams)
- Jan. 20-21 Elementary Full Day
- Jan. 22 Elem. Half Day (No PD)

FEBRUARY

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

- February 10 Count Day
- February 15-16 No School (Winter Break)

MARCH

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

- March 4 Half Day (Staff PD)
- March 5 No School (Staff PD)
- March 11-12 Elementary Half Day (P/T Conferences, see pg. 14-15)
- March 11-12 Full Day Secondary

APRIL

Mo	Tu	We	Th	Fr
	1		1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- April 2-9 No School (Spring Break)

MAY

Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

- May 6 Half Day (Tulip Time)
- May 7 Half Day (Staff PD)
- May 31 No School (Memorial Day)

JUNE

Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

- June 9-11 Half Day for Students
- June 9 and 10 Full Day for Staff
- June 11 Half Day for Staff
- June 9-30 No School

First Semester Student/Staff Days – 85/89

Second Semester Student/Staff Days – 90/90
Second Semester Starts Monday, January 25th

CALENDAR

2026-27 CALENDAR (July thru December) – Z-Quest ONLY

Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JULY

No School in July

Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

OCTOBER

October 7 Count Day

October 9 Half Day (Staff PD)

October 12-16 No School (Break Week)

October 29 Half Day (Staff PD)

October 30 No School (Staff PD)

Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

AUGUST

August 3-12 No School

August 13 No School (Staff PD)

August 14, 21 and 28 No School

August 31 No School (Staff PD)

Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

NOVEMBER

Nov. 2, 4, 5 P/T Conferences (see pg. 14-15)

Nov. 2, 4 Full Day for Students

Nov. 5 Half Day for Students

Nov. 6 No School

Nov. 23-27 No School (Thanksgiving)

Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

SEPTEMBER

September 1:12: No School (Staff PD)

September 4 No School (Labor Day)

September 7 No School (Labor Day)

September 25 Half Day (Staff PD)

September 28 No School (Staff PD)

Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

DECEMBER

December 11 Half Day (Staff PD)

December 21-31 No School (Holiday Break)

First Semester Student/Staff Days – 85/92

Second Semester Student/Staff Days – 90/90.5
Second Semester Starts Monday, January 25th

CALENDAR

2026-27 CALENDAR (January thru June) – Z-Quest ONLY

JANUARY

Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Jan. 1 No School (Holiday Break)

January 18 No School (Staff PD)

Jan. 20-22 MS/HS Half Day (Exams)

Jan. 20-21 Elementary Full Day

Jan. 22 Elem. Half Day (No PD)

APRIL

Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2-9 No School (Spring Break)

FEBRUARY

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

February 10 Count Day

February 15-19 No School (Winter Break)

MAY

Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

May 6 Half Day (Tulip Time)

May 7 Half Day (Staff PD)

May 31 No School (Break Week)

MARCH

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

March 4 Half Day (Staff PD)

March 5 No School (Staff PD)

March 11-12 Elementary Half Day (P/T Conferences, see pg. 14-15)

March 11-12 Full Day Secondary

JUNE

Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

June 1-4 No School (Break Week)

June 9-10 Half Day Students

June 9-10 Half Day Staff (Comp Time from August PD)

June 11 No School

June 25-30 No School

First Semester Student/Staff Days – 85/92

Second Semester Student/Staff Days – 90/90.5
Second Semester Starts Monday, January 25th

SCHEDULE A-1
TEMPORARY TEACHER
LETTER OF AGREEMENT

The Board of Education of the Zeeland Public Schools and the Zeeland Education Association hereby agree that the following terms and conditions will apply to TEMPORARY TEACHERS.

1.	**A Temporary Teacher is defined as a person who is not presently a bargaining unit member and who is employed to teach while another teacher is on a leave of absence beyond 60 working days.**
2.	**Temporary Teachers are members of the ZEA bargaining unit.**
3.	**Temporary Teachers have all of the rights and duties of other members of the bargaining unit except that:**
	a. No seniority shall accrue while in the temporary assignment. **b. After the temporary assignment is concluded, the Temporary Teacher will have no rights to recall in the district under the contract.** **c. In the event the district chooses to employ the person in a subsequent assignment which is not a Temporary Teacher assignment, seniority will be granted to said teacher even if the time served as a Temporary Teacher was not continuous with the subsequent assignment.**
4.	**Temporary Teachers will be issued contracts with a termination date stated thereon. A copy of this Letter of Agreement will be attached to each contract and made a part thereof.**
5.	**This Letter of Agreement shall not be interpreted to deny a teacher any rights they may have as a matter of law. This Letter may also not be interpreted to require the District to violate sections 1248 of the Michigan Revised School Code or section 15 of the Public Employment Relations Act, as written.**
6.	**Subject to paragraph 5 above, this ~~l~~etter of Agreement shall not be interpreted to deny any other member of the bargaining unit any rights granted by the contract.**
7.	**_____(name)_____ shall be considered a Temporary Teacher (full time) for _____ (teacher being** **replaced) _____ at _____(school)_____School.**
8.	**This agreement shall run from_____ (date of contract) ___.**

_____ _____
For the Board of Education For the Zeeland Education Association

_____ _____
Date Date

_____
(Name of teacher)

_____
Date

ADDENDUM #1 – ZPS Sick Bank Policy

Zeeland Public Schools allows the donation of sick days to employees who are off work for an extended period of time due to personal or family illness. While ZPS believes in being supportive of employees, the process of donating sick days needs to be understood by all parties. Zeeland School administration will allow employees to donate/receive sick days only under unusual circumstances (FMLA leave, not child care).

EMPLOYEE RECEIVING DONATED SICK DAYS:

- Employee RECEIVING sick days must have filed and approved for FMLA with Human Resources.
    - If there is a situation where the employee does not qualify for FMLA, but has a legitimate health need, they can reach out to the Human Resource to appeal for a special exception. This would most often happen when the employee does not work full time or is new to the district and would not qualify for FMLA for one of those two reasons.
- Employee RECEIVING donated sick days must have expired ALL of their own sick days, personal days, and vacation days for personal or family medical reasons.
- Employee RECEIVING sick days may NOT solicit the donation of sick days for themselves.
- An employee RECEIVING donated sick days may receive a maximum of 30 days per school year.
- Employee RECEIVING donated sick days may only use for FMLA leave. Any unused donated sick days will be returned to donor.
- Employee RECEIVING sick days must fill out Time-Off request indicating FMLA leave.

EMPLOYEE COLLECTING DONATED SICK DAYS:

- Administration or employee's direct supervisor(s) may NOT collect sick days for their employee. Collection must be initiated by a co-worker.
- A co-worker may SOLICIT the need for sick days for the employee on FMLA after they have received written permission from the Human Resource Department.
- Co-worker may DISTRIBUTE Authorization for Donation of Sick Days forms to any employee who has been employed with ZPS for a minimum of 3 years.
- All Authorization forms MUST be sent by DONOR to the Human Resource office. The Co-worker soliciting, MAY NOT COLLECT completed forms.
- All donation forms received must be approved by the lead administrators of Human Resources and Business Services.

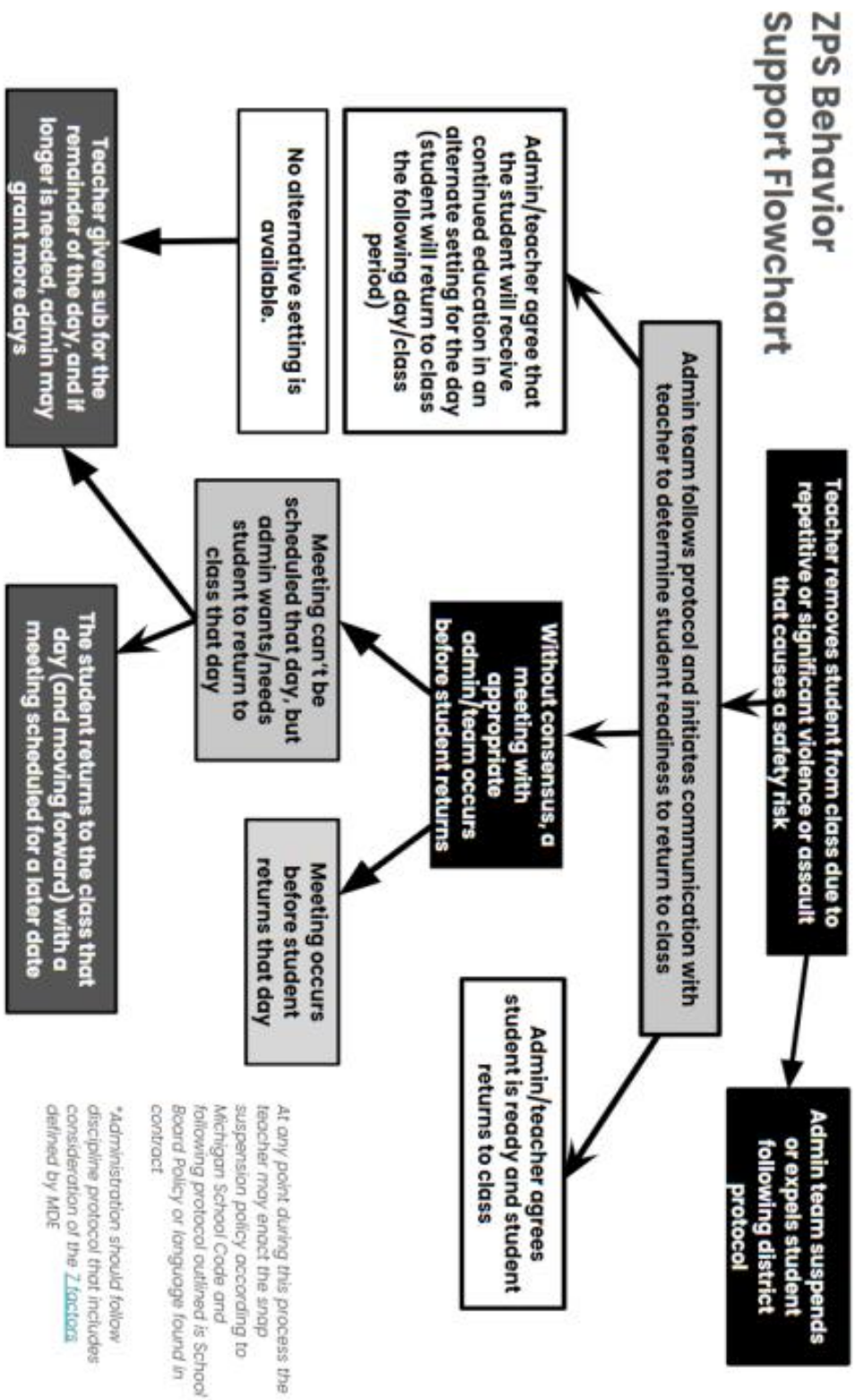
EMPLOYEE DONATING SICK DAYS:

- Employees DONATING sick days must do so voluntarily and be an employee of ZPS for at least 3 years.
- Employees DONATING sick days may donate up to three days per school year.
- Employee DONATING sick days must fill out an Authorization for Donation of Sick Days form and directly send to the Human Resource office.
- If DONATED sick days are not used, they will not be removed from employees sick day balance.

DISTRIBUTION OF DONATED SICK DAYS:

- When Authorization forms have been approved and the recipient employee's own sick, personal, and vacation days have been exhausted, donated days will be deducted from donor's sick bank by the payroll office as they were received.

ADDENDUM #2 – ZPS Behavior Support Flowchart



ADDENDUM #3 – Grievance Form

Grievance Number: _____ Date Filed: _____

Name of Grievant: _____ Building: _____

Assignment: _____

LEVEL ONE – SCHOOL PRINCIPAL

Date the Cause of Grievance Occurred: _____

Statement of Grievance: _____

_____

_____

**Additional information may be attached*

Article(s) of Contract Violated: _____

_____

Relief Sought: _____

_____

_____

**Additional information may be attached*

Grievant Signature: _____ Date: _____

Level One Hearing of Grievance:

Date of Level One Hearing: _____ Disposition: □ Granted □ Denied

Position of Principal: _____

_____

_____

_____

**Additional information may be attached*

_____ _____

Signature of Principal Date

Position of Grievant and/or Association: _____

_____

_____

_____

**Additional information may be attached*

_____ _____

Signature of Grievant or Association Date

LEVEL TWO – SUPERINTENDENT or DESIGNEE

Date Received by Superintendent of Designee: _____

Level Two Hearing of Grievance:

Date of Level Two Hearing: _____ Disposition: □ Granted □ Denied

Position of Superintendent or Designee: _____

_____

_____

_____

**Additional information may be attached*

_____ _____

Signature of Superintendent or Designee Date

Position of Grievant and/or Association: _____

_____

_____

_____

**Additional information may be attached*

_____ _____

Signature of Grievant or Association Date

LEVEL THREE – ARBITRATION

Date Demand for Arbitration Filed: _____

Arbitration Summary: _____

_____

_____

_____

_____

**Additional information may be attached*