

## Tentative Agreement Between APLE and PYLUSD

May 26, 2015

This Tentative Agreement is agreed upon between the Placentia-Yorba Linda Unified School District and the Association of Placentia-Linda Educators for the 2015-16 School Year.

### Modify Article 14(3) to read as follows:

“A term for the Consulting Teacher shall not exceed five (5) years with an option to apply for additional five (5) year terms.”

### Modify Article 15 (J) to read as follows:

“The District must provide unit members all data required by CA Education Code 49079 prior to the first student day with that unit member. The notification must be readily available for the unit member to receive such data required by law.”

### Add to Article 15 (K) as follows:

1. “The specific plans will be submitted to the District prior to the end of November and provided to the Association within 10 days.
2. All progressive school-wide plans shall include an emergency intervention plans to deal with immediate threats and harm of unit members and students and shall provide for the unit member and students to be returned to a safe working condition.
3. All Administrative Designees shall be trained in how to administer the plans created pursuant to this Section and shall be informed of the resources at their disposal and how they can access those resources.”
4. All staff at a school site shall be provided a copy of the final approved school-wide discipline plan and be informed of who the administrative designee(s) are at their school site, including how to contact the designee.”

### Add Article 15 (L) as follows:

#### “Pick-up/Drop-off Duty

Unit member duties during pick-up/drop-off duty shall be limited to standing on the sidewalk monitoring the safety of students. Unit members shall not be required to enter any area where moving vehicles are operating or be required to accommodate students crossing traffic to enter or exit vehicles.”

### Modify Article 16 H as follows:

“The full-time unit member assigned to middle school or high school or Adult Transition shall have one (1) unassigned class period set aside for preparation.”

Modify Article 16 (I)(2) as follows:

“The provisions of this Article XVI, Sections A-G, shall apply on a pro-rata basis by applying the full-time equivalency for unit members employed less than full time.”

Modify Article 16 (I)(4) as follows:

“All SDC teachers teaching grades 1-6 at an elementary site, elementary RSP teachers, SLP teachers, pre-school and Kindergarten SDC teacher with full day programs each school day and unit members providing DIS services (Orientation and Mobility, Deaf/Hard of Hearing, Visually Impaired, Adapted P.E.) shall have one full-day of release time or two half-days of release time per month to be taken at a time mutually agreed to between the teacher and the site administrator.”

Modify Article 16 N as follows:

“In accordance with the adopted school calendar, unit members will have the following number of service days:

2015-16 185 days

2016-17 185 days”

Eliminate article 16(O) and re-letter as appropriate.

Add Article 16 (Q)(4) as follows

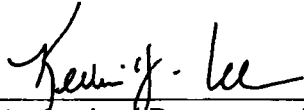
“The unit member shall have access to necessary technology in order to complete required on-line assessments with the whole class in a timely manner. The District shall accommodate the release of all students that were absent on the day of local testing to allow make-up testing to be planned and completed with mutual collaboration between the teacher and administration.”

Add Article 16 (R) as follows:

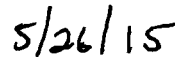
1. “Aeries updates of the Teacher Portal will not occur during grade reporting windows, unless an update to the entire underlying Aeries system is required to meet state, federal, or grant reporting timelines.
2. Unit members shall not be required to write comments on first trimester report cards for students meeting grade level standards in all of the core academic areas. Teachers are minimally required to make comments through the drop down menu for any student not meeting grade level standards in any of the core academic areas
3. Unit members shall determine the length and substance of the comments on the report card. Administrators may review report cards for appropriateness of comments on the report card.”

**Salary:**

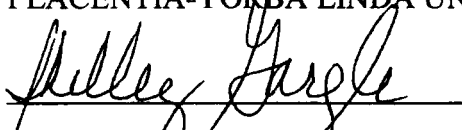
The parties agree to a 5.5 % on-going salary increase effective July 1, 2015. For the 2015/16 school year, if the enacted state budget has the Local Control Funding Formula (LCFF) gap funding percentage above 56.5% the district will provide an additional .5% on-going salary increase for a total of 6% retroactive to July 1, 2015. In the event the enacted state budget contains the LCFF gap funding percentage less than 46% the parties agree to meet prior to September 1, 2015.



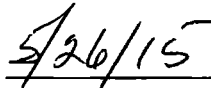
Authorized Representative  
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT



Date



Authorized Representative  
ASSOCIATION OF PLACENTIA-LINDA EDUCATORS



Date

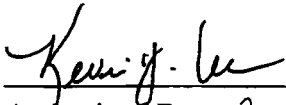
**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT  
AND  
ASSOCIATION OF PLACENTIA-LINDA EDUCATORS**

This MOU is agreed upon between the Placentia-Yorba Linda Unified School District and the Association of Placentia-Linda Educators.

In the 2015-16 and 2016-17 school years, each school site budget will receive an allocation of \$1,000 per FTE in a classroom supply block grant to be used by each unit member, at their discretion, for approved classroom supplies that support the California State Content Standards. District purchasing guidelines must be followed in expending these dollars. There will be no allowed carry-over of the dollars and any unused dollars will be returned to the District general fund.

Except as expressly modified herein, the Agreement between the parties shall be unchanged.

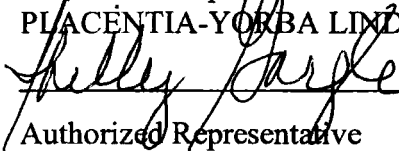
This Memorandum of Understanding shall constitute the entire agreement of the parties as to this issue and may only be modified or amended in writing, signed by both parties.

  
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Authorized Representative  
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

5/26/15  
\_\_\_\_\_

Date

  
\_\_\_\_\_

Authorized Representative  
ASSOCIATION OF PLACENTIA-LINDA EDUCATORS

5/26/15  
\_\_\_\_\_

Date

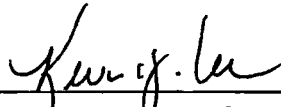
**MEMORANDUM OF UNDERSTANDING  
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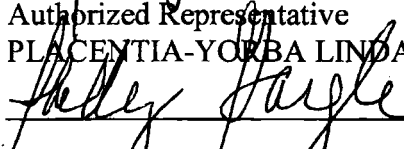
This MOU is agreed upon between the Placentia-Yorba Linda Unified School District and the Association of Placentia-Linda Educators regarding clarification of existing Article 11(G).

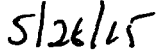
A unit member who is assigned an elementary combination class, exclusive of special programs shall receive one day per month for classroom preparation, assessment or individual and/or group instruction. Unit members will have the option of working at the school site or at the Professional Development Academy. In addition, a provision will be made for up to 60 minutes per week of protected time for single grade instruction, at the option of the unit member.

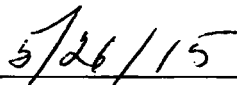
Except as modified herein, the Agreement between the parties shall be unchanged.

This Memorandum of Understanding shall constitute the entire agreement of the parties as to this issue and may only be modified or amended in writing, signed by both parties.

  
\_\_\_\_\_  
Authorized Representative  
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

  
\_\_\_\_\_  
Authorized Representative  
ASSOCIATION OF PLACENTIA-LINDA EDUCATORS

  
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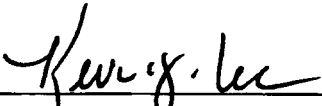
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This MOU is agreed upon between the Placentia-Yorba Linda Unified School District and the Association of Placentia-Linda Educators regarding Article 13(C)(4), *“all forms to be used in the Evaluation Procedure shall be mutually agreed upon by the District and the Association and shall be attached to this agreement (appendix A).”*

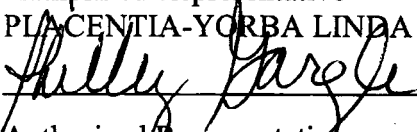
It is understood by both parties that during the 2015-16 school year, the certificated nurse’s represented by APLE will be evaluated using a Pilot Nurse’s evaluation form.

Except as expressly modified herein, the Agreement between the parties shall be unchanged.

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Authorized Representative  
PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT

  
\_\_\_\_\_

Authorized Representative  
ASSOCIATION OF PLACENTIA-LINDA EDUCATORS

5/26/15

Date

5/26/15

Date

## Placentia-Yorba Linda USD SCHOOL NURSE APPRAISAL REPORT

NAME:

TITLE:

DEPARTMENT / SCHOOL:

DATE OF EVALUATION:

AREA OF EVALUATION	EVALUATOR APPRAISAL				
I. PROFESSIONAL SKILLS:	Exceeds Job Requirements	Fulfills Job Requirements	Needs to Improve - Areas for Growth	Unsatisfactory	Not Applicable to Position
<b>A. Professionalism:</b> Upholds professional nursing standards and updates professional skills through education and job-related training.					
<b>B. Organization:</b> Defines goals for personal performance; sets priorities and organizes tasks to meet timelines.					
<b>C. Computer Skills:</b> Demonstrates computer skills on district programs, utilizes Aeries, internet research, e-mail and reports.					
<b>D. Knowledge and Implementation of Nursing:</b> Demonstrates knowledge and understanding of all phases of school nurse role, complies with Specialized Physical Health Care Services (SPHCS) to develop Individualized Health Plan (IHP) emergency action plan and medication administration forms. Asks for clarification when needed					
<b>E. Decision Making and Nursing Judgment:</b> Makes timely and rational decisions for health care needs of students including first aid and emergency intervention, triage and care of ill or injured students.					
<b>F. Safe Environment:</b> Promotes school site health and safety; manages and reports communicable disease, vaccine compliance, and participates in disaster preparedness.					

AREA OF EVALUATION		EVALUATOR APPRAISAL				
II. COMMUNICATION AND INTERPERSONAL SKILLS:		Exceeds Job Requirements	Fulfills Job Requirements	Needs to Improve - Areas for Growth	Unsatisfactory	Not Applicable to Position
<b>A. Assessment (Standard 1):</b> Initiates effective assessment and case-finding for physical, emotional or neurological problems related to the learning process and appropriately uses data collection to identify student health service needs through emergency cards, health screening results, medical exams, physician orders, etc. Identifies and manages communicable disease and infection control.						
<b>B. Diagnosis (Standard 2):</b> Reviews documentation of student diagnosis and collaborates with parents, providers and staff for health care services at school using authorized health forms, current research and clinical judgment. Identifies at risk students and provides referrals to medical, developmental and counseling services.						
<b>C. Outcomes Evaluation, Planning and Implementation (Standards 3-5):</b> Develops Individualized Health Plan (IHP) / Emergency Action Plan to improve health and education outcomes and consults with family, staff, provider for necessary changes. Trains unlicensed personnel for first aid and direct care, consults with teachers/staff and operates effectively in emergency situations. Manages mandated health screening in timely manner, records results and provides referrals. Provides health education for individuals/groups as needed.						
<b>D. Evaluation: (Standard 6):</b> Evaluates effectiveness and amends IHP /Emergency Action Plan through periodic follow-up with family, staff and providers. Maintains accurate documentation in Aeries and provides written reports as needed.						
<b>E. Communication Skills:</b> Demonstrates effective written and oral communication and good listening skills with students, families, providers and staff.						
<b>F. Ethics:</b> Models personal and professional integrity and accountability.						
<b>G. Accessibility:</b> Provides timely consultation and availability for unlicensed personnel and school staff regarding emergent health care needs.						



AREA OF EVALUATION	EVALUATOR APPRAISAL				
	Exceeds Job Requirements	Fulfills Job Requirements	Needs to Improve - Areas of Growth	Unsatisfactory	Not Applicable to Position
<b>III. PERSONAL QUALITIES:</b>					
<b>A. Professionalism:</b> Maintains appearance and demeanor that sets an appropriate example for students, staff, providers and community.					
<b>B. Initiative:</b> Shows sustained effort and enthusiasm in the quality of work accomplished; seeks assistance when necessary.					
<b>C. Dependability:</b> Punctual and reliable, follows instructions and performs under all circumstances.					
<b>D. Judgment:</b> Uses good judgment in making decisions, maintains and protects confidentiality related to mandates.					
<b>E. Loyalty:</b> Demonstrates loyalty to supervisor, the organization and PYLUSD Guiding Principle.					

**IV. SUMMATIVE COMMENTS**

Signature of Evaluator \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluator \_\_\_\_\_ Date: \_\_\_\_\_

**MEMORANDUM OF UNDERSTANDING  
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AND  
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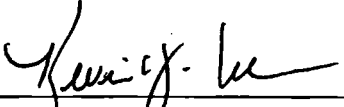
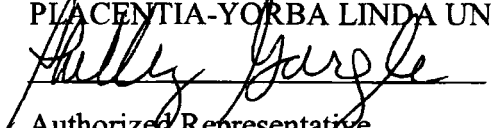
This MOU is agreed upon between the Placentia-Yorba Linda Unified School District and the Association of Placentia-Linda Educators regarding Article XI(A), *Class Size*.

It is understood by both parties that during the 2017-18, 2018-19 and 2019-20 school years, The Class Size Maximums stated below affirm the parties' specific agreement as it pertains to Article XI of the Collective Bargaining Agreement covering the period of the 2017-2020. The parties hereby agree that this agreement constitutes a "collectively bargained alternative average class enrollment for each school site" in grades TK through 3 in accordance with California Education Code section 42238.02 (d) (3) (D).

<u>Elementary</u>	<u>Maximum</u>
Transitional Kindergarten	32
Kindergarten	32
Grades 1-3	32

Except as expressly modified herein, the Agreement between the parties shall be unchanged.

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 _____ Authorized Representative PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT	<u>5/26/15</u> _____ Date
 _____ Authorized Representative ASSOCIATION OF PLACENTIA-LINDA EDUCATORS	<u>5/26/15</u> _____ Date

be called away from collaboration time for other purposes (including but not limited to IEPs), except in extenuating circumstances.

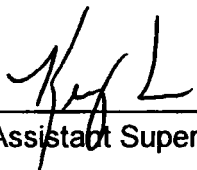
5. Early and late start kindergartners remain on daily schedule at sites where lunch has not been built into the day. Schools with lunch built into the kindergarten day will add 2 minutes to the late start students' daily schedule and release 60 minutes early with the remainder of the school.
6. Site administrators are encouraged to attend and may participate in PLC collaborations.
7. Additional staff meetings may only be convened to address emergency and/or compelling circumstances.

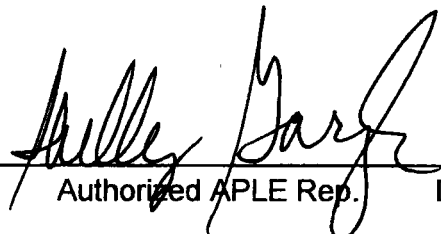
Teachers will be provided \*270 minutes of release time every two weeks as follows:

Grades 1-3	Grades 4-6	Kindergarten
PE (180 minutes)	PE (180 minutes)	30 minutes end of teaching day
Library (60 minutes)	Instrumental/Vocal Music (90 minutes)	
Computers (30 minutes)  All teachers will take students into computers on non-release weeks	Computers and library are not for the purpose of release time; teachers take students into computers and library weekly.  Instrumental music will continue to be provided two times per week for 45 minutes. When vocal and instrumental music are provided it is deemed release time.	Kindergarten students go to computers and library, but not as release time

*\*This equates to 60 minutes per month over the contractual minimum.*

8. Make up for release time will **only** be required if release time falls below the contractual agreement of 240 minutes in a two week period or 720 minutes every six weeks. Holidays and non-student days will not be counted as missed release time.
9. Schools with the QEIA grant may require additional meetings over and above district requirements. However, these meetings will be held during the work day whenever possible.

 5/26/15  
 Assistant Superintendent, Personnel      Date

 5/26/15  
 Authorized APLE Rep.      Date

## **Elementary Weekly Early Release PLC Procedures and Protocols**

This MOU replaces the MOU dated May 20, 2014.

Professional Learning Communities (PLC) have been an integral part of the teaching and learning environment in PYLUSD for the past ten years. Teachers work collaboratively to create common assessments, analyze results, adjust instructional practices, share best practices, participate in staff development and implement the California State Content Standards. A commitment to release time for teacher collaboration continues to be a valuable component of professional development.

In the 2007-2008 school year, PYLUSD and APLE jointly agreed on the importance and structure of PLCs. The purpose of this memo is to further clarify the goals and vision of our Professional Learning Communities as we shift to a new model.

The critical question in a PLC is not *Do we collaborate?* but rather, *What do we collaborate about?* Effective PLCs are structures in which teachers collaborate to do the real work of education. This collaboration could include:

- **Thinking together** about student tasks – the work we are asking kids to do and the implications for learning
- **Exploring** the standards and how they relate to the current curriculum and instructional strategies
- **Reviewing** current and/or new formative assessments to understand how they do or do not align with the new standards and inform instructional program
- **Studying** new summative assessments to understand what our students know and are able to do
- **Identifying**, trying out, and refining an expanded repertoire of instructional strategies that brings greater rigor and variety to teaching and learning
- **Designing** or re-designing curriculum units to better align with the California State Content Standards, respond to intervention, and differentiate according to student need
- **Clarifying and/or creating** common definitions of the 5 C's (Communication, Collaboration, Critical Thinking, Creativity and Digital Citizenship) and how they apply to classroom strategies in support of the different content areas
- **Sharing ideas** about how to leverage technology and 21<sup>st</sup> century tools in the classroom

Embedded in each PLC meeting are the basic questions: What is it we want all students to learn? How will we know when they know it? How will we respond when they don't learn or already know it?

**The District and APLE believe in the power of teacher collaboration. To that end, weekly elementary PLC time is continuing within the school day. As a result, we agree to the following beliefs and practices related to teacher collaboration time:**

1. PLC rotation schedules will be collaboratively designed. Teachers will meet by grade level to discuss preferences, after which lead teachers and site administrators will meet to develop a tentative schedule based on input from all grade levels. The schedule will be presented to the staff for final review prior to the start of school. Note: Presentation of the schedule is not for the purpose of a vote, but rather to reach consensus with the staff.
2. The rotation schedule is to be developed in the following order and shall include:
  - District-wide Initiatives (4): Four early release district-wide initiative days will be identified by the District for the purpose of addressing the needs of students at each site. These sessions are mandated for the purpose of implementing district-wide initiatives (PBIS, ELD, Step Up To Writing, Poverty, DBQs, etc.). The District will coordinate with site administrators as to when these days will occur prior to the start of school.
  - Structured Individual Teacher Professional Development Time (8): Eight early release days per year (but no more than two in a given month) will be dedicated to structured individual teacher professional development time. This professional development time may be done in teams or as individuals. The Unit Member maintains the right to individually select their professional development activity. Unit members are expected to be on site (unless prior approval has been given to attend a meeting at an alternate district sponsored event), on time and engaged in the process. Unit members will notify the site administrator via email of their professional development activity and location prior to each professional development day.
  - Site Administration (8): Up to eight early release days per year will be at the discretion of the site administrator. Site administrators determine the agendas for these sessions. At the conclusion of these sessions, APLE will be provided time to meet if requested.
  - Grade Level/Content Area Collaboration (Remaining): The remaining early release days will be set aside for grade level collaboration days. Grade level early release days will be documented through team agendas. These agendas will be determined by grade level teachers and provided to the site administrator for informational purposes prior to each meeting. Sign-in sheets will be submitted to the site administrator after each meeting. Meeting minutes or additional written documentation is not required. The number may vary based on the number of Wednesdays in a given year. One early release day in May will be identified for scoring writing prompts district-wide.
3. PLC weekly early release days are 60 minutes in duration and are designed with the intent of providing time during the school day for grade levels to collaborate and implement the California State Content Standards and 21<sup>st</sup> Century skills.
4. All teachers, general and special education, will participate in weekly PLC meetings. PLC time is a valuable part of the educational fabric of a school. Teachers should not

## **Secondary Late Start/Early Release PLC Procedures and Protocols**

This MOU replaces the MOU dated May 20, 2014.

Professional Learning Communities (PLC) have been an integral part of the teaching and learning environment in PYLUSD for the past ten years. Teachers work collaboratively to create common assessments, analyze results, adjust instructional practices, share best practices, participate in staff development and prepare to implement California State Content Standards. A commitment to release time for teacher collaboration continues to be a valuable component of professional development.

In the 2007-2008 school year, PYLUSD and APLE jointly agreed on the importance and structure of PLCs. The purpose of this memo is to further clarify the goals and vision of our Professional Learning Communities.

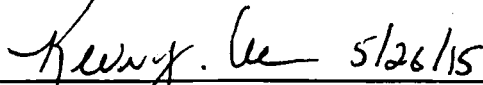
The critical question in a PLC is not *Do we collaborate?* but rather, *What do we collaborate about?* Effective PLCs are structures in which teachers collaborate to do the real work of education. This collaboration could include:

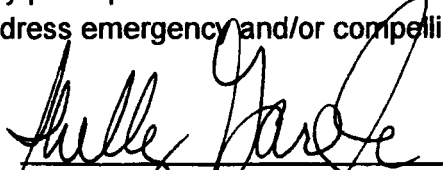
- **Thinking together** about student tasks – the work we are asking kids to do and the implications for learning
- **Exploring** the standards and how they relate to the current curriculum and instructional strategies
- **Reviewing** current and/or new formative assessments to understand how they do or do not align with the new standards and inform instructional programs
- **Studying** new summative assessments to understand what our students know and are able to do
- **Identifying**, trying out, and refining an expanded repertoire of instructional strategies that brings greater rigor and variety to teaching and learning
- **Designing** or re-designing curriculum units to better align with the California State Content Standards, respond to intervention, and differentiate according to student need
- **Clarifying and/or creating** common definitions of the 5 C's (Communication, Collaboration, Critical Thinking, Creativity and Digital Citizenship) and how they apply to classroom strategies in support of the different content areas
- **Sharing ideas** about how to leverage technology and 21<sup>st</sup> century tools in the classroom

Embedded in each PLC meeting are the basic questions: What is it we want all students to learn? How will we know when they know it? How will we respond when they don't learn or already know it?

**The District and APLE believe in the power of teacher collaboration. To that end, time has been set aside for teachers to work together within their school day. As a result, we agree to the following beliefs and practices related to teacher collaboration time:**

1. PLC rotation schedules will be collaboratively designed. Teachers will meet by department/grade level to discuss preferences, after which department chairs and site administrators will meet to develop a tentative schedule based on input from all departments. The schedule will be presented to the staff for final review prior to the start of school. Note: Presentation of the schedule is not for the purpose of a vote, but rather to reach consensus with the staff.
2. The rotation schedule is to be developed in the following order and shall include:
  - District-wide Initiatives (4): Four late start/early release district-wide initiative days will be identified by the District for the purpose of addressing the needs of students at each site. These sessions are mandated for the purpose of implementing district-wide initiatives (PBIS, ELD, Step Up To Writing, Poverty, DBQs, etc.). The District will coordinate with site administrators as to when these days will occur prior to the start of school.
  - Structured Individual Teacher Professional Development Time (8): Eight late start/early release days per year (but no more than two in a given month) will be dedicated to structured individual teacher professional development time. This professional development time may be done in teams or as individuals. The Unit Member maintains the right to individually select their professional development activity. Unit members are expected to be on site (unless prior approval has been given to attend a meeting at an alternate district sponsored event), on time and engaged in the process. Unit members will notify the Department/Grade Level Chair via email of their professional development activity and location prior to each professional development day. The Department/Grade Level Chair will forward this information to the designated site administrator.
  - Site Administration (8): Up to eight late start/early release days per year will be at the discretion of the site administrator. Site administrators determine the agendas for these sessions. At the conclusion of these sessions, APLE will be provided time to meet if requested.
  - Grade Level/Content Area Collaboration (Remaining): The remaining late start/early release days will be set aside for grade level/content area collaboration days. Grade level/content area late start days will be documented through team agendas. These agendas will be determined by grade level/content area teachers and provided to the site administrator for informational purposes prior to each meeting. Sign-in sheets will be submitted to the site administrator after each meeting. Meeting minutes or additional written documentation is not required.
3. All teachers, general and special education, will participate in weekly PLC meetings. PLC time is a valuable part of the educational fabric of a school. Teachers should not be called away from collaboration time for other purposes (including but not limited to IEPs), except in extenuating circumstances.
4. Site administrators are encouraged to attend and may participate in PLC collaborations.
5. Additional staff meetings will only be convened to address emergency and/or compelling circumstances.

 5/26/15  
 Assistant Superintendent, Personnel \_\_\_\_\_ Date

 5/26/15  
 Authorized APLE Rep. \_\_\_\_\_ Date

# 2015 – 2016 Teacher Calendar

## July 2015

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

## August 2015

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

## September 2015

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

## October 2015

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

## November 2015

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

## December 2015

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

## August

- 27 Pre-Service Day
- 28 Pre-Service Day
- 31 Pre-Service Day

## September

- 1 First Day of School
- 4 Non-Student/Non-Teacher Day
- 7 Labor Day

## October

## November

- 11 Veterans' Day
- 23-27 Thanksgiving Break

## December

- 21-31 Winter Recess

## January

- 1 Winter Recess
- 18 Martin Luther King Jr. Day

## February

- 8 Lincoln's Birthday
- 15 Presidents' Day Holiday

## March

- 28-31 Spring Recess

## April

- 1 Spring Recess

## May

- 30 Memorial Day Holiday

## June

- 16 Last day of School
- 17 Last day of Service

## January 2016

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

## February 2016

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

## March 2016

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

## April 2016

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

## May 2016

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

## June 2016

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

T.A.  
*[Signature]* 5/26/15  
*[Signature]* 5/26/15



# 2016 – 2017 Teacher Calendar

## July 2016

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

## August 2016

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

## September 2016

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

## October 2016

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

## November 2016

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

## December 2016

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

## July

4 Independence Day

## August

24-26 Pre-service Days

29 First Day of School

## September

2 Non Student  
5 Labor Day Holiday

## October

28 End of Trimester

## November

11 Veterans' Day  
21-23 Non Student/Non Work Day  
24-25 Thanksgiving Holiday

## December

19-30 Winter Break

## January

2 Winter Break  
16 Martin Luther King Jr. Day

## February

13 Lincoln's Birthday  
20 Presidents' Day Holiday

## March

## April

10-14 Spring Recess

## May

29 Memorial Day Holiday

## June

15 Last Day of School  
16 Last Day of Service

## January 2017

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

## February 2017

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

## March 2017

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

## April 2017

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

## May 2017

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

## June 2017

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