

**MASTER AGREEMENT BETWEEN
WASHTENAW COUNTY EDUCATION ASSOCIATION,
CHELSEA EDUCATION ASSOCIATION,
MEA/NEA**

AND

**CHELSEA SCHOOL DISTRICT BOARD OF
EDUCATION**

JULY 1, 2026 - JUNE 30, 2029

TABLE OF CONTENTS

Introduction	4
Article	Page
I. Recognition	5
II. Board Rights	7
III. CEA and Employee Rights	8
IV. Payroll Deductions	11
V. Hours, Conditions, and Class Loads	12
VI. Assignment, Transfer, Vacancy, and Promotion	17
VII. Reductions of Personnel and Recalls	19
VIII. Leaves of Absence	21
IX. Personal, Professional, and Presentation Days	28
X. Individual Development Plan for First-Year Probationary Employees	30
XI. Employee Evaluation	31
XII. Employee Non-Renewal Procedures	33
XIII. District Curriculum Council	34
XIV. Student Teaching/Intern Assignments	36
XV. Student Discipline and Employee Protection	37
XVI. Professional Compensation	38
XVII. Co- and Extra-Curricular Assignments	45
XVIII. Grievances	48
XIX. Student Accommodations	51
XX. Miscellaneous Provisions	52
XXI. Negotiation Procedures	53
XXII. Duration of Agreement	54
Appendices	Page
Appendix A: School Calendars	55
Appendix B: Salary Schedules	57

B-1 Professional Compensation	60
B-2 Extra-Curricular Positions and Compensation	62
B-3 Athletic Positions and Compensation	64
B-4 Co-curricular/Linked Positions and Compensation	72
Appendix C: Grievance Report Form	73
Appendix D: Evaluation Documents	76
D-1 Counselor Evaluation Rubric	72
D-2 Instructional Specialist Rubric	77
D-3 Psychologist Evaluation Rubric	83
D-4 Social Worker Evaluation Rubric	89
D-5 Speech and Language Pathologist Evaluation Rubric	97
D-6 Teacher Evaluation Rubric	104
D-7 Employee Individual Development Plan (IDP)	115
D-8 Pre-Observation Form	117
D-9 Post-Observation Form	118
Appendix E: Extra-Duty Compensation Agreement Form	119
Appendix F: B-2, B-3, B-4 Recommendation Form	120
Appendix G: Assignment/Transfer Request Form	123
Index	124

INTRODUCTION

This agreement is entered into as of the **6th** day of **March, 2026** between

CHELSEA SCHOOL DISTRICT BOARD OF EDUCATION (The "Board") and
the WASHTENAW COUNTY EDUCATION ASSOCIATION,
CHELSEA EDUCATION ASSOCIATION ,
MICHIGAN EDUCATION ASSOCIATION, and
NATIONAL EDUCATION ASSOCIATION
(The "CEA")

The Board and the CEA recognize that providing a quality education for the children of the Chelsea School District is their mutual aim, and that the character of such education is influenced by the quality and morale of the teaching service.

The parties are interested in promoting harmonious relations among the employees, administration, the CEA, and the Board.

The CEA and the Board desire to contract in respect to wages, hours, and other conditions of employment, as provided by the Public Employment Relations Act (PERA, PA 336 of 1947).

The Board and the CEA agree as follows:

RECOGNITION

- A. The Board recognizes the CEA as the exclusive and sole bargaining agent as defined in PERA for all certified educational personnel and non-certified professional staff of the Chelsea School District in the K-12 education program, in a bargaining unit described and defined as:

All K-12 instructional personnel under contract, including teachers, counselors, media specialists, speech pathologists, psychologists, and social workers, excluding all others. Examples of excluded District personnel are: substitutes, paraprofessionals and other auxiliary personnel, community services teachers, administrators, directors, supervisors, technology support staff, and auditorium manager.

- B. The term "teacher," singular or plural, when used in this Agreement, refers to all certified and non-certified professional personnel. "NCPS" shall refer to all non-certified professional staff. "Employee," singular or plural, when used in this Agreement refers to either teacher and NCPS, or both collectively.
- C. The term "day," when used in this Agreement, refers to Monday, Tuesday, Wednesday, Thursday, and Friday, when the District's main office is open for business and excludes Saturday, Sunday, and weekdays when the District's main office is not open for business. The term "year" is defined as 365 calendar days. The term "school year" is defined as a period beginning with the first employee working day of school through the last employee working day of school. The term "contract year" or "fiscal year" is defined as July 1 through June 30. The term "calendar year" is defined as January 1 through December 31.
- D. The Board agrees not to negotiate with any teachers' organization, other than the CEA, for the employees in this bargaining unit, for the duration of this Agreement.
- E. Any individual contract between the Board and an individual employee, heretofore executed, shall be subject to, and consistent with, the terms and conditions of this agreement. If an individual contract contains any language inconsistent with this Agreement, this Agreement, during its duration, shall be controlling.
- F. This Agreement supersedes any rules, regulations, or practices of the Board and CEA which are contrary to or inconsistent with its terms.
- G. If any provision of this Agreement or any application of the agreement to any employee or group of employees is found contrary to law, then such provision or application shall be deemed null and void. All other provisions or applications shall continue in full force and effect.
- H. The parties agree that they will not, during the period of this Agreement, knowingly or indirectly engage in or assist in any unfair labor practices as defined by Section 10 of PERA.

- I. Prohibited Topics in Negotiations - The parties acknowledge that during negotiations which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the area of collective bargaining, and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement. Therefore, the Board and the CEA, for the life of this Agreement, each voluntarily and unqualifiedly waives the right, and each agrees that the other shall not be obligated, to bargain collectively with respect to any subject or matter referred to or covered in this Agreement, even though such subject or matter may not have been within the knowledge or contemplation of either or both of the parties at the time they negotiated or signed this Agreement.

ARTICLE II

BOARD RIGHTS

The Board, on its own behalf and on the behalf of the electors of the District, retains and reserves, without limitation, all powers, rights, authority, duties, and responsibilities conferred upon or vested in it by the laws and the Constitution of the State of Michigan and the United States.

The exercise of these powers, rights, authority, duties, and responsibilities by the Board, including the adoption of policies, rules, regulations, and practices and the use of judgment and discretion, shall be limited only by the specific terms of this Agreement and then only to the extent such terms are in conformance with the Constitution and laws of the State of Michigan and the Constitution and laws of the United States.

CEA AND INDIVIDUAL EMPLOYEE RIGHTS

- A. CEA Rights - For the purposes of this Article, the following rights apply to the CEA as an organization.
1. The bargaining unit members (employees) shall have the right to use school facilities for meetings regarding local association business upon approval of the building principal, if the meetings do not interfere with previously scheduled school or community activities. Such use of the buildings shall be without charge and scheduled through the facility use coordinator.
 2. The CEA shall have the right to use school equipment, including computers and other technology, when such equipment is not otherwise in use. The CEA agrees to abide by the District's acceptable use policy. The CEA shall be responsible for such equipment and pay the actual cost of supplies and materials used. There is no expectation of privacy with this use.
 3. The CEA may utilize employee mailboxes, including district e-mail accounts, for communication.
 4. The CEA President and Grievance Chair may use non-pupil contact time during the regular school day for CEA business.
 5. The CEA President shall be supplied with a copy of the Board agenda and a copy of the public Board minutes at the time of its anticipated receipt by members of the Board of Education.
 6. The CEA President shall be supplied with a copy of the current Annual School District Financial Report and existing salary schedule, together with information which may be necessary for the CEA to process any grievance.
 7. The District is not required to provide information not already compiled. Original records of the foregoing are to be examined only at the office of the Superintendent. The CEA agrees that it shall pay the expense involved in the preparation of information for the CEA's use.
 8. Twelve (12) CEA leave days shall be granted, for the purpose of conducting CEA business related to the Chelsea School District, as requested by the President of the CEA. This is not to be counted as any other leave (see Article VIII). The Board and CEA shall share equally in the substitute costs for CEA days. CEA days may be taken in half-day (0.5) blocks. Upon mutual agreement, the CEA may be granted additional CEA days.
 9. The Superintendent will provide the CEA with a list of contracted employees and their current FTE status along with the previous year's wages by the third Monday of August, of each school year. The CEA will be notified by the Superintendent, in writing, of any changes in FTE status. This notification will occur five (5) business days prior to the changes in FTE status.
 10. District faculty meetings shall take precedence over CEA meetings, if announced at least three (3) days in advance or for an emergency.

11. The CEA shall be informed in writing within five (5) calendar days of any new or revised policies and/or administrative guidelines affecting professional development. Changes will be electronically mailed to the CEA Secretary. A copy of Board policies shall be maintained on the District web site.

B. Individual Employee Rights - For purposes of this Article, the following rights apply to all employees except where otherwise noted.

1. The provisions of the Agreement shall be applied without regard to religion, race, color, national origin, non-felonious arrest record, genetic information, sex, age, height, weight, marital status, or disability.
2. An employee is free to participate in political activities outside the school day provided such activities do not pose a conflict of interest with their position within the Chelsea School District (see MCL 15.401).
3. Upon request, an employee shall be entitled to have a CEA member present when the employee is being reprimanded for rule infraction or delinquency in professional performance that results in a written summary to be placed in the employee's personnel file. The employee and the member shall make themselves available to the administrator during the employee's regular school day or at a mutually agreeable time.
4. After completing probation, no employee shall be disciplined or reprimanded without just cause. Upon conclusion of the discipline, the information forming the basis for disciplinary action will be made available in writing to the employee and the CEA shall receive a copy at the employee's request. The employee being reprimanded or disciplined has a right to file a written rebuttal within ten (10) days which shall be attached to the written reprimand or record of disciplinary action and shall become a part of the employee's personnel file.
5. When correspondence of a disciplinary nature or as the result of an investigation of a complaint is determined to be placed in a personnel file, the employee will be notified.
6. Each employee shall have the right, upon request, to review the contents of the employee's personnel file in accordance with the Bullard-Plawecki Employee Right to Know Act (MCL 423.410 et. seq.).
 - a. The review will be made in the presence of an administrator or designee. Privileged information, such as letters of recommendation sent confidentially to the District and other documents specified in the Bullard-Plawecki Act, may be removed prior to the review, at the District's discretion.
 - b. A member of the CEA may, at the request of the employee, accompany the employee.
7. The District will notify an employee when a Freedom of Information Act request is made for an item or items in the employee's personnel file. An employee may request a review of their personnel file at that time.

8. An employee may request the removal of items from their personnel file. The District is under no obligation to remove requested materials. However, an employee does have the right to file a written explanation and have it included in their file.
9. If an employee or the CEA is desirous of bringing any matters to the Board's consideration at a regular Board meeting, they shall file a written request with the Superintendent on the Wednesday prior to the regular meeting. The request shall state the nature of the business to be brought to the Board's consideration. If the request is rejected, the CEA or employee may renew their request to the Board President. The Board President may at this time place the matter on the agenda. -The Board shall take up any matters placed on the agenda, by the CEA, no later than 10:00 PM of the night of the meeting.
10. Employees shall be encouraged to maintain their dress and appearance and to conduct themselves in a manner which promotes respect and professionalism consistent with their assignment.
11. For the purposes of the Agreement, seniority shall be computed from the most recent date of hire and shall be defined to mean the amount of time continuously employed by the Chelsea School District. Time spent on leave or layoff shall not be construed as a break in continuous service, and seniority shall continue to accrue. The Board shall provide a seniority list to the CEA President upon request.
12. Employees shall be in a probationary status for the first five (5) years of service in the district.

ARTICLE IV

PAYROLL DEDUCTIONS

The Board shall make payroll deductions upon written authorization from employees for annuities, financial institutions, United Way Fund, Chelsea Education Foundation, and any other lawful plans or programs jointly approved by the CEA and the Board.

HOURS, CONDITIONS, AND CLASS LOAD

A. Hours

1. The normal employee workday shall be seven (7) hours and twenty-four (24) minutes, inclusive of a thirty (30) minute, duty-free lunch period. The normal student day will be six (6) hours and fifty-two (52) minutes. The student half day will be three (3) hours and eleven (11) minutes. Employees are to be on duty thirty-two (32) minutes prior to the start of school for students. A half day for both students and staff will require an employee work day of three (3) hours and forty-three (43) minutes. Employees are encouraged to remain for a sufficient period after the close of the students' day to attend to those matters which properly require attention at that time.

In the event of a scheduled half day for students only, an employee work day shall remain seven (7) hours and twenty-four (24) minutes.

2. Employees who agree to a flexible schedule that extends the beginning or ending times, or creates a break in the continuous seven (7) hours and twenty-four (24) minute workday must have the annual written approval of the CEA President and the Superintendent.
3. When a staff meeting is held, the employees will be expected to be in attendance until its conclusion, with that meeting lasting no longer than one (1) hour. There shall be no more than one (1) administratively-called, mandatory meeting per month requiring employees' attendance beyond the established workday or PD requirement. In addition, the Superintendent reserves the right to call two (2) mandatory, District-wide staff meetings per school year of one (1) hour each in duration, with CEA President approval.
4. High school and middle school teachers shall be provided a planning period each day. The planning period will be equal to a regular class period
5. Elementary teachers shall be guaranteed no fewer than 420 planning minutes in a typical five (5) day school week, with at least three (3) days of thirty (30) consecutive minutes other than zero hour.

Each elementary building will form a committee (including at least one representative from each grade level) with the goal of forming contingency plans in the event of inclement weather. The District will make reasonable efforts, through scheduling of special subject instruction, rotation of recess duties, and/or rotation of staff meetings, to arrange at least thirty (30) consecutive minutes of preparation time each student instruction day for each elementary teacher.

- a. In case of any deviations from the above, administration will demonstrate a reasonable effort to promote an equitable impact on employees' duties and schedules.

- b. Teachers will not be required to supervise students during elementary lunch recess. When a teacher requires emergency relief, the building administrator shall provide for temporary supervision. Elementary teachers shall be able to use, for preparation, all time in which their classes are receiving instruction from various specials teachers. All elementary specials teachers shall be provided with relief and preparation time to the same extent as other elementary teachers.
6. "Student contact time" is defined as any time during the normal teacher's workday in which the teacher is involved in instruction or supervision of students, excluding lunch and preparation periods. Assignment to a supervised study period shall be considered a teaching period.
7. Every reasonable effort will be made to keep the student contact time assigned to each teacher equivalent within each school, inclusive of specials teachers.

B. Part-Time Employees

1. A part-time employee is one who is under contract to complete a school term working a fractional part of each instructional day and/or week. The salary shall be computed at that fractional part of the annual salary based upon the appropriate level and step.
2. A part-time employee shall be compensated at the prorated rate of the assignment. Proration shall also apply to sick days, personal days, and planning time. If there is a change in FTE status, proration will be adjusted accordingly.
3. Part-time employees will be paid full-time per diem for professional development days and Open Houses.
4. Parent-teacher conference days will be paid at the pro-rated employee's part-time per diem.

C. Class Size

1. The CEA and the Board recognize that the student:teacher ratio is an important aspect of a quality education program. The parties agree that class size should be lowered and equalized whenever feasible, taking into account the availability of qualified staff, facilities, funds, and state requirements.
2. Elementary
 - a. The class size shall not exceed nineteen (19) at Young 5's, twenty-eight (28) at grades K, 1, and 2, and thirty (30) at all other grades. The class size will reflect students who receive instruction in the classroom more than 90% of their school day.
 - b. Payment in the amount of \$200 per student above the aforementioned class size limits will be made at the conclusion of each trimester.

3. Middle and High Schools

- a. The ratio of students to employees at the middle and high schools shall not exceed 27:1. It is understood that this ratio shall apply to each school taken separately.
 - b. Only an employee's time actually devoted to duties in the middle or high school, respectively, may be counted in determining the student:teacher ratio.
 - c. Except in certain activity-type classes, such as physical education, music, and study hall, the average student load for staff shall not exceed one hundred fifty-five (155) under a six (6) period day for middle school staff and one hundred thirty-five (135) students per day per trimester for high school staff.
 - d. Payment in the amount of \$200 per student above the aforementioned class size limits will be made at the conclusion of each trimester.
 - e. Administration will make a reasonable effort to ensure that, in classes using lab stations or equipment, the number of students assigned to the class will not exceed the number of stations or amount of equipment available.
4. To promote a proper learning environment for those students identified under the Michigan Administrative Rules for Special Education, the District will make a reasonable effort to ensure that an equitable distribution of such students shall be made within the building, grade, and/or subject area which will accommodate the student's schedule.

The Superintendent will, at the employee's request, review situations where the employee believes an equitable distribution has not been made.

5. Nothing in this provision or this Agreement inhibits the District from taking any action it deems necessary to comply with any law, regulation, rule, or order.
6. Administration will make every effort to provide at least twenty-four (24) hours notice when adding new students to the classroom.

D. Equipment/Facilities

1. The Board agrees to make available in each school adequate access to facilities to prepare instructional material.
2. The Board shall provide:
 - a. Suitable closet space for each employee to store personal items.
 - b. Current District-approved curriculum materials for teacher's use in each of the courses taught.

3. The Board shall make efforts toward providing a teaching space suitable for the employee which includes such things as:
 - a. Adequate storage space in each classroom for instructional materials and a lockable space for personal items.
 - b. Adequate board space in every classroom.
 - c. Adequate attendance-tracking capabilities, paper, pencils, pens, erasers, and other such material required in daily teaching responsibilities.
4. The Board shall make available, in each school, adequate restroom facilities exclusively for staff use and at least one room, appropriately furnished, which shall be reserved for use as a staff room.
5. Telephone facilities shall be made available to employees for their school business. Employees making personal, long-distance calls shall utilize their personal calling cards or personal cell phones. No employee will be required to use their personal device to conduct school business, including during field trips or when distance learning is involved.
6. Upon request of the CEA, vending machines may be installed in the staff areas. These machines shall be installed and maintained by the CEA at no expense to the Board.
7. Adequate off-street parking facilities shall be provided and properly maintained for employee use. At the high school, parking spaces will be identified exclusively for employee use during school hours.
8. Employees shall not be required to work under unsafe or hazardous conditions, or to perform tasks which endanger their health and safety. Employees shall promptly report any perceived unsafe or hazardous conditions to their immediate supervisor.
9. A private space will be provided for nursing mothers to express breast milk for her nursing child.

E. Professional Development Requirements

1. Employees shall meet the professional development obligations required by law, including requirements of MCL 380.1526, and MCL 380.1527 and report such compliance with the District office prior to June 1, or fifteen (15) days prior to the state submission deadline of each school year. (The District shall provide a form for reporting professional development activities.)
2. Should the employee's failure to meet the professional development requirements of the State result in a loss of certification and/or licensure, the employee will be terminated.

3. NEW TEACHER PROVISION - Employees in their first three (3) years of service cannot count District Provided Professional Development identified above as part of the additional professional development required under Section 56 of the Revised School Code, or any successor provision (see MCL 380.1526).

F. Nothing in this Article shall require the Board to keep school open in the event of an emergency.

1. Scheduled student instruction hours/days canceled shall be rescheduled so as to provide the minimum number of hours/days of instruction required by law for full funding in the following manner: All canceled student instruction days shall be scheduled as full student instruction days on subsequent weekdays following the last scheduled day of instruction.
2. Employees are not required to report on canceled student instruction days. Employees shall work the rescheduled student instruction hours/days without additional compensation to meet requirements of instructional hours/days for the school year. The school district will publicize to the community the importance and necessity of student attendance on the rescheduled day. Should student attendance on the rescheduled day not be sufficient to count the day toward the instructional hours/days requirements, the school district will attempt to obtain a waiver of the day prior to attempting to reschedule more student hours/days.
3. If, during the life of this Agreement, state law is repealed or modified to allow the school district to count as days of student instruction those days which are canceled because of conditions beyond the control of school authorities, or a portion of those days, the employees shall be excused from reporting to duty without loss of pay on the canceled student instruction day(s) which are counted as days of student instruction, and such day(s) shall not be rescheduled.

ASSIGNMENT, TRANSFER, VACANCY, AND PROMOTION

- A. The Board recognizes that it is desirable, in making assignments, to consider the interests and aspirations of its employees. For the purpose of this Article, the following terms are defined as follows:
1. Assignment - the placement of an employee within the same building
 2. Transfer - the placement of an employee in a new assignment in a different building
 3. Opening - the open position available after all assignments have been filled within the building
 4. Internal Posting - the posting of an opening available for assignment or transfer by current employees
 5. External Posting - the posting of a position available to external candidates, or for additional employment for internal candidates
- B. All open positions shall be posted for a minimum of five (5) days. Personal notification of the posting shall be provided to the CEA President or designee at least one (1) day before the first day of posting. Electronic notification will be utilized to inform all members of the opening.
- C. Between February 1 and June 1 of each school year, the District will electronically inform employees of assignment updates for the next school year (retirements, resignations, need to add sections, need to delete sections, impact of leaves, etc.). Assignment updates will be sent within five (5) days of confirmation. These updates are for information purposes only.
- D. At any time an employee may notify administration of a reassignment or transfer interest in writing. Copies shall be sent to the District, the affected building principal(s) and the CEA President (see Appendix G).
- E. Interested employees must apply for openings once officially posted.
- F. Due to the nature of middle/high school assignments, the District is not required to provide an internal posting for each individual class. Any assignments remaining after building schedules are determined shall be posted internally and externally, if needed.
- G. Employees requesting an assignment or transfer for internal postings shall be interviewed by the appropriate administrator(s). The administrator(s) may include appropriate staff in the interviews. If an employee is selected, a date for the start of the new assignment or transfer will be determined, and the employee shall be reassigned/transferred at that time. Employees denied a position through an internal posting shall receive a written notification by the appropriate administrator.

- H. The Board retains the right to link work compensated on the B-2 schedule to work assignments compensated on the B-1 schedules. If linked, the B-2 positions shall become a part of the B-4 schedule and compensated at the B-4 rate. If the Board unlinks a B-4 assignment, the assignment shall be compensated at the B-2 schedule rate. The linking and unlinking of B-2/B-4 positions shall be related to curricular duties and requirements.
- I. Assignment or transfer decisions for open or new positions shall be made at the discretion of the administration by considering qualifications, competency, aspirations, experience, seniority, and other relevant factors.
- J. Notice of any change in employee assignments should take place prior to the end of the school year. If no such notification is rendered to the employee, the employee can be reasonably certain the assignment shall be the same. If there becomes a need to change an employee's assignment after the end of the school year, notification of the change shall be given to the affected employee and CEA President within five (5) days of the administrative decision, including the rationale for the change. If an emergency situation requires a change after the reopening of school, the employee will be consulted and the CEA President shall be notified.
- K. An involuntary transfer of an employee during the school year will be made only in case of an emergency or to prevent undue disruption of the instructional program. The Superintendent shall notify the affected employee and the CEA President of the reasons for such transfer.
- L. Employee assignments that involve voluntary and involuntary transfers will be made at the discretion of the administrator, but the decision will emphasize an interest-based, problem-solving process. If an employee is dissatisfied with an assignment, they may appeal the decision to the Superintendent for review.
- M. Nothing in this agreement shall be construed to discourage exploration of unique programs of instruction; for example, a block-time program or team teaching.

Note: Teachers refer to Board Policy.

ARTICLE VII

REDUCTIONS OF PERSONNEL AND RECALLS

- A. In the event the Board determines a lay off situation has developed, due to a decreased student enrollment, shortage of revenue, program elimination or reduction, or that it has become necessary to reduce the number of employees in a given area, field, or program, or eliminate or consolidate position(s), the Board agrees to follow the procedure listed below:
1. Employees not holding valid (where required) license(s) or certificate(s), pursuant to the school code, shall be laid off first, provided there are fully-qualified, fully-certified employees to replace and perform all of the needed duties of the laid off employee.
 2. If the reduction is still necessary, then probationary employees, with the least seniority, will be laid off first, provided there are remaining fully-qualified employees to replace and perform all of the needed duties of the laid off employees.
 3. If further reduction is still necessary, then non-probationary employees, with the least seniority, will be laid off first, provided there are fully qualified employees to replace and perform all of the needed duties of the laid off employees.
- B. To be fully qualified, an employee shall possess a valid (where required) certification or licensure in the appropriate area/subject in the State of Michigan.
- C. Recall - In the event of layoff, the Board will institute a recall procedure as follows:
1. The most senior employee on layoff who possesses the certifications and qualifications for the open position will be recalled to that position.
 2. No new employee shall be employed by the Board while there are laid off employees of the District, unless there are no laid-off employees with proper certifications and qualifications.
 3. The Board shall give written notice of recall from layoff by sending a registered or certified letter to the employee at their last known address. It is the employee's responsibility to notify the Board of any change of address. The employee's address, as it appears on the Board's records, shall be conclusive when used in connection with layoffs or recall.
 4. If an employee fails to report to work within ten (10) days from the date of sending the recall, unless an extension is granted in writing by the Board, the employee shall be considered as a voluntary quit and shall terminate their individual employment contract and any other employment relationship with the Board.
- D. Any layoff pursuant to this Agreement shall automatically terminate the individual's employment contract and all benefits provided therein, including all benefits under this Master Agreement. Employment rights shall be reinstated in full upon re-employment, in accordance with (C), above.

- E. The Board shall give no less than thirty- (30-) days' notice to the employee being laid off.
- F. An employee shall remain on the recall list for a period of three (3) years.

ARTICLE VIII

LEAVES OF ABSENCE

An employee, who takes leave under this Article, shall return to the same step as when the leave commenced, unless required by law, or approved by the Superintendent, and shall retain all sick leave not utilized with the leave.

Section 1 - Illness and Disability

- A. Sick leave credits shall be earned during each school year in the following manner:
 - 1. Each year of service: 1.5 per month to a maximum of 15
- B. The unused days from prior years shall be carried forward in each case. The maximum credit for each employee's sick leave account shall be equal to one school year (185 days) at the end of the fiscal year. Accrued sick leave credits revert to the Board upon termination of employment. Any deductions for unearned sick leave will be at the per diem base salary rate. Employees may take sick leave in half-day increments.

Members who exceed 185 sick days will be paid an additional \$75 per sick day accrued at the end of the school year, up to 15 per year (see Article XVI, 2, (F) 10).
- C. Leaves of absence, with full pay and charged to the employee's sick leave account, shall be granted in the case of illness in the employee's family requiring such employee's presence. The total of such leave shall not exceed ten (10) school days per school year.
 - 1. Immediate family is defined to include a parent, guardian, spouse, domestic partner, child, sibling, grandparent, grandchild, parent-in-law, child-in-law, or any corresponding step- or half-family relationship. This definition also includes any individual for whom the employee has primary caregiving responsibility or who resides in the employee's household.
 - 2. Requests for funeral leave related to individuals not included in this definition may be considered on a case-by-case basis by the Superintendent or their designee.
- D. Leaves of absence, with full pay and charged to the employee's sick leave account, shall be granted in the case of necessary medical or dental appointments not obtainable during non-duty hours.
- E. Workers' Compensation Benefits
 - 1. Employees are entitled to Workers' Compensation Benefits in accordance with the statutory provisions for any injury or emotional trauma sustained in the course of performing employment duties, including, but not limited to, duties performed under Schedule B activities. The District shall make up the difference in wages received under Workers' Compensation and the employee's normal per diem by coordinating use of the employee's sick days in order for the employee to receive full pay. Payments received from Workers' Compensation while the District is making full payment are to be turned over to the District.

2. For employees injured by students or assaulted, as defined in Article XV, (F), while performing duties and acting within employee rights, the District, with administrative approval, will provide up to five (5) personal injury days, not to be charged against any of the employee's paid leave days. If the employee is out fourteen (14) consecutive days, Workers' Compensation wages received related to the first five (5) consecutive days off shall be turned over to the District.
 - a. Should it be determined that the employee did not act within the employee's rights when the injury was sustained, accumulated sick leave may be used. Additionally, the employee may be subject to disciplinary action by the Board.
 - b. If an employee is no longer able to work due to an injury or emotional trauma sustained as a direct result of an assault, the CEA will assist, within the employee's rights, the employee in obtaining retirement disability compensation benefits.
 - c. If requested by the District, the employee must provide appropriate documentation of injury or assault.
- F. The District shall assist in providing an employee with information in legal proceedings as a result of student or parent threats, to the extent the law requires.
- G. Appropriate documentation for every injury will be filed in a timely manner. The Employee Injury Form is available in the buildings and on the District website.
- H. The District reserves the right to require a doctor's written statement as evidence of illness or injury after each incident of three (3) consecutive days of absence.
- I. Illness on days when school is not in session shall not be deducted from sick leave accounts, nor will there be any loss of pay.
- J. An employee who is unable to work because of personal illness or disability, and who has exhausted all sick leave available, shall be granted a leave of absence without pay for the duration of such illness or disability up to one (1) school year, and the leave may be renewed for an additional school year upon written request by the employee and approval by the Board.
- K. The employee shall notify the District, on the first practical date, of anticipated extended illness or disability. Notification shall be accompanied by a statement from the attending physician, certifying the diagnosis and the anticipated period of illness or disability.

The employee shall be required to furnish medical certification of the employee's ability to perform the duties required for their assignment prior to returning to work.

- L. To receive sick leave payments, the employee must perform all assigned duties until disabled and return to service as soon as able.

- M. Employees shall provide, in writing, general lesson plans and other materials required by the principal for the duration of short-term absences due to illness or disability, in order to maintain curricular continuity through substitutes.
- N. Employees may be required to submit to physical or mental examination by an appropriate health care professional selected and paid for by the District, when the District has reasonable suspicion that the employee may be unable to fulfill the essential job functions of their assignment or may be a danger to themselves or others.

Section 2 - Non-chargeable Leave Days

Leaves of absence with pay and not chargeable against the employee's sick or personal leave account shall be granted for the following:

A. Funeral Leave

1. Each employee shall be entitled to leave with pay and without charge to the employee's sick or personal day leave account in the event of a death in the immediate family (see Section 1, (C) 1, above) of the employee for a period not exceeding five (5) school days. Such leave shall be for attending the funeral or to attend to the estate.

Requests for non-consecutive funeral leave days must be accompanied by rationale and/or documentation. Such requests must receive prior approval by the superintendent or designee.

2. For other relatives or people of close relationship, each employee is entitled to one (1) school day absence without charge to the employee's personal day leave account.

B. Religious Observance - If the tradition of the employee's religion requires abstention from work, up to two (2) school days' leave will be granted without charge to the employee's personal day leave account.

C. Jury and Court Leave -

1. Each employee shall be excused from the employee's assigned duties for jury duty or attendance at any public hearing pursuant to subpoena.
2. Payments received from jury duty, or paid as a witness, shall be turned over to the District in order for the employee to receive full pay. These days will not be charged to the employee's personal day leave account.
3. Subpoenas for personal issues, outside of civic duty, will be counted as personal time and may be charged to the employee's personal day leave account.

D. Selective Service Physical Examination - Employees reporting for the selective service physical examination shall be excused without loss of pay or charge to sick or personal day leave accounts.

Section 3 - Unpaid Leaves of Absence

Leaves of absence without pay are available as provided below:

A. General Leaves of Absence (GLA)

1. GLAs shall be granted under the following circumstances:
 - a. Military service time leaves and rights shall be granted in accordance with existing state and federal statutes.
 - b. A leave of absence of up to one (1) school year shall be granted to any tenured or non-probationary employee for the purpose of serving as an officer of the MEA or the NEA.
2. Other GLAs may be granted at the discretion of the Board and will be considered non-precedent setting.
 - a. A GLA for one (1) school year may be granted to an employee, provided it is not contrary to the best interests of the school district.
 - b. A GLA not to exceed two (2) school years may be granted to any tenured or non-probationary employee for the purpose of campaigning for, or serving in, a public office. The employee may request an additional leave of absence not exceeding two (2) school years, which may be granted at the discretion of the Board.
 - c. A leave of absence of up to two (2) school years may be granted to any tenured or non-probationary employee for the purpose of participating in exchange teaching programs in other states, territories, or countries; foreign or military teaching programs; the Peace Corps, Teachers' Corps, or Job Corps as a full time participant in such program; or a cultural travel or work program related to the employee's professional responsibilities; provided said employee states their intention to return to the school system.

- #### B. Parental Care Leave - Employees will be granted leave in accordance with the Family and Medical Leave Act (FMLA) for the purpose of parental care of the employee's newly-born or newly-adopted child. The employee, upon request may be granted a leave of up to the three (3) consecutive trimesters, following commencement of the leave.

C. Family and Medical Leave Act (FMLA)

1. The purpose of the Family and Medical Leave Act (FMLA) is to provide up to twelve (12) weeks of job protection and possible medical coverage for individuals unable to work due to a serious personal health issue, a health issue impacting an immediate family member (see Section 1, (C) 1, above), birth or adoption of a child, and up to twenty-six (26) weeks of leave for service-member related leave. The leave year will be calculated on a rolling backward basis unless otherwise required by law.

2. FMLA leaves are unpaid unless the employee is entitled to paid leave, which will run concurrently with FMLA leave. FMLA leaves run concurrently with all leaves outlined in this Article.
 3. FMLA leaves are based on a rolling year basis, {defined as 365 calendar days}. Only the allotted amount of days may be taken in any given one-year period. FMLA leaves are limited to a maximum of 12 weeks within a 365 day period..
 4. FMLA leaves differ by personal circumstance. Full details of the District's FMLA policy are available from the Human Resources Department or District website.
- D. An employee returning from a full-time leave of absence shall be placed at the same step on the salary schedule to which the employee was entitled at the time of the leave. All sick leave shall remain as it was prior to taking the leave. Such leave shall run concurrently with FMLA leave, if applicable.
- E. Leaves for the purpose of obtaining other employment will not be granted, except as noted in (A) 2, above.
- F. Employees shall provide written notice to the Superintendent of their intent to return from leave no later than February 1 preceding their return in the fall, September 15 preceding their return in the second trimester, or December 1 preceding their return in the third trimester, or as stipulated in the granting of the leave.
1. A reminder of said requirement shall be electronically mailed to each employee on leave at the last e-mail address on file with the Board not less than fifteen (15) days prior to the notice deadline. Alternatively, if the employee desires to be reminded via postal service, they must provide that request to the Superintendent or designee at the time of the leave request.
 2. Failure to provide the Board with timely notice shall be deemed a quit by the employee and terminate all contractual requirements. In addition to the provisions of FMLA below, the Board may, at its sole discretion, renew unpaid leaves of absence.
- G. Unpaid leave day(s) may be taken with the Superintendent's prior approval.

Section IV - Sick Leave Bank

- A. At the beginning of each school year, an open enrollment period, commencing on the first student day and concluding on September 30, shall be made available for employees to enroll in the sick leave bank. New employees, hired after the open enrollment period, shall have twenty (20) days to enroll in the sick leave bank. Each employee enrolling in the sick leave bank will contribute one (1) day of the employee's sick leave to the sick leave bank.
- B. Employees opting to not enroll in the sick leave bank during the open enrollment period, or within twenty (20) days of their hiring, shall be denied membership to the sick leave bank for the duration of that school year.

- C. Employees opting to terminate their membership in the sick leave bank may do so only during the open enrollment period. Days contributed by the member withdrawing shall remain in the bank.
- D. Employees who have not repaid the days borrowed from the sick leave bank and are requesting to terminate their membership in the bank, shall be obligated to repay those days at the rate of five (5) days per school year until all days borrowed are repaid. In the event of the death of an employee, the estate will not be required to repay the sick days.
- E. Employees, who elect to become members of the sick leave bank, borrow days from the bank, and terminate their employment with the Chelsea School District before all days borrowed from the bank are repaid, shall have their per diem pay withheld from their remaining payroll entitlement for all days not repaid. The sick leave bank shall be credited with the repaid days.
- F. When the sick leave bank is depleted to fifty (50) days, members will contribute one (1) day of their sick leave. Necessary additions will be made at the beginning of each school year and are to be made after all repayments have occurred. The sick leave bank shall have a cap of two hundred fifty days.
- G. The sick leave bank will be controlled by a committee composed of five (5) employees, determined by the CEA. The sick leave bank will be administered by the committee in accordance with the following procedures and guidelines:
 - 1. Any employee enrolled in the sick leave bank may apply for a loan from the sick leave bank for disability caused by personal illness or accident.
 - 2. An employee must first exhaust all their sick leave days before utilizing days from the sick leave bank.
 - 3. All requests for use of sick leave bank days must be in writing. The committee shall maintain a copy of the request, as well as a record of the committee's action on the request.
 - 4. The employee must give the committee adequate notice of the request to allow the committee time to meet prior to the needed days of leave.
 - 5. A maximum of ten (10) days per request may be granted by the committee.
 - 6. If a second request for days from the sick leave bank is made by the employee, it must be accompanied by a doctor's statement explaining the need for the leave time.
 - 7. An employee may borrow up to a maximum of twenty (20) days in one (1) contract year.
 - 8. An employee, who has been granted and used sick days from the sick leave bank during a contract year, is not eligible for further allotments from the sick leave bank in succeeding contract years until all sick days have been repaid.

9. An employee borrowing sick leave days from the bank will be required to repay those days with a minimum of three (3) days for the first two (2) school years and, thereafter five (5) days per school year until all days borrowed from the bank are repaid. Payback will be made at the onset of the school year.

10. Decisions and actions of the committee shall be final and not subject to the grievance procedure.

H. Staff members who have exhausted their sick days and who are approved for FMLA leave may use up to 10 days without those days being deducted from their accumulated sick leave balance. These days are available as a one-time allocation and do not reset or renew each school year.

PERSONAL, PROFESSIONAL, AND PRESENTATION DAYS

A. Personal Days

1. A maximum of four (4) personal days per school year, will be allowed. Not more than two (2) consecutive personal days may be used at one time, without prior administrative approval.
2. These days are not to be deducted from the employee's sick leave account.
3. An employee leaving before the end of the school year will have any used but unearned days deducted from the employee's final check. Personal days will be prorated based on the employee's start or end date.
4. Personal days will not be granted on the day before or following a school holiday, vacation, or other school break, nor on a District Provided Professional Development day, except in the case of an unexpected emergency or an approved family or life event as outlined below:

Once every three (3) school years, an employee may request approval to use one (1) personal day on a District Provided Professional Development day or adjacent to a school holiday, vacation, or other school break for a qualifying family or life event. Such requests must be submitted to the Superintendent and Assistant Superintendent for review and approval and may be approved only to the extent that building staffing levels can be maintained, as determined by the Superintendent and Assistant Superintendent. Approval of any request, including requests outside of the three (3) year window, shall be at the discretion of the Superintendent, shall not create a precedent, and shall not be construed as a general practice or entitlement.

5. Personal days will not be granted on scheduled Open House or parent teacher conference days except in the case of an unexpected emergency or with the approval of the Superintendent..
6. An employee planning to use a personal day(s) shall notify their principal at least forty-eight (48) hours in advance. In cases of emergency, the time requirement may be waived by the principal.
7. No reason need be given for personal day requests.
8. Unused personal days will be paid out to employees at \$100 per day, per year (see Article XVI, 2, (F) 9).

B. Professional Days

1. Employees shall be required to attend professional development or District activities, but only during the regular employee calendar and workday (see Appendix A).
2. The District may provide additional professional development or other District activities by reducing student instructional time.

3.

At the beginning of every school year, not less than \$8,000.00 (in aggregate) will be made available to employees for:

- a) Visitation to view other instruction techniques or programs;
- b) Conferences, coaches' clinics, workshops or seminars conducted by high schools, colleges, universities, and state and national professional organizations and/or affiliated departments.

With prior administrative approval, expenses associated with an employee's attendance at professional development meetings shall be reimbursed by the District. An employee, driving the employee's personal vehicle to professional improvement meetings, shall have the employee's mileage reimbursed at the IRS rate. Any amendments to the current form will include rationale for denial (see District website).

C. Presentation Days

In the event that an employee is requested to present to an outside school group with the goal of providing professional development, the employee may do so as long as the following criteria are met:

- 1. The employee will use a school business day to be approved by the building administrator, without charge to the employee's sick or personal leave accounts.
- 2. The employee has the building administrator's approval at least ten (10) days in advance (appropriate paperwork to be filed).
- 3. Limited to two (2) days per school year per employee, unless approved by the Superintendent or designee.
- 4. Should the employee receive compensation in excess of the normal expenses (mileage, meals, etc.), the employee shall reimburse the District the balance of the compensation or take a personal day and accept the compensation.

ARTICLE X

INDIVIDUAL DEVELOPMENT PLAN FOR FIRST-YEAR PROBATIONARY EMPLOYEES

- A. Individual Development Plans (IDPs) are part of all first-year employees' evaluations.
- B. The purpose of an IDP is to generate a plan that will help the employee identify specific areas for professional growth and improvement.
 - 1. Employees will submit IDPs to their evaluator by September 20 of each school year. Each plan shall include a minimum of one (1) professional goal (see Appendix D).
 - 2. The evaluator may hold a conference with the employee by October 31 to discuss the IDP.
 - 3. The completed IDP shall be submitted to the evaluator five (5) days before the scheduled annual evaluation conference. It shall be reviewed during that conference.
 - 4. Administrative and Board support may include, among other strategies:
 - a. Release time for employees requesting professional growth opportunities
 - b. Money to cover the cost of professional growth experiences
 - c. Options for appropriate experiences for growth, as provided for in Article IX, (B) ("Professional Days").

EMPLOYEE EVALUATION

- A. The purpose of employee evaluation is to document performance, improve the quality of instruction, and to assist an employee to meet their potential.
 - 1. Employees will be evaluated at least once annually, unless excused by law or executive order. If an employee has three (3) consecutive effective evaluations at Chelsea School District, they may be removed from the evaluation schedule for up to two (2) years (see Appendix D). Evaluations will be completed by May 15.
 - 2. Employees shall be evaluated on their performance during contract hours. The evaluation process, classroom observations, and summative evaluations utilize the observation/evaluation forms in Appendix D.
 - 3. The evaluator shall notify each employee by September 15 regarding the evaluation track to be used for the evaluation. Those four evaluation tracks are: 1st Year Probationary with an IDP, Probationary without an IDP, Standard, and Non-Evaluation Year (see Appendix D).
- B. Employees shall be evaluated by building administrators utilizing one of the evaluation instruments in Appendix D.
 - 1. The evaluator is expected to describe and analyze what is happening during the observation; provide an unbiased rating of the employee's performance; conduct conferences with the employee regarding performance; diagnose the cause(s) of an unacceptable performance; provide assistance appropriate to unacceptable performance; and provide information about current resources and research in education.
 - 2. An evaluator will have knowledge of the technical aspects of the position, derived from professional experience, in-service, and course work, inclusive of skills necessary for the evaluation of the position. Assistant Superintendent may assign a co-evaluator.
 - 3. When a conflict of interest is identified, a co-evaluator will be assigned by the Assistant Superintendent.
- C. Each employee's evaluation may be based upon actual observation, collaboratively compiled data, and data compiled by the evaluator.
 - 1. Employee evaluations shall include at least two (2) observations for at least 15 minutes in length. Lesson plans must be provided which include the state standards and pupil engagement. All relevant data to the evaluation process will be reviewed and attached to each evaluation.
 - 2. All observations and evaluations will be done with the full knowledge of the individual evaluated.

3. Post-observation conferences are required for each scheduled observation (see Appendix D).
Pre-observation conferences are at the discretion of the evaluator.
- D. For all 1st year probationary employees or those employees on an Individual Development Plan (IDP), a mid-year progress report that contains a discussion of progress toward learning goals, goals for the remainder of the school year, and any additional training, as well as a review of the written plan (see Appendix D).
- E. Employees may respond to evaluations:
1. Employees have the right to submit written comments within five (5) days following the final summative meeting. This response will be placed in the employee's personnel file and attached to the Board's evaluation copy.
 2. If rated "Needing Support" or "Developing," employees have the right to request, within five (5) days following the final summative meeting, an additional observation to be completed by another administrator in the District. This observation should be completed within twenty (20) days and by the end of the school year. That additional observation will be factored into the overall evaluation rating for that employee.
 3. Employees may ask for a CEA member to be present during the additional classroom observation and the post-observation conference.
- F. In the case of a "Needing Support" or "Developing" evaluation rating:
1. The employee will be placed on an IDP.
 2. An IDP will be developed between the employee and evaluator at a conference within fifteen (15) days of the final summative meeting (see Appendix D). This conference will include:
 - a. Criteria for acceptable performance
 - b. Viable resources to be used for improvement
 - c. Clear goals
 - d. Clear strategy for improvement
 - e. Designated timeline for improvement
- G. Employees may utilize survey results, standardized testing, academic results, and/or other relevant tools to measure effectiveness of interventions with students as student growth data in the evaluation process.
- H. If changes to state law require modifications to the evaluation process, changes will be made in consultation with the CEA to the extent allowable by law.

EMPLOYEE NON-RENEWAL PROCEDURES

A. Notice of non-renewal -

1. For a non-probationary employee, notice of any of the following will be given in writing and will include the reason(s) for the action:
 - a. Intent to not re-employ
 - b. Non-renewal of contract
 - c. Discipline, suspension, or discharge
2. Upon receipt of a notice of non-renewal by a probationary employee, that staff member shall, upon request, be granted a hearing before the Board.
3. Within five (5) days of receipt of such request, the Board shall notify the CEA President and the affected employee of the date, time, and place of such hearing, which shall be no later than fifteen (15) days subsequent to the date of receipt of such a request. The hearing may be either in open or closed session, as the affected employee shall request.
4. At the hearing, the affected employee may, if they choose, be represented by counsel of their choice or a CEA member.
5. The employee shall be entitled to offer sworn testimony of witnesses on their behalf, to testify on their own behalf, to introduce relevant exhibits, and to have present, at their expense, a public stenographer or court reporter to make a transcript of the proceedings. At such a hearing, the evidence upon which the recommendation is based will be presented to the Board. The employee shall then have the burden of establishing that the recommendation to terminate is arbitrary or capricious. After the hearing is concluded, the Board shall review the evidence presented and shall issue its decision thereon within fifteen (15) days. The decision of the Board is final and binding in regards to discipline, suspension, termination, and non-renewal.

- B. The procedure outlined above shall be the exclusive procedure for probationary employees' rights under this Agreement. For issues involving evaluation, discipline, suspension, termination, or non-renewal, there is no additional access to this Agreement's grievance procedure.

DISTRICT CURRICULUM COUNCIL

The CEA recognizes the duty of the Board to establish and maintain a sound program of education for the Chelsea School District. The professional training and expertise of teachers should allow them to contribute to the review, development, and improvement of such educational programs. Therefore, the District Curriculum Council (DCC) shall be as follows:

A. Membership:

1. Young 5s - 5th grade level chairs
2. 6th - 12th grade department chairs
3. Executive Director of Instruction (council chair)
4. Superintendent (ex-officio)
5. Board of Education Member (ex-officio)
6. Community Member(s)

B. Additional Members - Non-core content area specialists based upon the curriculum review cycle - number may be altered in certain curricular areas for DCC members directly involved in curriculum review cycle.

1. \$1,000 stipend per curriculum cycle
2. Two-year cycle to review and implement
3. Summer and/or after school work shall be required

C. Responsibilities

1. Members gather input from staff and outside sources and give updates at monthly DCC meetings. Subcommittee meetings may also be held.
2. DCC shall review the process of each curriculum committee and make a recommendation to seek approval from the Board.
3. District School Improvement Teams will be updated regularly by DCC.
4. The Board must approve all curricula.

D. Process

1. Timelines - may vary according to area of study
 2. September through January: Gather materials and input
 3. January through March: Define, organize, and review teacher-proposed curricula
 4. March through May: Curricula reviewed and approved by DCC and the Board
 5. In-service staff, as needed for successful implementation
- E. Should names of courses be altered through the Curriculum Development process, the Superintendent will consult with the CEA President to avoid contract conflicts with the Every Student Succeeds Act and/or the Michigan Department of Education regulations.
- F. The Board needs to approve curriculum documents prior to implementation and instruction.

STUDENT TEACHING/INTERN ASSIGNMENTS

- A. Placement of pre-student and student teachers/interns must have prior administrative approval.
- B. Supervisory employees of student teachers/interns must be tenured/non-probationary teachers. Those eligible to be supervisory teachers shall have the right to decide whether they will accept a student teacher. In no event shall District administration assign a student teacher to a supervisory teacher prior to their consent.
- C. Employees with two (2) or more years of experience are eligible to accept pre-student teachers/interns. In no event shall District administration assign a pre-student teacher to a teacher prior to their consent.
- D. Supervisory employees shall work directly with the university program coordinator and assist in developing extensive opportunities for the student teachers/interns to observe and practice the arts and skills of the profession.
- E. All compensation received by the Board for the student teacher/intern program shall be paid directly to the supervisory teacher.

STUDENT DISCIPLINE AND EMPLOYEE PROTECTION

- A. The Board will give reasonable support and assistance to employees to maintain control and discipline in the classroom. Whenever it appears that a particular pupil requires the attention of special non-District counselors; or social workers, or law enforcement personnel, the employee shall advise the principal, and if the principal concurs and such help is available, reasonable steps shall be taken to provide the special attention. In the event of a disagreement, the employee may appeal the decision to the Superintendent.
- B. It is recognized that discipline problems are less likely to occur in classes where a high level of student interest is maintained. It is likewise recognized that when discipline problems occur, they may most constructively be dealt with by encouragement, praise, and emphasis upon the child's desirable characteristics.
- C. An employee may use such force as necessary to protect themselves from attack or to prevent injury to another student(s).
- D. An employee may exclude a student for one class period when the grossness of the offense, the persistence of the misbehavior, or the disruptive effect of the violation makes the continued presence of the student in the classroom intolerable. In such cases, the employee will furnish the principal full particulars of the incident in writing, as promptly as their duties and responsibilities will allow, but not later than the following morning. The procedure to be followed in excluding a student from class shall be established by the administrator and distributed to each employee annually.
- E. Procedure for suspension of students from school shall be made known by publication of student codes of conduct or student discipline codes at the high school and middle school. These publications shall be distributed to all students and employees each year. Employees shall review the contents of such codes with the students at the direction of the principal. School authorities will endeavor to achieve correction of student misbehavior through counseling and interviews with the student and the student's parents when warranted.
- F. Employees shall be expected to exercise reasonable care with respect to safety of students and student's personal property and will be cautioned that they will be individually liable to students and/or parents for injury in the case of gross negligence.
- G. Employees will follow defined and established procedures for student discipline per Board Policy and MCL 380.1311a.
- H. To the extent the Superintendent determines the employee was acting consistently with Board Policy and the law, the District shall assist in providing an employee with information in legal proceedings as a result of student or parent threats, to the extent the law requires.
- I. A committee of employees, other staff, and administrators shall be formed with the goal of identifying proper training and professional development necessary to meet the safety needs of students and staff.

PROFESSIONAL COMPENSATION

Section 1 - Regular Compensation

- A. The salaries for employees covered by this Agreement are identified in Schedule B-1 (see Appendix B).
- B. New employees hired into the Chelsea School District may be given credit for previous experience in other private, parochial, and/or public schools up to the number of increments on the salary schedule equivalent to their years of experience. No employee shall be placed on a higher step than the employee's actual years of experience unless the position qualifies under the Critical Shortage List outlined by the Michigan Department of Education, in which case, the step placement will be at the discretion of the Superintendent in collaboration with the CEA.
- C. All compensation for employees in regular, co-curricular, extra-curricular, and/or extra-duty assignments must be in accordance with the terms of this Agreement.
- D. Employees may be required to substitute in other teaching assignments, during the non-teaching portions of their regular school day, when there is emergency coverage needed or when regular or volunteer coverage is not available.
 - 1. A teacher will not be assigned to substitute in a non-emergency situation unless the administration has attempted to secure three (3) volunteer substitutes.
 - 2. When teachers voluntarily, or by assignment, serve as a substitute, they shall be paid as follows:
 - a. Elementary teachers - \$7/quarter hour or fraction thereof
 - b. Middle/High School teachers - \$7/quarter hour or fraction thereof, or \$28 per full class period, whichever is more.
- E. If an employee accepts an additional class assignment in lieu of a planning period, the employee shall receive additional compensation in the amount calculated by dividing their base salary by the number of periods in the school day at the teacher's respective school building.
- F. Employees required, in the course of their work, to drive personal automobiles from one school building to another, shall be reimbursed for mileage at the IRS rate. The same reimbursement shall be given for use of personal cars for field trips or other business of the District. The Board shall provide liability insurance protection for employees when their personal automobiles are used, as provided in this Section of this Article.

Section 2 - Extra-Duty Compensation

- A. All work under this Section is voluntary and can be terminated by either party at any time. If work is terminated, payment for services rendered will be made. Extra-duty compensation will be paid when work is completed, certified, and processed by the Business Office.
1. In order to receive extra-duty compensation under this Article, the employee, supervising administrator, and Superintendent or designee must sign a completed form (see Appendix E). Work is not to be performed prior to a signed agreement. If work is performed prior to approval by all parties, it may not be compensated.
 2. Employees may work in programs operated through the Community Education office, and such work is not a part of this Agreement, as outlined in Article I (A).
- B. Professional Development (PD) -
1. The Board and CEA believe there is a mutual benefit for employees to increase their knowledge and skill. The Board may offer unpaid paid PD opportunities. When the Board offers "paid" opportunities outside of regular contract hours, the rate of pay for participating shall be \$40 per hour. Paid or unpaid PD outside of the employee's regular contract hours shall not be required.
 2. The District may require newly-hired employees to attend "orientation" days for the purpose of helping them to be prepared for their work. If such days are provided, employees shall be paid at the above PD rate for attending such activities. The District is not required to provide such orientation days.
- C. Professional Extra Duty (PED) -
1. The Board may offer PED work to employees. Such assignments, to be valid and paid, must be documented on the Extra-Duty Compensation Agreement Form and approved by the employee, supervising administrator, and Superintendent or designee (see Appendix E).
 2. An employee's PED work is considered "extra-duty" and "at will." The Board is obligated only to pay the wages agreed to on the Extra-Duty Compensation Agreement Form and only for the hours actually worked (see Appendix E). If an employee fails to provide the service outlined in the PED agreement, or if the PED work is canceled by the District, the employee shall be compensated only for services rendered.
 3. PED work shall be compensated at a rate of:
 - a. \$20 per contracted hour (without oversight of students) or
 - b. \$60 per contracted hour with supervision of students.
- D. Extended-Year Pay (EYP) - Employees employed to provide their regular duties beyond the regular school year shall be compensated at their daily rate. Daily rates shall be computed in the fiscal year those services are rendered (see Appendix E).

- E. Tuition Reimbursement - Employees who successfully complete (with a grade of "C" or better) prior District-approved college/university coursework, and/or District-approved additional certification, including testing fees and coursework, shall receive tuition reimbursement, up to the IRS limitation, in the following manner:
1. Employees shall submit verification of completed coursework to the District office by May 1.
 2. A tuition fund of \$35,000 will be established each fiscal year. District-approved certification testing fees will receive reimbursement first. The remaining amount shall be divided by the number of credit hours submitted and reimbursement will be made accordingly.
 3. The reimbursement shall be limited to no more than the actual cost of tuition and fees to take District-approved certification testing (excluding materials, fees, books, etc.).
 4. Employees shall receive reimbursement based on the number of credit hours completed.
 5. Coursework and testing, not completed by May 1, may be submitted the following fiscal year, if the employee remains an employee of the District on May 1 of the following year.
- F. Other Compensation Not on Schedule B (see Appendix B) -
1. Resignations - Employees who provide a written resignation to the District before December 31, and at least 150 calendar days prior to the effective date of the resignation, shall receive a \$1,500 stipend to be paid on June 23.
 2. National Board of Certification - Certified teachers who become National Board certified through the National Board for Professional Teaching Standards (NBPTS), shall have \$1,000 added to base pay each fiscal year they hold National Board certification.
 3. Advanced Degrees - Employees who possess a second Master's degree, approved by the District, shall have \$1,000 added to base pay each fiscal year of employment.
 4. Mentor - employees assigned by the District to provide training and support for non-tenured or probationary employees, shall be paid \$650 per school year. The District shall provide a job description for the mentor. Mentors must be tenured or non-probationary employees, and acceptance of the mentorship is optional. Mentors shall be provided to employees in their first three years of probation. The District is not required to provide mentors, unless required by law.
 5. Accreditation and School Improvement - \$2,000 shall be allocated to each building for distribution to employees who serve on accreditation teams or school improvement teams.
 6. Class Size Compensation - Refer to Article V, (C) 2 & 3.

7. Longevity - The longevity schedule recognizes employees based on their years of service in the district. Annual longevity payments are: \$300 (3-5 years of service), \$600 (6-8 years of service), \$900 (9-11 years of service), \$1,200 (12-19 years of service), \$1,500 (20-24 years of service) and \$1,800 for employees with 25 or more years of service. Such payment shall be made in June.
8. Reproductive Health Committee - Employees presenting at the evening parent preview meeting prior to the Reproductive Health Unit shall be paid at the PED rate (see C (3) of this Article). Pay shall be limited to one (1) employee per grade level. The PED rate will be guaranteed for two (2) hours, and every one-quarter (0.25) hour exceeding the two-hour scheduled meeting will be prorated.
9. Unused Personal Days - Personal leave days left in an employee's account at the end of the school year will be paid out to employees at \$100 per day, per year.
10. Unused Sick Days - Employees who exceed 185 sick days in their sick leave account at the end of the school year will be paid an additional \$75 per sick day accrued (up to 15 days per year).
11. Reimbursement for fingerprinting required to carry out the duties of an employee's District assignment.
12. Reimbursement(s) for certification renewal fees required to carry out the duties of District assignment and/or when the District determines the certification to be reimbursable.

Section 3 - Fringe Benefits

- A. All employees of the District covered under this Agreement may elect a health insurance option as outlined below. All benefits are subject to the terms and conditions of the insurance policies, and any claims shall be made against the insurance carrier. The employee must comply with all requirements for coverage specified by the insurance carrier, including those for enrollment and active employment. For this Agreement, the CEA may select the level of coverage and plan provider for the unit's medical insurance, which will be offered during open enrollment to employees during each year of the contract.

All health insurance options are the Chelsea School District Medical Plan through MESSA or equivalent.

OPTION 1:	MESSA Choices 5 TIER RX		
Office Visit:	\$20	Deductible:	\$1000/\$2,000
Urgent Care:	\$25		
Emergency Room:	\$50		
Rx Copay:	Generic drugs: \$10/\$30 Preferred brand name drugs: \$40/\$120 Non preferred brand name drugs: \$80/\$240		
Coinsurance:	0%		

OPTION 2:	MESSA Choices 3 Tier RX		
Office Visit:	\$20	Deductible:	\$1,000/\$2,000
Urgent Care:	\$25		
Emergency Room:	\$50		
Rx Copay:	Generic: \$10 Preferred brand name: 20% co-insurance with \$40 minimum/\$80 maximum Nonpreferred brand name: 20% co-insurance with \$60 minimum/\$100 maximum		
Coinsurance:	0%		

OPTION 3:	MESSA ABC Plan 2 HSA - 5 Tier RX		
Office Visit:	Covered after deductible	Deductible:	\$2,000/\$4,000
Urgent Care:	Covered after deductible		
Emergency Room:	Covered after deductible		
Rx Copay:	Generic drugs: \$10/\$30 Preferred name drugs: \$40/\$120 Non-preferred brand name drugs: \$80/\$240 Access to list of free preventative medications		
Coinsurance:	0%		

Option 4:	MESSA ABC Plan 2 HSA 5 Tier RX w/ coinsurance		
Office Visit:	Subject to coinsurance after deductible	Deductible:	\$2,000/\$4,000
Urgent Care:	Subject to coinsurance after deductible		
Emergency Room:	Subject to coinsurance after deductible		
Rx Copay:	Generic drugs: \$10/\$30 Preferred brand name drugs: \$40/\$120 Non-preferred brand name drugs: \$80/\$240 Access to list of free preventative medications		
Coinsurance:	20%		

OPTION 5:	MESSA Essentials w/ coinsurance		
Office Visit:	\$25	Deductible:	\$375/\$750
Urgent Care:	\$50		
Emergency:	\$200		
Rx Copay:	Essentials by MESSA		
Coinsurance:	20%		
Supplemental Plans	MESSA's Accident, Critical Illness, and Hospital Indemnity Plans		

1. The Board will contribute 100% of the State's hard cap contribution for each categorical group on January 1.

Single	2026: \$7,942.09	2027: \$8,108.35	2028: 2028 Published Rate	
Two Person	2026: \$16,609.38	2027: \$17,107.66	2028: 2028 Published Rate	
Full Family	2023: \$21,660.30	2027: \$22,310.11	2028: 2028 Published Rate	

- B. All employees of the District covered under this Agreement may elect a dental insurance package that covers 80/80/80, Class I/II/III Benefits (\$1,200 maximum benefit) and orthodontia rider Class IV (maximum \$1,200) benefit.
The Board will pay 100% of the premium for the dental policy (single, two person, full family) elected.
- C. All employees of the District covered under this Agreement may elect a vision insurance package with benefits equivalent to the vision plan in place during the 2026-2027 school year.
The Board will pay 100% of the premium for the vision policy (single, two person, full family) elected.
- D. In the event the employee elects not to take the health coverage, the employee may apply \$3,000 toward cash-in-lieu of insurance for the 2026 calendar year; \$3,300 for the 2027 calendar year; \$3,600 for the 2028 calendar year; and \$3,900 for the 2029 calendar year. Employees electing the cash-in-lieu payment may purchase dental and/or vision insurance currently offered to staff members.

E. Duration of Coverage

1. Annual insurance coverage for all continuing employees shall commence on September 1 and continue through August.
2. First-year employee's insurance coverage shall commence on the first day of duty, as designated by the District, and be coordinated with the annual insurance coverage dates.
3. Coverage on behalf of an employee shall cease on the first day of an unpaid leave of absence, or on September 1 if the leave continues through the next school year. Coverage also ceases on September 1 if the employee is on layoff, or terminates employment with the District before the end of the school year, except as otherwise required for an eligible employee under FMLA.

F. The health insurance plans do not include sponsored dependent or family continuation riders.

G. The Board pays the premium for \$25,000 of term life insurance, including accidental death and dismemberment, for all employees of the District covered under this Agreement.

H. The Board agrees to assume the required contribution to the State of Michigan Employee Retirement System, excluding MIP payments and any other statutorily established employee contribution.

I. Health plan specifications shall not include coverage for services which the employer is prohibited from funding under the State School Aid Act.

J. Health insurance shall be discontinued for any employee retiring into the Michigan Public School Employees' Retirement System on the first day that employee enters the retirement system.

K. The District will coordinate times for staff to use the Chelsea High School strength and conditioning room and indoor track for each calendar year of this Agreement.

Section 4 - Pay Period

Employees shall elect to receive their annual salary in 20 or 24 equal installments. This election must be made by May 31 for the next school year. New hires will make this election as part of their on-boarding process. Employees who do not choose will receive the same number of payments they received in the previous school year.

CO- AND EXTRA-CURRICULAR ASSIGNMENTS

Section 1 - Rights and Responsibilities

- A. The Board and the CEA recognize that co-curricular and extra-curricular student activities are not legally required public school programs but can positively contribute to a student's educational experience. The Board holds the final responsibility for approving co-curricular and extra-curricular programming.

Nothing contained in this Agreement shall be construed to require the Board to continue or fund any extra-curricular program or prohibit the Board from discontinuing any extra-curricular program at any time.

- B. Employees shall notify the administration in writing at least 60 calendar days prior to the start of the program if they do not plan to continue in the position. No employee shall be required to perform extra-curricular duties without the employee's consent, except as outlined in Article VI, (I).
- C. Extra-curricular assignments shall be issued by June 1 for the following school year. An employee in such an assignment, not notified in writing otherwise, shall continue in the assignment for the following school year, provided the activities are continued and funded, except as outlined in Article VI, (K).
- D. No employee shall be required to drive a school bus as part of the employee's regular or extra-duty assignment.
- E. Beginning July 1, 2007, as positions are filled, experience credit for the purpose of salary placement will be given for each year of experience in the position, as listed in the posting. If a position is linked or unlinked to a curricular assignment, the experience credit will be continued.
- F. The Board shall create job descriptions, which shall be available to candidates prior to acceptance of B-2/B-3/B-4 positions (see Appendix B).
- G. Compensation for positions shall be negotiated between the Board and the CEA, as outlined in this Agreement. Schedule B-2 and B-3 compensation is limited to stipends only (see Appendix B).
- H. Evaluation of Extra-Curricular Positions - Supervisory administrators shall notify an employee if their work needs improvement, or is unsatisfactory, for each B-2 or B-3 assignment. If performance is cited as unsatisfactory, or needs improvement, the supervisor shall recommend improvements to be made.

Evaluations are the responsibility of the Board and may be conducted by the supervising administrator, athletic director, principal, or designated administrator.

Section 2 - Adding/Deleting Co- and Extra-Curricular Positions or Duties

- A. The Board and CEA may agree to add or delete duties or positions on the B-2, B-3, or B-4 schedules. Compensation for added or deleted duties or positions shall be negotiated. The Board is not required to fund or operate any program or position.

- B. Job descriptions establish minimum job expectations. Additional services provided by the employee are considered voluntary and uncompensated. The Board may cause a substantial change in job description by notifying the CEA of such change and need for negotiations.
- C. When an employee wishes to request the addition or deletion of a position or substantial change in duties or compensation, the employee shall submit the B-2/B-3/B-4 Request Form to the negotiation chair for the CEA and the Superintendent. The process for considering such requests is as follows:
 - 1. Chairs set dates for consideration and review job description proposed, adjustment to job duties, and/or compensations.
 - 2. Chairs bring compensation recommendations to the teams.
 - 3. The Superintendent submits the negotiated recommendation to the Board, and the CEA chair submits it to the Executive Council.
 - 4. If approved by both bodies, the position and/or change becomes part of the Agreement.
 - 5. When setting or adjusting the stipend for a B-2/B-3/B-4 position, the following will be considered:
 - a. Duty time beyond regular work day
 - b. Average number of students per advisor/coach/teacher
 - c. Size of budget
 - d. Preparation time
 - e. Equipment/material management
 - f. Qualifications
 - g. Length of season
 - h. Number of events
 - i. Travel requirements
 - j. Supervision of adults

Section 3 - Extra-Duty B-2/B-3 Appeal and Grievance Rights

- A. Employees holding B-2/B-3 positions in their first four (4) years are on probation and are assigned annually. Probationary employees may appeal supervisory decisions to the Superintendent only.

- B. Non-probationary employees shall have the grievance rights provided in Article XVIII ("Grievances") through Level Three.
 - 1. Level Four (for this Article only): If the CEA is not satisfied with the results of Level Three, a hearing may be requested with the B-2/B-3 Committee. This request must be submitted to the Superintendent, in writing, within ten (10) days of receipt of the mediator's written summary. The ad hoc B-2/B-3 Committee shall consist of one (1) CEA member (appointed by CEA President), one (1) administrator (appointed by Superintendent), and one (1) mutually agreed-upon third party.
 - 2. Members of the B-2/B-3 Committee shall not be directly involved with the grievance.
 - 3. The decision of the B-2/B-3 Committee is final, and there shall be no additional access to this Agreement's "Grievance Procedure."
 - 4. The B-2/B-3 Committee shall submit its written determination within ten (10) days of the hearing.
- C. An employee may be tenured/non-probationary in their B-1 position and still be considered a probationary employee for a B-2/B-3 position, if that employee is in the first four (4) years of that extra-duty assignment.
- D. Employees in B-4 positions shall have all the grievance rights granted to them in Article XVIII.
- E. An employee shall have no recourse to the procedures under the Tenure Act (MCL 38.83) for any non-renewal, discharge, or demotion in extra-curricular activities.
- F. Employees not covered by this Agreement who hold B-2/B-3 positions are not afforded rights under Article XVIII.

Section 4 - Stipends for Other Assignments

- A. Stipends paid on the B-2 (Extra-curricular) and B-3 (Athletics) schedules shall be based on the B-1/Bachelors salary schedule (see Appendix B). Beginning July 1, 2007, as positions are filled, steps shall be determined on the basis of one (1) step for each year of experience in that particular position in Chelsea. Other experience may be granted at the discretion of the Board. No employee shall be placed on a higher step than the employee's actual years of experience.
- B. Transfer between equivalent coaching positions, across gender lines, will be considered the same (i.e., Boys' tennis is equivalent to Girls' tennis) and years of experience will continue, in terms of compensation.
- C. Stipends paid on the B-4 schedule shall be based on years of experience in that employee's current instructional assignment in the Chelsea School District at the BA/MA/EdS/PhD level attained by the teacher on the B-1 schedule (see Appendix B). Other experience may be granted at the discretion of the Board (see Article XVI, 1, (B)). No employee shall be placed on a higher step than their actual years of experience.

GRIEVANCES

Section 1 - Limitations and Guidelines

- A. A grievance shall be based upon an alleged violation of the terms of this Agreement.
- B. The following matters shall not be the basis of any grievance filed under the procedure outlined in this Article:
 - 1. The termination of services of, or failure to re-employ, any non-tenured or probationary employee (see Article XII).
 - 2. The failure to re-employ any employee to a position on the extra-duty B-2 or B-3 schedule in their probationary years (see Appendix B).
 - 3. Any matter that is related to a prohibited bargaining subject under the Public Employment Rights Act, MCL 423.201 et seq.
- C. It is expressly understood that the grievance procedure shall not apply to those areas in which the Tenure Act (MCL 38.83) prescribes a procedure or authorizes a remedy (discharge and/or demotion).
- D. No grievance shall be adjusted without prior notification to the CEA and opportunity for a CEA representative to be present, nor shall any adjustment of a grievance be inconsistent with the terms of this Agreement.
- E. In the administration of the grievance procedure, the interests of the employee shall be the sole responsibility of the CEA.
- F. The time limits provided in this Article shall be strictly observed, but may be extended by written agreement of the parties. In the event a grievance is filed after May 15 of any year, and strict adherence to the time limits may result in hardship to any party, the Board shall use its best efforts to process such grievance prior to the end of the school year or as soon thereafter as possible.
- G. If an individual employee has a personal complaint which they desire to discuss with a supervisor, they are free to do so without recourse to the grievance procedure. However, no grievance shall be adjusted without prior notification to the CEA and opportunity for a CEA representative to be present, nor shall any adjustment of the grievance be inconsistent with the terms of this Agreement.

Section 2 - Procedure (See Appendix C)

The following procedure is the exclusive means for resolving grievances:

- A. PRE-GRIEVANCE PROCEDURE (required): An employee who feels there is basis for grievance shall discuss it with their supervisor or principal in an attempt to reach a satisfactory solution.

Following the initial discussion, either party may involve their representatives in additional discussions in order to effect an equitable solution. These discussions will emphasize dispute resolution utilizing an interest-based, problem-solving process.

- B. LEVEL ONE: In the event the matter is not resolved through part A, above, the employee may, within ten (10) days of the alleged occurrence of the grievance, or within ten (10) days of the date should have been discovered, file a formal written grievance with their supervisor or principal.

Within five (5) days from receipt of the written grievance, the principal or supervisor shall render a decision, in writing, to the Grievant and the CEA. Upon receipt of the decision, the CEA may file a grievance on its own behalf or on the behalf of the employee.

- C. LEVEL TWO: If the Grievant and/or the CEA is not satisfied with the disposition at Level One, or if no decision has been rendered within five (5) days after the presentation of the grievance, the Grievant and/or the CEA may appeal the grievance within five (5) additional days by filing it with the Superintendent. Within five (5) days from the receipt of the written grievance, the Superintendent, or their designee, shall meet with the Grievant and a representative of the CEA to attempt to resolve the grievance. These discussions will emphasize dispute resolution utilizing an interest-based, problem-solving process. The Superintendent, or their designee, shall render their decision within five (5) days after such meeting.

- D. LEVEL THREE: If the Grievant and/or the CEA is not satisfied with the disposition of the grievance by the Superintendent or their designee, or if disposition has been made within five (5) days of such a meeting or ten (10) days from the date of filing with the Superintendent, the Grievant, with the concurrence of the CEA, may request a mediator to hear the grievance.

1. The cost of mediation will be borne equally by the parties.
2. The parties will meet within ten (10) days to select a mediator and agree on dates for mediation.
3. Mediators will be required to submit a written summary of the proceedings of mediation and identify agreements made by the parties involved in mediation. A copy of the mediator's written summary shall be furnished to the Grievant, the CEA, and the Board.
4. Mediation proceedings, records, and recommendations may not be introduced, or referred to by any party, should the grievance proceed to arbitration or in any subsequent grievance or arbitration.
5. If no agreement regarding the mediator or the mediation process can be reached within the ten (10) day period, the grievance will move to Level Four, if requested by the Grievant/CEA within five (5) days.

- E. LEVEL FOUR: If the CEA is not satisfied with the results of the grievance at Level Three, it may request an appointment of an arbitrator to hear the grievance through MERC (Michigan Employment Relations Commission). The request must be submitted to the Superintendent, in writing, within ten (10) days of the mediator's written summary. If the parties cannot agree upon an arbitrator, one shall be selected by the American Arbitration Association, in accordance with its rules which shall govern the hearing. Neither party may raise a new defense or ground at Level Four not previously raised or disclosed at other written levels.
1. In the event the grievance is not settled prior to the hearing, the grievance may be tried before the arbitrator, whose decision shall be binding upon both parties, who agree that a judgment thereon may be entered in any court of competent jurisdiction.
 2. Notwithstanding the foregoing, the arbitrator shall not have the power to add to, modify, alter, amend, or subtract from the terms of this Agreement. They shall not hear any grievance previously barred from the scope of the grievance procedure.
 3. Costs of arbitration shall be borne equally by the parties, except each party shall assume its own costs for representation and witness fees.

All timelines, at any level of the grievance process, may be extended by an additional five (5) days by providing written notice of the extension to the other party. Extension of more than five (5) days requires mutual agreement.

STUDENT ACCOMMODATIONS

For the duration of this Agreement, the procedural safeguards for general and special education teachers included in IDEA, Section 504 of the Rehabilitation Act, State of Michigan Administrative Rules for Special Education, and other legislation will govern programs, services, and procedures established to assist students with special needs.

IEP teams will determine student- and teacher-specific supports necessary for a free, appropriate public education, as outlined in the legislation.

Concerned employees are encouraged to work through the IEP team/student services team, building principal, and/or special education administrator to provide the best possible learning environment in their classroom.

Employees with continuing concerns may appeal to the Superintendent.

MISCELLANEOUS PROVISIONS

- A. Educational Consortium Participation - The Board shall advise the CEA of its involvement and participation in any consortium of school districts where students of the school district will be receiving instruction from teachers who are not in its employ. In such cases, the Board shall consult the CEA and discuss the course offerings of the consortium which will be attended by students of the school district.
- B. Legislative Impact on Collective Bargaining Agreement - To assure smooth implementation of new school laws, the Superintendent or designee and the CEA President will meet to discuss implementation.
- C. CEA Presidential Release Time - In order to provide the opportunity for regular communication between the President of the CEA and school district representatives, the President of the CEA may be assigned to one less class period. One-half (0.5) of the cost of the prorated share (one class period) of the President's teaching salary and fringe benefits shall be paid to the Chelsea School District by the CEA. One-half (0.5) of the total due to the District shall be paid by September of each year, and; again; in January. Further, the CEA shall reimburse the District for the employer's portion of the Michigan Public School Employees Retirement System retirement costs associated with these reassigned contract hours, per Michigan law. The CEA President shall inform the Board of their intention to use or not use this provision annually by August 1 each school year.
- D. Calendar Requirements and Revision Procedure - The school calendar will include 180 student education days and 185 teacher workdays. Should, during the length of this Agreement, the State of Michigan require the District to offer different instructional days and/or hours, the parties will meet to negotiate how the calendar shall be changed. Such a change would not require the reopening of other Articles or schedules.

NEGOTIATION PROCEDURES

- A. Any time after January 1, preceding the expiration date of the current Collective Bargaining Agreement, either party may initiate negotiations for the purpose of entering into a successor Agreement. The first meeting shall take place not later than thirty (30) days following such request to begin negotiations. Representatives of the CEA will inform the Michigan Employment Relations Commission (MERC) when negotiations commence.
- B. Each party may have up to five (5) representatives on their negotiations team, unless changed by mutual agreement. Neither party in any negotiations shall have any control over the selection of the negotiating or bargaining representatives of the other party. The parties mutually pledge that their representatives will be clothed with all the necessary power and authority to make proposals, consider proposals, and make concessions in the course of negotiations.
- C. Both parties agree to submit the final Agreement for ratification by their appropriate governing bodies. It is understood and agreed that neither body is obligated to ratify the final Agreement submitted by the bargaining teams. After ratification by both parties, their representatives shall attach their signatures to the ratified Agreement within ten (10) days of ratification (see Article XXII).
- D. Any agreement to alter this Collective Bargaining Agreement must be approved by the Board and the CEA.

ARTICLE XXII

DURATION OF AGREEMENT

This collective bargaining agreement between the Chelsea School District Board of Education and the Chelsea Education Association shall be effective July 1, 2026 through June 30, 2029.

APPENDIX A
SCHOOL CALENDAR

2026-2027 Written Calendar

APPENDIX A

2026-2027							CHELSEA SCHOOL DISTRICT						
July 2026							August 2026						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1	2	3	4							1
			OFF	OFF	OFF	OFF							OFF
5	6	7				10	2	3	4	5	6	7	8
OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
12	13	14	15	16	17	18	9	10	11	12	13	14	15
OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
19	20	21	22	23	24	25	16	17	18	19	20	21	22
OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
26	27	28	29	30	31		23	24	25	26	27	28	29
OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
OFF							30	31					
OFF							OFF	OFF					
0							September 2026						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
									1	2	3	4	5
							OFF					OFF	OFF
							6	7	8	9	10	11	12
							OFF	OFF				OFF	OFF
							13	14	15	16	17	18	19
							OFF					OFF	OFF
							20	21	22	23	24	25	26
							OFF					OFF	OFF
							27	28	29	30			
							OFF					OFF	OFF
1							October 2026						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
OFF						3	1	2				OFF	
4	5	6	7	8	9	10	OFF						
OFF						OFF	11	12	13	14	15	16	17
OFF						OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
18	19	20	21	22	23	24	OFF						
OFF						OFF	25	26	27	28	29	30	31
OFF						OFF	OFF						
OFF						OFF							
21							November 2026						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
							1	2	3	4	5	6	7
OFF						OFF	OFF					OFF	
8	9	10	11	12	13	14	OFF						
OFF						OFF	15	16	17	18	19	20	21
OFF						OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
22	23	24	25	26	27	28	OFF						
OFF						OFF	29	30					
OFF						OFF	OFF						
OFF						OFF							
17							December 2026						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
OFF							1	2	3	4	5	6	7
OFF						OFF	OFF					OFF	
8	9	10	11	12	13	14	6	7	8	9	10	11	12
OFF						OFF	OFF					OFF	
13	14	15	16	17	18	19	OFF						
OFF						OFF	20	21	22	23	24	25	26
OFF						OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
27	28	29	30	31			OFF						
OFF						OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
14							January 2027						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
OFF						3	1	2				OFF	OFF
4	5	6	7	8	9	10	OFF						
OFF						OFF	11	12	13	14	15	16	17
OFF						OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
18	19	20	21	22	23	24	OFF						
OFF						OFF	25	26	27	28	29	30	31
OFF						OFF	OFF						
OFF						OFF							
19							February 2027						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
OFF						6	1	2	3	4	5	6	7
OFF						OFF	OFF					OFF	
8	9	10	11	12	13	14	OFF						
OFF						OFF	15	16	17	18	19	20	21
OFF						OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
22	23	24	25	26	27	28	OFF						
OFF						OFF	29	30					
OFF						OFF	OFF						
OFF						OFF							
18							March 2027						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
OFF						6	1	2	3	4	5	6	7
OFF						OFF	OFF					OFF	
8	9	10	11	12	13	14	OFF						
OFF						OFF	15	16	17	18	19	20	21
OFF						OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
22	23	24	25	26	27	28	OFF						
OFF						OFF	29	30	31				
OFF						OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
OFF						OFF							
19							April 2027						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
OFF						3	1	2				OFF	OFF
4	5	6	7	8	9	10	OFF						
OFF						OFF	11	12	13	14	15	16	17
OFF						OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
18	19	20	21	22	23	24	OFF						
OFF						OFF	25	26	27	28	29	30	31
OFF						OFF	OFF						
OFF						OFF							
19							May 2027						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
OFF						1	1	2	3	4	5	6	7
OFF						OFF	OFF					OFF	
8	9	10	11	12	13	14	OFF						
OFF						OFF	15	16	17	18	19	20	21
OFF						OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
22	23	24	25	26	27	28	OFF						
OFF						OFF	29	30	31				
OFF						OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
OFF						OFF							
20							June 2027						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
OFF						5	1	2	3	4	5	6	7
OFF						OFF	OFF					OFF	
8	9	10	11	12	13	14	OFF						
OFF						OFF	15	16	17	18	19	20	21
OFF						OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
22	23	24	25	26	27	28	OFF						
OFF						OFF	29	30	31				
OFF						OFF	OFF	OFF	OFF	OFF	OFF	OFF	OFF
OFF						OFF							

NCE, SME, BME Days

1st Tri	58
2nd Tri	62
3rd Tri	57
	177
PD	3
NCE, SME, BMS Teacher Days	
PD (August)	2
Open House	0.5
Conferences *	1
Record Day	0.5
Work Day (Flex)	0.5
Work Day	0.5
	5
Total Contractual Days	185

*Aug 24 - Flex .5 and .5 from SME, NCE, BMS Conferences (2 Nights, not 3);

HS Days

1st Tri	58
2nd Tri	62
3rd Tri	57
	177
PD	3
CHS Teacher Days	
PD (August)	2
Open House	0.5
Conferences *	1.5
Nov. 12 PM Off	-0.5
Record Day	0.5
Work Day (Flex)	0.5
Work Day	0.5
	5
Total Contractual Days	185

*Aug 24 - .5 Flex and .5 from HS non-work on Oct. 29

DPD, SCHECHS

Dates	Hours
Aug 25	7
Aug 26	7
Nov. 2	7
Feb 12	7
April 26	7
Collaboration	4
Flex	0.5
Staff Mtg	2
	41.5

Records Day

November 25
March 12
June 11

SALARY SCHEDULES

Salary Schedule Information

- A. If an employee is to be advanced on the salary schedules (steps, lane changes, and/or raises, or to be paid a longevity annuity per Article XVI, 2, (F) 7), they must have completed a full year of professional employment in the Chelsea School District, or if hired after the start of the school year must have been hired prior to January 1, and have obtained an evaluation rating of effective during the previous school year. Employees that have not received an "effective" evaluation will have been placed on an IDP (see Appendix D) to address the areas(s) of concern. The IDP must be signed and implemented for at least 60 days for a probationary employee, if the salary schedule advance is affected. For a non-probationary employee, the IDP must be signed and implemented by January 1 if the salary schedule advance is affected for the following school year.
- B. An employee's placement on the salary schedule, as determined at the commencement of the school year, shall not be subject to change during the school year regardless of when a given employee completes course work. The employee must have obtained those credit hours necessary to entitle the employee to placement on the MA or EdS/PhD salary schedule before September 15 of the school year in which the advancement is to be made. Further, a transcript of completed credits is required as evidence and must be presented to the Superintendent before an employee is placed on the MA or EdS/PhD salary schedule.

An employee seeking placement on an advanced-degree schedule (MA or EdS/PhD) must have a degree granted from a college or university accredited by the applicable regional accrediting agency or through a degree program approved by the Board.

- C. All salary figures are rounded up or down to the nearest whole dollar.

APPENDIX B-1
PROFESSIONAL COMPENSATION

2026-2027			
Step	BA	MA	EdS/PhD
Step 1	-	-	-
Step 2	\$49,781	\$54,548	\$58,226
Step 3	\$52,133	\$57,463	\$61,385
Step 4	\$54,488	\$60,375	\$64,545
Step 5	\$56,841	\$63,290	\$67,708
Step 6	\$59,194	\$66,202	\$70,866
Step 7	\$61,548	\$69,115	\$74,028
Step 8	\$63,901	\$72,029	\$77,186
Step 9	\$66,256	\$74,942	\$80,347
Step 10	\$68,608	\$77,857	\$83,506
Step 11	\$70,961	\$80,768	\$86,667
Step 12	\$73,315	\$83,682	\$89,828
Step 13	\$75,669	\$86,596	\$92,988
Step 14	\$78,216	\$89,725	\$96,391
Step 15	\$79,765	\$91,504	\$98,304
Step 16	\$81,345	\$93,318	\$100,254

2027-2028			
Step	BA	MA	EdS/PhD
Step 1	-	-	-
Step 2	\$50,777	\$55,639	\$59,390
Step 3	\$53,176	\$58,612	\$62,612
Step 4	\$55,578	\$61,582	\$65,835
Step 5	\$57,977	\$64,556	\$69,062
Step 6	\$60,378	\$67,526	\$72,283
Step 7	\$62,779	\$70,498	\$75,508
Step 8	\$65,179	\$73,470	\$78,730
Step 9	\$67,581	\$76,441	\$81,954
Step 10	\$69,980	\$79,414	\$85,177
Step 11	\$72,381	\$82,383	\$88,401
Step 12	\$74,781	\$85,355	\$91,625
Step 13	\$77,182	\$88,328	\$94,848
Step 14	\$79,780	\$91,520	\$98,319
Step 15	\$81,360	\$93,334	\$100,270
Step 16	\$82,972	\$95,184	\$102,259

Longevity Changes (Years in the District)

- Yr 3-5 Tier 1 \$300
- Yr 6-8 Tier 2 \$600
- Yr 9-11 Tier 3 \$900
- Yr 12-19 Tier 4 \$1,200
- Yr 20-24 Tier 5 \$1,500
- Yr 25 + Tier 6 \$1,800

2028-2029			
Step	BA	MA	EdS/PhD
Step 1	-	-	-
Step 2	\$51,792	\$56,751	\$60,578
Step 3	\$54,239	\$59,784	\$63,865
Step 4	\$56,690	\$62,814	\$67,152
Step 5	\$59,137	\$65,847	\$70,443
Step 6	\$61,585	\$68,877	\$73,728
Step 7	\$64,034	\$71,907	\$77,018
Step 8	\$66,483	\$74,939	\$80,305
Step 9	\$68,933	\$77,970	\$83,593
Step 10	\$71,380	\$81,002	\$86,880
Step 11	\$73,828	\$84,031	\$90,169
Step 12	\$76,276	\$87,063	\$93,457
Step 13	\$78,726	\$90,094	\$96,745
Step 14	\$81,376	\$93,350	\$100,285
Step 15	\$82,988	\$95,201	\$102,275
Step 16	\$84,631	\$97,088	\$104,304

Longevity Changes (Years in the District)		
• Yr 3-5	Tier 1	\$300
• Yr 6-8	Tier 2	\$600
• Yr 9-11	Tier 3	\$900
• Yr 12-19	Tier 4	\$1,200
• Yr 20-24	Tier 5	\$1,500
• Yr 25 +	Tier 6	\$1,800

APPENDIX B-2
EXTRA-CURRICULAR POSITIONS AND COMPENSATION

HIGH SCHOOL	
Class Advisor	.02
Student Council	.06
NHS	.03
Prom Advisor	.03
Interact	.02
Key Club	.02
Yearbook	.06
LINK Crew	.045
One Act	.03
School Store	.02
Newspaper	.04
Robotics (K-12 Advisor)	.05
Robotics (K-5 Assistant Advisor)	.02
Building Chair - Science, Social Studies, Math, English, and Special Education	.03
Musical	.06
Musical Orchestra Director	.02
Show Choir	.04
Fall Color Guard	.03
Winter Color Guard	.03
Chelsea House Orchestra (CHO) Director	.04
Theater Guild Advisor	.02
Arbor Club	.02
Special Olympics Coordinator	.03
Special Olympics Asst.	.01
Art Club	.02

MIDDLE SCHOOL	
Student Council	.02
Washington, DC Trip Coordinator	.03
Yearbook	.05
Quiz Bowl	.02
Building Chair - Science, Social Studies, Math, English, and Special Education	.03
Drama	.04
Drama Asst.	.01
UNIFIED Coordinator	.02
Art Club	.02
WEB	.03
Sixth Grade Camp	.01
ELEMENTARY	
Student Council	.01
Grade Level Chair - Young Fives, Kindergarten, 1st, 2nd, 3rd, 4th, and 5th	.03
Special Education Chairs - Y5-2, 3-5	.03
Elementary Drama	.015
DISTRICT	
Department Chair - World Language, Counseling (7-12)	.03
Music Coordinator (K-12)	.03
Art Coordinator (K-12)	.02

Each Schedule B position and corresponding job description will be reviewed, updated, and reposted every three years. Staff currently holding the position are encouraged and welcome to reapply.

APPENDIX B-3
ATHLETIC POSITIONS AND COMPENSATION

GIRLS' ATHLETICS	
FALL	
Cross Country	.0744
Golf	.0686
Swimming - Varsity Head	.0988
Swimming - Assistant(s)	.0686
Swimming - Diving	.0416
Sideline Cheer - Varsity	.0416
Sideline Cheer - Junior Varsity	.0312
Sideline Cheer - 8th Grade	.0208
Sideline Cheer - 7th Grade	.0208
Volleyball - Varsity Head	.0988
Volleyball - Junior Varsity	.0686
Volleyball - Freshmen	.0595
Volleyball - 8th Grade	.0572
Volleyball - 7th Grade	.0572
WINTER	
Basketball - Varsity Head	.1196
Basketball - Junior Varsity	.0858
Basketball - Freshmen	.0744
Basketball - 8th Grade	.0572
Basketball - 7th Grade	.0572
Competition Cheer	.0686
SPRING	
Softball - Varsity Head	.0988

Softball - Junior Varsity	.0686
Softball - Freshmen	.0595
Tennis - Varsity Head	.0686
Tennis - Junior Varsity	.0595
Track - Varsity Head	.0988
Track - Assistant(s)	.0686
Track - Pole Vault	.0208
Track - Middle School Head	.0572
Track - Middle School Assistant(s)	.0416
Soccer - Varsity Head	.0988
Soccer - Junior Varsity	.0686
Soccer - Freshmen	.0595
BOYS' ATHLETICS	
FALL	
Football - Varsity Head	.1352
Football - Varsity Assistant(s)	.0858
Football - Junior Varsity Head	.0858
Football - Junior Varsity Assistant(s)	.0676
Football - Freshmen Head	.0744
Football - Freshmen Assistant(s)	.0572
Football - Middle School Head	.0572
Football - Middle School Assistant(s)	.0416
Cross Country - Varsity Head	.0744
Cross Country - Middle School Head	.0572
Cross Country - Middle School Assistant	.0300
Soccer - Varsity Head	.0988
Soccer - Junior Varsity	.0686
Soccer - Freshmen	.0595

Tennis - Varsity Head	.0686
Tennis - Junior Varsity	.0595
WINTER	
Basketball - Varsity Head	.1196
Basketball - Junior Varsity	.0858
Basketball - Freshmen	.0744
Basketball - 8th Grade	.0572
Basketball - 7th Grade	.0572
Swimming - Varsity Head	.0988
Swimming - Assistant(s)	.0686
Swimming - Diving	.0416
Wrestling - Varsity Head	.0988
Wrestling - Assistant(s)	.0686
Wrestling - Middle School Head	.0572
Wrestling - Middle School Assistant(s)	.0416
SPRING	
Baseball - Varsity Head	.0988
Baseball - Junior Varsity	.0686
Baseball - Freshmen	.0595
Golf	.0686
Track - Varsity Head	.0988
Track - Assistant(s)	.0686
Track - Pole Vault	.0208
Track - Middle School Head	.0572
Track - Middle School Assistant(s)	.0416
CO-ED ATHLETICS	
Swimming - Middle School Head	.0572
Swimming - Middle School Assistant(s)	.0416

Weightlifting and Conditioning	.0500
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For JV coaches hired after November 5, 2015, the following pay scale will be implemented:

GIRLS' ATHLETICS	
Volleyball - JV/Freshmen	.0641
Basketball - JV/Freshmen	.0801
Softball - JV/Freshmen	.0641
Soccer - JV/Freshmen	.0641
BOYS' ATHLETICS	
Football - JV/Freshmen	.0801
Football - JV/Freshmen Assistant(s)	.0624
Soccer - JV/Freshmen	.0641
Basketball - JV/Freshmen	.0801
Baseball - JV/Freshmen	.0641

All B3 Coaching positions are subject to an annual performance review conducted by the Athletic Director at least every third year. Staff will be notified by August 1 if their position is being reviewed.

APPENDIX B-4

CO-CURRICULAR/LINKED POSITIONS AND COMPENSATION

High School Band Director	.13
High School Orchestra Director	.06
High School Vocal Music Director	.05
Middle School Band Director	.06
Middle School Orchestra Director	.04
Middle School Vocal Music Director	.03
Elementary Vocal Music Director	.01
Art Show Coordinator(s) - up to 4, total	.01

Because B-4 positions are cocurricular, all job descriptions will be reviewed and updated, and performance will be evaluated at least every three years. Staff will be notified by August 1 if their position is scheduled for review.

APPENDIX C
GRIEVANCE REPORT FORM

GRIEVANCE NUMBER: <i>(SUBMIT QUADRUPLICATE)</i>		DISTRIBUTION OF FORM: 1. Superintendent 2. Principal 3. Association/CEA 4. Employee/Grievant		
BUILDING: CHS BMS SME NCE PL-ECC	ASSIGNMENT/ POSITION:	NAME OF GRIEVANT:	DATE GRIEVANCE OCCURRED:	DATE GRIEVANCE FILED:

LIST THE NATURE OF THE GRIEVANCE, ALL ARTICLES OF THE MASTER AGREEMENT THAT MAY HAVE BEEN VIOLATED, AND THE REMEDY REQUESTED BY THE GRIEVANT.

PRE-GRIEVANCE MEETING -

DATE OF MEETING:	RESULTS FROM MEETING:
PARTICIPANTS IN ATTENDANCE:	

LEVEL ONE -

DATE GRIEVANCE RECEIVED BY PRINCIPAL/SUPERVISOR:	PRINCIPAL/SUPERVISOR'S DISPOSITION:
DATE DECISION WAS SENT TO GRIEVANT:	
SIGNATURE OF PRINCIPAL/SUPERVISOR:	
SIGNATURE OF GRIEVANT:	

LEVEL TWO -

DATE GRIEVANCE WAS PRESENTED TO SUPERINTENDENT:	SUPERINTENDENT'S DISPOSITION:
DATE OF GRIEVANCE MEETING:	
PARTICIPANTS IN ATTENDANCE:	
DATE DECISION WAS SENT TO GRIEVANT/CEA:	GRIEVANT/CEA POSITION:
SIGNATURE OF SUPERINTENDENT:	
SIGNATURE OF GRIEVANT:	

LEVEL THREE -

DATE GRIEVANCE WAS RECEIVED BY MEDIATOR:	MEDIATOR'S SUMMARY:
DATE OF MEDIATION MEETING:	
PARTICIPANTS IN ATTENDANCE:	
DATE SUMMARY WAS SENT TO GRIEVANT:	
SIGNATURE OF MEDIATOR:	GRIEVANT/CEA POSITION:
SIGNATURE OF DISTRICT REPRESENTATIVE(S):	
SIGNATURE OF GRIEVANT:	

LEVEL FOUR -

DATE REQUEST FOR ARBITRATION SUBMITTED TO SUPERINTENDENT:	ARBITRATOR'S DECISION:
DATE OF ARBITRATION HEARING:	
PARTICIPANTS IN ATTENDANCE:	
DATE DECISION WAS SENT TO GRIEVANT:	
SIGNATURE OF ARBITRATOR:	
SIGNATURE OF DISTRICT REPRESENTATIVE(S):	
SIGNATURE OF GRIEVANT:	

APPENDIX D-1
CHELSEA SCHOOL DISTRICT
COUNSELOR EVALUATION DOCUMENT

Counselor (Chelsea) (v.2020)

Printed August 19, 2024

☐ Share this instrument with other districts **District sharing is turned off!**
Domain 1: Planning and Preparation**1.1 Demonstrating knowledge of counseling theory and techniques****Needing Support**

Counselor demonstrates little understanding of counseling theory and techniques.

Developing

Counselor demonstrates basic understanding of counseling theory and techniques.

Effective

Counselor demonstrates understanding of counseling theory and techniques.

**Highly Effective
(Goal Setting)**

Counselor demonstrates deep and thorough understanding of counseling theory and techniques.

1.2 Demonstrating knowledge of child and adolescent development**Needing Support**

Counselor displays little or no knowledge of child and adolescent development.

Developing

Counselor displays partial knowledge of child and adolescent development.

Effective

Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.

**Highly Effective
(Goal Setting)**

In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.

1.3 Establishing goals for the counseling program appropriate to the setting and the students served**Needing Support**

Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.

Developing

Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.

Effective

Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.

**Highly Effective
(Goal Setting)**

Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

1.4 Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district**Needing Support**

Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through

Developing

Counselor displays awareness of governmental regulations and of resources for students available through the school or

Effective

Counselor displays awareness of governmental regulations and of resources for students available through the school or

**Highly Effective
(Goal Setting)**

Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through

the school or district.

district, but no knowledge of resources available more broadly.

district, and some familiarity with resources external to the school.

the school or district and in the community.

1.5 Planning the counseling program, integrated with the regular school program

Needing Support

Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.

Developing

Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.

Effective

Counselor has developed a plan that includes the important aspects of counseling in the setting.

Highly Effective (Goal Setting)

Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

1.6 Developing a plan to evaluate the counseling program

Needing Support

Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Developing

Counselor has a rudimentary plan to evaluate the counseling program.

Effective

Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

Highly Effective (Goal Setting)

Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment

2.1 Creating an environment of respect and rapport

Needing Support

Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.

Developing

Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.

Effective

Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.

Highly Effective (Goal Setting)

Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

2.2 Establishing a culture for productive communication

Needing Support

Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.

Developing

Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.

Effective

Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.

Highly Effective (Goal Setting)

The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.

2.3 Managing routines and procedures

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

2.4 Establishing standards of conduct and contributing to the culture for student behavior throughout the school

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

2.5 Organizing physical space

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3: Delivery of Service

3.1 Assessing student needs

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.

3.2 Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
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Counselor's program is independent of identified student needs.

Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.

Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.

Counselor helps individual students and teachers formulate academic, personal/social, and career plans.

3.3 Using counseling techniques in individual and classroom programs

Needing Support

Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

Developing

Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

Effective

Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

Highly Effective (Goal Setting)

Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

3.4 Brokering resources to meet needs

Needing Support

Counselor does not make connections with other programs in order to meet student needs.

Developing

Counselor's efforts to broker services with other programs in the school are partially successful.

Effective

Counselor brokers with other programs within the school or district to meet student needs.

Highly Effective (Goal Setting)

Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.

3.5 Demonstrating flexibility and responsiveness

Needing Support

Counselor adheres to the plan or program, in spite of evidence of its inadequacy.

Developing

Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.

Effective

Counselor makes revisions in the counseling program when they are needed.

Highly Effective (Goal Setting)

Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

4.1 Reflecting on practice

Needing Support

Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.

Developing

Counselor's reflection on practice is moderately accurate and objective without

Effective

Counselor's reflection provides an accurate and objective description of practice, citing

Highly Effective (Goal Setting)

Counselor's reflection is highly accurate and perceptive, citing specific examples that

citing specific examples and with only global suggestions as to how it might be improved.

specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.

were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.

4.2 Maintaining records and submitting them in a timely fashion

Needing Support

Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.

Developing

Counselor's reports, records, and documentation are generally accurate but are occasionally late.

Effective

Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.

Highly Effective (Goal Setting)

Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.

4.3 Communicating with families

Needing Support

Counselor provides no information to families, either about the counseling program as a whole or about individual students.

Developing

Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.

Effective

Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.

Highly Effective (Goal Setting)

Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

4.4 Participating in a professional community

Needing Support

Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.

Developing

Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.

Effective

Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.

Highly Effective (Goal Setting)

Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4.5 Engaging in professional development

Needing Support

Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.

Developing

Counselor's participation in professional development activities is limited to those that are convenient or are required.

Effective

Counselor seeks out opportunities for professional development based on an individual assessment of need.

Highly Effective (Goal Setting)

Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4.6 Showing professionalism

Needing Support

Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.

Developing

Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.

Effective

Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.

Highly Effective (Goal Setting)

Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Astivato Winda

APPENDIX D-2
CHELSEA SCHOOL DISTRICT
INSTRUCTIONAL SPECIALIST DOCUMENT

Instructional Specialist (Chelsea) (v.2020)

Printed August 19, 2024

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Domain 1: Planning and Preparation

1.1 Demonstrating knowledge of current trends in specialty area and professional development

Needing Support

Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.

Developing

Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.

Effective

Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.

Highly Effective (Goal Setting)

Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.

1.2 Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program

Needing Support

Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.

Developing

Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.

Effective

Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.

Highly Effective (Goal Setting)

Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.

1.3 Establishing goals for the instructional support program appropriate to the setting and the teachers served

Needing Support

Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.

Developing

Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.

Effective

Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.

Highly Effective (Goal Setting)

Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

1.4 Demonstrating knowledge of resources, both within and beyond the school and district

Needing Support

Instructional specialist demonstrates little or no knowledge of resources available in the

Developing

Instructional specialist demonstrates basic knowledge of resources available in the

Effective

Instructional specialist is fully aware of resources available in the school and district

Highly Effective (Goal Setting)

Instructional specialist actively seeks out new resources from a wide range of sources

school or district for teachers to advance their skills.

school and district for teachers to advance their skills.

and in the larger professional community for teachers to advance their skills.

to enrich teacher's skills in implementing the schools' program.

1.5 Planning the instructional support program, integrated with the overall school program

Needing Support

Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.

Developing

Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.

Effective

Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.

Highly Effective (Goal Setting)

Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

1.6 Developing a plan to evaluate the instructional support program

Needing Support

Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Developing

Instructional specialist has a rudimentary plan to evaluate the instructional support program.

Effective

Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

Highly Effective (Goal Setting)

Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment

2.1 Creating an environment of trust and respect

Needing Support

Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.

Developing

Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.

Effective

Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.

Highly Effective (Goal Setting)

Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.

2.2 Establishing a culture for ongoing instructional improvement

Needing Support

Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.

Developing

Teachers do not resist the offerings of support from the instructional specialist.

Effective

Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.

Highly Effective (Goal Setting)

Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

2.3 Establishing clear procedures for teachers to gain access to instructional support

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

2.4 Establishing and maintaining norms of behavior for professional interactions

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.

2.5 Organizing physical space for workshops or training

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Delivery of Service

3.1 Collaborating with teachers in the design of instructional units and lessons

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

3.2 Engaging teachers in learning new instructional skills

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.

3.3 Sharing expertise with staff

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

3.4 Locating resources for teachers to support instructional improvement

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

3.5 Demonstrating flexibility and responsiveness

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

4.1 Reflecting on practice

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
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Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.

Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.

Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.

Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.

4.2 Preparing and submitting budgets and reports

Needing Support

Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.

Developing

Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.

Effective

Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.

Highly Effective (Goal Setting)

Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.

4.3 Coordinating work with other instructional specialists

Needing Support

Instructional specialist makes no effort to collaborate with other instructional specialists within the district.

Developing

Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.

Effective

Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.

Highly Effective (Goal Setting)

Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.

4.4 Participating in a professional community

Needing Support

Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.

Developing

Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.

Effective

Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.

Highly Effective (Goal Setting)

Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

4.5 Engaging in professional development

Needing Support

Instructional specialist does not participate in

Developing

Instructional specialist's participation in

Effective

Instructional specialist seeks out

Highly Effective (Goal Setting)

Instructional specialist actively pursues

professional development activities, even when such activities are clearly needed for the enhancement of skills.

professional development activities is limited to those that are convenient or are required.

opportunities for professional development based on an individual assessment of need.

professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.

4.6 Showing professionalism, including integrity and confidentiality

Needing Support

Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.

Developing

Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.

Effective

Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.

Highly Effective
(Goal Setting)

Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

APPENDIX D-3
CHELSEA SCHOOL DISTRICT
PSYCHOLOGIST EVALUATION DOCUMENT

Psychologist (Chelsea) (v.2020)

Printed August 19, 2024

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Domain 1: Planning and Preparation

1.1 Demonstrating knowledge and skill in using psychological instruments to evaluate students

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.

1.2 Demonstrating knowledge of child and adolescent development and psychopathology

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.

1.3 Establishing goals for the psychology program appropriate to the setting and the students served

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

1.4 Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the	Psychologist displays awareness of governmental regulations and of resources for students available through the school or	Psychologist displays awareness of governmental regulations and of resources for students available through the school or	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through

school or district.	district, but no knowledge of resources available more broadly.	district and some familiarity with resources external to the district.	the school or district and in the community.
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1.5 Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

1.6 Developing a plan to evaluate the psychology program

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment

2.1 Establishing rapport with students

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.

2.2 Establishing a culture for positive mental health throughout the school

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.

2.3 Establishing and maintaining clear procedures for referrals

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

2.4 Establishing standards of conduct in the testing center

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

2.5 Organizing physical space for testing of students and storage of materials

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Domain 3: Delivery of Service

3.1 Responding to referrals; consulting with teachers and administrators

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.

3.2 Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)

Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.

Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.

Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.

Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.

3.3 Chairing evaluation team

Needing Support

Psychologist declines to assume leadership of the evaluation team.

Developing

Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.

Effective

Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.

Highly Effective (Goal Setting)

Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.

3.4 Planning interventions to maximize student's likelihood of success

Needing Support

Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.

Developing

Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.

Effective

Psychologist's plans for students are suitable for them and are aligned with identified needs.

Highly Effective (Goal Setting)

Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

3.5 Maintaining contact with physicians and community mental health service providers

Needing Support

Psychologist declines to maintain contact with physicians and community mental health service providers.

Developing

Psychologist maintains occasional contact with physicians and community mental health service providers.

Effective

Psychologist maintains ongoing contact with physicians and community mental health service providers.

Highly Effective (Goal Setting)

Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.

3.6 Demonstrating flexibility and responsiveness

Needing Support

Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.

Developing

Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.

Effective

Psychologist makes revisions in the treatment program when it is needed.

Highly Effective (Goal Setting)

Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

4.1 Reflecting on practice

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.

4.2 Communicating with families

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.

4.3 Maintaining accurate records

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.

4.4 Participating in a professional community

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4.5 Engaging in professional development

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4.6 Showing professionalism

Needing Support	Developing	Effective	Highly Effective (Gaol Setting)
Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

APPENDIX D-4
CHELSEA SCHOOL DISTRICT
SOCIAL WORKER EVALUATION DOCUMENT

Social Worker (v.2020)

Printed August 19, 2024

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Domain 1: Planning and Preparation

1.1 Utilizes knowledge of current trends of specialized theory and techniques in school social work area.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW demonstrates little understanding of theory and techniques. SSW does not plan to meet with students individually or in groups.	SSW demonstrates basic understanding of theory and techniques. SSW plans occasional meetings with individual students or groups to advance the service goals.	SSW demonstrates understanding of theory and techniques. SSW plans frequent meetings with individual students or groups to help students make good academic and social choices.	SSW demonstrates comprehensive and coherent understanding of theory and techniques; plans for students to make increasingly independent sound, informed academic and personal social choices.

1.2 Demonstrates knowledge of child and adolescent development

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW displays little or no knowledge of child and adolescent development.	SSW displays partial knowledge of child and adolescent development.	SSW displays accurate understanding of typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, SSW displays knowledge of the extent to which individual students follow the general patterns.

1.3 Establishes goal and objectives in accordance with MDE guidelines for school social work support appropriate to the students and settings.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW has no clear goals and objectives for services, or they are inappropriate to either the situation or the age of the students.	SSW's goals and objectives for services are rudimentary, and are partially suitable to the situation and the age of the students.	SSW's goals and objectives for services are clear and appropriate to the situation in the school and to the age of the students.	SSW's goals and objectives for services are highly appropriate to the situation in the school and the age of the students, and developed following consultations with students, parents, colleagues. Goals include collaborating with others to effect school wide change.

1.4 Demonstrates knowledge of resources, both within and beyond the school and district.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)

SSW demonstrates little or no knowledge of governmental regulations and resources for students available through the school/district.

SSW displays awareness of governmental regulations and resources for students available through the school/district, but no knowledge of more broadly-available resources.

SSW displays awareness of government regulations and resources for students available through school/district, some familiarity with external resources.

SSW's knowledge of governmental regulations and resources for students is extensive, including those available through the school/district and in the community.

1.5 Plans and integrates services within the overall school program.

Needing Support

SSW services consist of a random collection of unrelated activities, lacking coherence or an overall structure.

Developing

SSW's plan has a guiding principle and includes a number of worthwhile activities but some don't fit with the broader goals.

Effective

SSW had developed a plan that includes important aspects of SSW in the school setting.

Highly Effective (Goal Setting)

SSW's evaluation plan is highly sophisticated, with multiple sources of data and a clear path towards improving the delivery of services on an ongoing basis.

1.6 Develops a plan to collect and analyze data to evaluate the effectiveness of the delivery of services.

Needing Support

SSW has no plan to evaluate service delivery or resists suggestions that such an evaluation and/or a plan is important.

Developing

SSW has a rudimentary plan to evaluate services.

Effective

SSW's plan to evaluate services is organized around clear goals and objective sand the collection of data to indicate degree to which goals have been met.

Highly Effective (Goal Setting)

SSW's evaluation plan is highly sophisticated, with multiple sources of data and a clear path towards improving the delivery of services on an ongoing basis.

1.7 Demonstrates knowledge of students' interests and cultural heritage.

Needing Support

SSW demonstrates little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.

Developing

SSW recognizes the value of understanding students' interests or cultural heritage but demonstrates this knowledge for the class only as a whole.

Effective

SSW demonstrates acceptance and knowledge of the interests or cultural heritage of each student.

Highly Effective (Goal Setting)

SSW demonstrates a high degree of acceptance and knowledge of the interests or cultural heritage of groups of students and recognizes the value of the this knowledge.

1.8 Accommodates for individual learning styles, abilities, behaviors and populations.

Needing Support

SSW is unfamiliar with the varied learning styles that students exhibit, such as learning approaches and modalities.

Developing

SSW displays general understanding of the varied learning styles that students exhibit and generally accommodates.

Effective

SSW displays solid understanding of the varied learning styles that students exhibit and accommodates appropriately.

Highly Effective (Goal Setting)

SSW is highly skilled in using knowledge of students' varied learning styles to provide differentiated accommodations.

Domain 2: The Learning Environment

2.1 Creates an environment of trust and respect.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW's interactions with students are negative or inappropriate and the SSW does not promote positive interactions among students.	SSW's interactions are a mix of positive and negative; the SSW's efforts at encouraging positive interactions among students are partially successful.	SSW's interactions with students are positive and respectful and the SSW actively promotes positive student-to-student interactions.	Students seek out the SSW, reflecting a high degree of comfort and trust in the relationship; SSW teaches students how to engage in positive interactions.

2.2 Promotes/supports a culture for productive communication

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW makes not attempt to promote/support communication between and among staff on behalf of students.	SSW makes no attempt to promote/support communication throughout the school between and among staff on behalf of students' needs are partially successful.	SSW promotes/supports open communication throughout the school for productive and respectful communication between and among staff on behalf of students.	SSW establishes and maintains lines of productive and respectful communication between and among staff on behalf of students.

2.3 Participates with team in implementing special education referral process.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW has no understanding of and makes no attempt to participate with team in implementing clear procedures for the referral process.	SSW has basic understanding of and minimally participates with team in implementing clear procedures for the referral process.	SSW actively participates with team in implementing clear procedures for the referral process; procedures are mostly clear to all staff members.	In consultation with staff at all levels, SSW actively participates with team in implementing and communicating to everyone clear procedures for all aspects of referrals, meetings and evaluations.

2.4 Establishes standards of conduct, and contributes to the school culture for student behavior.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW has established no standards of conduct for students during sessions and makes no contribution to maintaining a environment of civility in the school.	SSW's efforts to establish standards of conduct for sessions are partially successful. SSW attempts, with limited success, to contribute to the level of civility in the school as a whole.	SSW has established clear standards of conduct for sessions, and makes a significant contribution to the environment of civility in the school.	SSW has established clear standards of conduct for sessions and students contribute to maintaining them. SSW takes a leadership role in maintaining the environment of civility in the school.

2.5 Organizes physical space(s) for services that is conducive to planned activities.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)

SSW office/classroom is in disarray and inappropriate for the planned activity.

SSW office/classroom is somewhat inviting and organized for the planned activity.

SSW office/classroom arrangements are inviting, and conducive to the planned activities.

SSW office/classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3: Service Delivery

3.1 Assess student needs.

Needing Support

SSW does not assess student needs, or the assessments result in inaccurate conclusions.

Developing

SSW's assessments of student needs are perfunctory.

Effective

SSW assesses student needs, and knows the range of student needs in the school

Highly Effective (Goal Setting)

SSW conducts detailed and individualized assessment of student needs to individualize student plans.

3.2 Engages staff in learning new skills and collaborates with them to implement individualized education plans based on student needs.

Needing Support

SSW declines opportunities to share professional knowledge with fellow staff members.

Developing

SSW's efforts to engage staff in professional learning are partially successful, with some staff participating.

Effective

SSW is engaged in helping staff acquire new skills.

Highly Effective (Goal Setting)

SSW is highly engaged in helping staff acquire new skills and initiating suggested areas for growth.

3.3 Assists students to learn new skills, integrating and applying them in the educational setting.

Needing Support

SSW does not attempt to assist students and staff to formulate and implement educational plans for students.

Developing

SSW's attempts to assist students and staff to formulate and implement educational plans for students are partially successful.

Effective

SSW assists students and staff to formulate and implement educational plans for students.

Highly Effective (Goal Setting)

SSW demonstrates a variety of approaches in assisting individual students and staff to formulate and implement educational plans for students.

3.4 Uses evidence-based research and strategies for service delivery.

Needing Support

SSW has few techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning.

Developing

SSW displays a narrow range of techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning.

Effective

SSW uses a range of techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning.

Highly Effective (Goal Setting)

SSW uses an extensive range of techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning

3.5 Seeks or acquires information and/or resources to meet needs.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW does not make connections with other programs in order to meet student needs.	SSW's efforts to allocate services with other programs in school are partially successful.	SSW shares with other programs within the school or district to meet student needs.	SSW share with other programs and agencies both within and beyond the school or district to meet individual student needs.

3.6 Demonstrates flexibility and responsiveness.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW adheres to his or her plan, in spite of its inadequacy or when a change will clearly improve the intervention or situation.	SSW makes minimal changes in the delivery of services when confronted with evidence of the need for change.	SSW makes revisions in the delivery of services when it is needed and these new adjustments occur smoothly.	SSW anticipates and continually seeks ways to improve the delivery of services, successfully making changes as needed in response to student, parent, or teacher input or circumstances.

3.7 Accepts and provides feedback with students, parents, and colleagues at all levels.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW does not provide feedback or provides feedback that is uniformly poor or sarcastic/demeaning in nature.	SSW generally provides appropriate feedback; some insightful elements are present, others are not.	SSW provides insightful feedback; encourages participation through mutual respect; observes and responds to verbal/nonverbal cues; processes feedback with an openness to change.	SSW provides consistently insightful feedback; encourages participation through mutual respect; observes and responds to verbal/nonverbal cues; processes feedback with an openness to change; provisions are made for students to utilize feedback when applicable.

Domain 4: Professional Responsibilities

4.1 Reflects on practice.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW does not reflect on practice or the reflections are inaccurate or self-serving.	SSW's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	SSW's reflection provides an accurate and objective description of practice, citing specific areas of strengths and weaknesses; SSW makes some specific suggestions as how better to improve their practice.	SSW's reflection provides a highly accurate and objective description of practice, correctly identifying strengths and weaknesses. SSW draws on an extensive repertoire to suggest alternative strategies to better improve their practice.

4.2 Prepares and submits reports and meets timelines.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW's reports are missing, inaccurate or late, resulting in confusion.	SSW's reports are generally accurate but occasionally late.	SSW's reports are accurate, submitted to meet timelines and written in a manner that allows a layperson/parent to understand the contents and implications.	SSW's reports are accurate, submitted ahead of time and written in a manner that allows a layperson/parent to understand the contents and implications and serve as a model for colleagues.

4.3 Maintains accurate records and data for compliance.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW's records and data are in disarray and unsecured.	SSW's records and data are generally accurate and stored in a secure location but occasionally late.	SSW's records and data are accurate, well-organized and securely stored.	SSW's records and data are accurate, his-her approach to record-keeping and data is highly systematic and efficient, stored in a secure location and serve as a model for colleagues.

4.4 Communicates with families in a professional manner.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW provides no information to families either about the service or about their student(s).	SSW provides limited, though accurate, information to families about the service and about their student(s).	SSW provides thorough and accurate information to families about the service and about their student(s).	SSW secures necessary permissions, is proactive in providing information to families about service and about their student(s) through a variety of means and communicates with families in a manner highly sensitive to cultural and linguistic traditions, reaching out to student families to enhance trust.

4.5 Communicates with colleagues at all levels in a professional manner.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW fails to communicate with colleagues or communicates in an insensitive manner. Communication is uniformly poor, sarcastic or demeaning in nature.	SSW's communication with colleagues is partially successful; but there are occasional insensitivities to differing opinions, cultural and linguistic traditions.	SSW communicates with colleagues at all levels and does so in a manner that is sensitive to differing opinions, cultural and linguistic traditions.	SSW communicates with colleagues at all levels in a highly professional manner, builds trust, is sensitive to differing opinions and is able to stay professional even when colleague is inappropriate and/or nonresponsive or not timely.

4.6 Participates in the professional/educational community.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW's relationships with colleagues are negative or self-serving and SSW avoids being involved in schools and district events and projects.	SSW's relationships with colleagues are cordial and SSW participates in school and district events and projects when specifically requested.	SSW participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	SSW makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4.7 Engages in professional development.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	SSW participation in professional development activities is limited to those that are convenient or are required.	SSW seeks out opportunities for professional development based on an individual assessment of need.	SSW actively pursues PD opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4.8 Shows professionalism, including integrity, advocacy, and confidentiality.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW is unable to identify problem(s) and/or explore solutions and is not adaptable or flexible: utilizes rigid subjective, and/or uncompromising negotiating techniques.	SSW is generally able to identify/explore problem(s)/solution(s) and is usually open to opinions of others; is typically flexible, objective and adaptable when implementing negotiating techniques.	SSW appropriately assists in problem identification, is open to ideas and opinions of others, maintains flexibility, objectivity and adaptability in exploring alternative solutions, involves concerned individuals, and provides feedback that respects the dignity of others.	SSW is highly-skilled and sensitive to individual needs when identifying problems and exploring solutions, encourages and models appropriate negotiating techniques, is highly sensitive and respectful of others' opinions and ideas, and assists the participants to monitor own behavior.

4.9 Presents and disseminates information.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SSW's presentation and/or dissemination of information is unclear and confusing and does not seek to clarify.	SSW clarifies information as needed after initial presentation and/or dissemination or when information is confusing.	SSW presents and/or disseminates information clearly in verbal/written form; uses language or terminology appropriate to audience/setting, clarifying as needed.	SSW anticipates possible misunderstanding in information that is presented and/or disseminated, reacts appropriately and enriches the understanding.

4.10 Utilizes conflict resolution and negotiating techniques as appropriate.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
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SSW is unable to identify problem(s) and/or explore solutions and is not adaptable or flexible: utilizes rigid subjective, and/or uncompromising negotiating techniques.

SSW is generally able to identify/explore problem(s)/solution(s) and is usually open to opinions of others; is typically flexible, objective and adaptable when implementing negotiating techniques.

SSW appropriately assists in problem identification, is open to ideas and opinions of others, maintains flexibility, objectivity and adaptability in exploring alternative solutions, involves concerned individuals, and provides feedback that respects the dignity of others.

SSW is highly-skilled and sensitive to individual needs when identifying problems and exploring solutions, encourages and models appropriate negotiating techniques, is highly sensitive and respectful of others' opinions and ideas, and assists the participants to monitor own behavior.

4.11 Utilizes technology as a tool to accomplish job duties and to communicate with others.

Needing Support

SSW does not use technology as a tool to accomplish job duties and to communicate with others.

Developing

SSW uses minimal technology to accomplish job duties and to communicate with some others.

Effective

SSW uses a variety of technologies to accomplish job duties effectively and to communicate with parents, students, and staff.

Highly Effective (Goal Setting)

SSW enhances communication with parents, students and staff through resourceful use of technology and is proactive in utilizing technological devices to accomplish job duties in creative, effective, and increasingly proficient ways.

4.12 Accepts strengths and limitations in self and others.

Needing Support

SSW displays little acceptance of strengths and limitations of self and others and does not recognize the need to do so.

Developing

SSW generally displays acceptance of strengths and limitations of self and others and can occasionally see its value.

Effective

SSW displays obvious acceptance of strengths and limitations of self and others and recognizes its value.

Highly Effective (Goal Setting)

SSW is highly perceptive, recognizing and accepting the strengths and limitations of self and others and utilizes this knowledge to make appropriate decisions.

APPENDIX D-5
CHELSEA SCHOOL DISTRICT
SPEECH AND LANGUAGE PATHOLOGIST EVALUATION DOCUMENT

Speech and Language Pathologist (v.2020)

Printed August 19, 2024

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Domain 1: Planning and Preparation

1.1 Demonstrates knowledge/skill of the IEP process, including planning, facilitating and follow-up.

Needing Support

SLP demonstrates little understanding of the IEP process

Developing

SLP demonstrates basic understanding of the IEP process.

Effective

SLP demonstrates good understanding of the IEP process, SLP plans meetings ahead of time, appropriately facilitates and follows-up as required.

Highly Effective (Goal Setting)

SLP demonstrates comprehensive and thorough understanding of the IEP process, planning is efficient and timely, exemplary facilitation skills are used and follow-up is initiated by SLP.

1.2 Demonstrates knowledge of child and adolescent development.

Needing Support

SLP displays little or no knowledge of child and adolescent development.

Developing

SLP displays partial knowledge of child and adolescent development.

Effective

SLP displays accurate understanding of typical developmental characteristics of the age group, as well as exceptions to the general patterns.

Highly Effective (Goal Setting)

In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, displays knowledge of the extent to which individual students follow the general patterns.

1.3 Establishes goals and objectives in accordance with MDE guidelines for speech and language support appropriate to the students and the setting.

Needing Support

SLP has no clear goals and objectives for services, or they are inappropriate to either the situation or the age of the students.

Developing

SLP's goals and objectives for services are rudimentary, and are partially suitable to the situation and the age of the students.

Effective

SLP's goals and objectives for services are clear, measurable and in accordance with MDE guidelines. Goals are suitable to the situation and to the age of the students.

Highly Effective (Goal Setting)

SLP's goals and objectives for services are clear, measurable and in accordance with MDE guidelines. Goals are age appropriate, written in a way that can be generalized to all students parents and colleagues.

1.4 Demonstrates knowledge of resources, both within and beyond the school and district.

Needing Support

Developing

Effective

Highly Effective (Goal Setting)

SLP demonstrates little or no knowledge of governmental regulations and resources for students available through the school/district.

SLP displays awareness of governmental regulations and resources for students available through the school/district, but no knowledge of more broadly-available resources.

SLP displays awareness of government regulations and resources for students available through school/district, some familiarity with external resources.

SLP's knowledge of governmental regulations and resources for students is extensive, including those available through the school/district and in the community.

1.5 Plans and integrates services within the overall school program.

Needing Support

SLP services consist of a random collection of unrelated activities, lacking coherence or an overall structure.

Developing

SLP's plan has a guiding principle and includes a number of worthwhile activities, but some don't fit with the broader goals.

Effective

SLP has developed a plan that includes important aspects of SLP in the school setting.

Highly Effective (Goal Setting)

SLP's plan is thorough; in consultation with administrators and teachers. Serves to support not only students individually/in groups, but the broader educational program.

1.6 Develops a plan to collect and analyze data to evaluate effectiveness of the services.

Needing Support

SLP has no plan to evaluate service delivery or resists suggestions that such an evaluation and/or a plan is important.

Developing

SLP has a rudimentary plan to evaluate services.

Effective

SLP's plan to evaluate services is organized around clear goals and the collection of data to indicate degree to which goals have been met.

Highly Effective (Goal Setting)

SLP's evaluation plan is organized around clear goals, with multiple sources of data and a clear path towards improving the delivery of services on an ongoing basis.

1.7 Demonstrates knowledge of students' interests and cultural heritage.

Needing Support

SLP demonstrates little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.

Developing

SLP recognizes the value of understanding students' interests or cultural heritage but demonstrates this knowledge for the class only as a whole.

Effective

SLP demonstrates acceptance and knowledge of the interests or cultural heritage of each student.

Highly Effective (Goal Setting)

SLP demonstrates a high degree of acceptance and knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.

1.8 Accommodates for individual learning styles, abilities, behaviors, and populations.

Needing Support

SLP is unfamiliar with the varied learning styles that students exhibit, such as learning approaches and modalities.

Developing

SLP displays general understanding of the varied learning styles that students exhibit and generally accommodates.

Effective

SLP displays solid understanding of the varied learning styles that students exhibit and accommodates appropriately.

Highly Effective (Goal Setting)

SLP is highly skilled in using knowledge of students' varied learning styles to provide differentiated accommodations.

Domain 2: The Learning Environment

2.1 Creates and environment of trust and respect.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SLP's interactions with students are negative or inappropriate and the SLP does not promote positive interactions among students.	SLP's interactions are a mix of positive and negative; the SLP's efforts at encouraging positive interactions among students are partially successful.	SLP's interactions with students are positive and respectful and the SLP actively promotes positive student- to - student interactions.	Students seek out the SLP, reflecting a high degree of comfort and trust in the relationship; SLP teaches students how to engage in positive interactions.

2.2 Promotes/supports a culture of productive communication.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SLP makes no attempt to promote/support communication between and among staff on behalf of students.	SLP's attempts to promote/support communication throughout the school between and among staff on behalf of students' needs are partially successful.	SLP promotes/supports open communication throughout the school for productive and respectful communication between and among staff on behalf of students.	SLP establishes and maintains ongoing lines of productive and respectful communication between and among staff on behalf of students.

2.3 Participates with team in implementing special education referral process.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SLP has no understanding of and makes no attempt to participate with team in implementing clear procedures for the referral process.	SLP has basic understanding of and minimally participates with team in implementing clear procedures for the referral process.	SLP actively participates with team in implementing clear procedures for the referral process; procedures are mostly clear to all staff members.	In consultation with staff at all levels, SLP actively participates with team in implementing and communicating to everyone clear procedures for all aspects of referrals, meetings and evaluations.

2.4 Establishes standards of conduct and contributes to school culture for student behavior.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SLP has established no standards of conduct for students during sessions and makes no contribution to maintaining an environment of civility in the school.	SLP's efforts to establish standards of conduct for sessions are partially successful. SLP attempts, with limited success, to contribute to the level of civility in the school as a whole.	SLP has established clear standards of conduct for sessions, and makes a significant contribution to the positive behavior support environment in the school.	SLP has established clear standards of conduct for sessions and students contribute to maintaining the positive behavior support environment in the school.

2.5 Organizes physical space(s) for services that is conducive to planned activities.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)

SLP office/classroom is in disarray and inappropriate for the planned activity.

SLP office/classroom is somewhat inviting and organized for the planned activity.

SLP office/classroom arrangements are inviting, and conducive to the planned activities.

SLP office/classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3: Service Delivery

3.1 Assess student needs.

Needing Support

SLP does not assess student needs, or the assessments result in inaccurate conclusions.

Developing

SLP's assessments of student needs are perfunctory.

Effective

SLP assesses student needs, and knows the range of student needs in the school.

Highly Effective (Goal Setting)

SLP conducts detailed and individualized assessment of student needs to individualize student plans.

3.2 Assists staff in learning new skills and collaborates with them to implement individualized education plans based on student needs.

Needing Support

SLP declines opportunities to share professional knowledge with fellow staff members.

Developing

SLP's efforts to engage staff in professional learning are partially successful, with some staff participating.

Effective

SLP is engaged in helping staff acquire new skills.

Highly Effective (Goal Setting)

SLP is highly engaged in helping staff acquire new skills and initiating suggested areas for growth.

3.3 Assists students to learn new skills, integrating and applying them in the educational setting.

Needing Support

SLP does not attempt to assist students and staff to formulate and implement educational plans for students.

Developing

SLP's attempts to assist students and staff to formulate and implement educational plans for students are partially successful.

Effective

SLP assists students and staff to formulate and implement educational plans for students.

Highly Effective (Goal Setting)

SLP demonstrates a variety of approaches in assisting individual students and staff to formulate and implement educational plans for students.

3.4 Uses evidence-based research and strategies for service delivery.

Needing Support

SLP has few techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning.

Developing

SLP displays a narrow range of techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning.

Effective

SLP uses a range of evidence-based research and strategies to help students acquire/recoup skills as identified in the RtI or special education process.

Highly Effective (Goal Setting)

SLP uses an extensive range of evidence-based research and strategies to help students acquire/recoup skills as identified in the RtI or special education process.

3.5 Seeks or acquires information and/or resources to meet needs.

Needing Support

SLP does not make connections with other programs in order to meet student needs.

Developing

SLP's efforts to allocate services with other programs in school are partially successful.

Effective

SLP seeks or acquires information and/or resources with other programs within the school or district to meet student needs.

Highly Effective (Goal Setting)

SLP seeks or acquires information and/or resources with other programs both within and beyond the school or district to meet student needs.

3.6 Demonstrates flexibility and responsiveness.

Needing Support

SLP adheres to his or her plan, in spite of evidence of its inadequacy or when a change will clearly improve the intervention or situation.

Developing

SLP makes minimal changes in the delivery of services when confronted with evidence of the need for change.

Effective

SLP makes revisions in the delivery of services when it is needed and these new adjustments occur smoothly.

Highly Effective (Goal Setting)

SLP anticipates and continually seeks ways to improve the delivery of services, successfully making changes as needed in response to student, parent, or teacher input or circumstances.

3.7 Accepts and provides feedback with students, parents and colleagues at all levels.

Needing Support

SLP does not provide feedback or provides feedback that is uniformly poor or sarcastic/demeaning in nature.

Developing

SLP generally provides appropriate feedback; some insightful elements are present, others are not.

Effective

SLP provides insightful feedback for; encourages participation through mutual respect; observes and responds to verbal/nonverbal cues; processes feedback with an openness to change.

Highly Effective (Goal Setting)

SLP provides consistently insightful feedback; encourages participation through mutual respect; observes and responds to verbal /nonverbal cues; processes feedback with an openness to change; provisions are made for students to utilize feedback when applicable.

Domain 4: Professional Responsibilities

4.1 Reflects on practice.

Needing Support

SLP does not reflect on practice or the reflections are inaccurate or self-serving.

Developing

SLP's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.

Effective

SLP's reflection provides an accurate and objective description of practice, citing specific areas of strengths and weaknesses; SLP makes some specific suggestions as to how better to improve their practice.

Highly Effective (Goal Setting)

SLP's reflection provides a highly accurate and objective description of practice, correctly identifying strengths and weaknesses. SLP draws on an extensive repertoire to suggest alternative strategies to better improve their practice.

4.2 Prepares and submits IEP paperwork and meets timelines.

Needing Support

SLP's IEP paperwork is missing, inaccurate or late, resulting in confusion.

Developing

SLP's IEP paperwork is generally accurate but occasionally late.

Effective

SLP's IEP paperwork is accurate, and submitted to meet timelines.

Highly Effective (Goal Setting)

SLP's IEP paperwork is accurate, submitted ahead of time and written in a manner that allows a layperson/parent to understand the contents and implications and serve as a model for colleagues.

4.3 Maintains accurate records and data for compliance.

Needing Support

SLP's records and data are in disarray and unsecured.

Developing

SLP's records and data are generally accurate and stored in a secure location but occasionally late.

Effective

SLP's records and data are accurate, well-organized and securely stored.

Highly Effective (Goal Setting)

SLP's records and data are accurate, his/her approach to record-keeping and data is highly systematic and efficient, stored in a secure location, and serve as a model for colleagues.

4.4 Communicates with families in a professional manner.

Needing Support

SLP provides no information to families either about the service or about their student(s).

Developing

SLP provides limited, though accurate, information to families about the service and about their students.

Effective

SLP provides thorough and accurate information to families about the service and about their student(s).

Highly Effective (Goal Setting)

SLP secures necessary permissions, is proactive in providing information to families about service and about their student(s) through a variety of means and communicates with families in a manner highly sensitive to cultural and linguistic traditions, reaching out to student families to enhance trust.

4.5 Communicates with colleagues at all levels in a professional manner.

Needing Support

SLP fails to communicate with colleagues or communicates in an insensitive manner. Communication is uniformly poor, sarcastic or demeaning in nature.

Developing

SLP's communication with colleagues is partially successful; but there are occasional insensitivities to differing opinions, cultural and linguistic traditions.

Effective

SLP communicates with colleagues at all levels and does so in a manner that is sensitive to differing opinions, cultural and linguistic traditions.

Highly Effective (Goal Setting)

SLP communicates with colleagues at all levels in a highly professional manner, builds trust, is sensitive to differing opinions and is able to stay professional even when colleague is inappropriate and/or nonresponsive.

4.6 Participates in the professional/educational community.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SLP's relationships with colleagues are negative or self-serving and SLP avoids being involved in school and district events and projects.	SLP's relationships with colleagues are cordial and SLP participates in school and district events and projects when specifically requested.	SLP participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	SLP makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4.7 Engages in professional development.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SLP does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	SLP participation in professional development activities is limited to those that are convenient or are required.	SLP seeks out opportunities for professional development based on an individual assessment of need.	SLP actively pursues PD opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4.8 Shows professionalism, including integrity, advocacy, and confidentiality.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SLP displays dishonesty in interactions with colleagues, students, and the public, violates principles of confidentiality, and does not advocate for students.	SLP is honest in interactions with colleagues, students, and the public, does not violate confidentiality, and advocates minimally for students when needed.	SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, advocating for students when needed.	SLP can be counted on to hold the highest standards of honesty, integrity and confidentiality when advocating for students and takes a leadership role with colleagues.

4.9 Presents and disseminates information.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SLP's presentation and/or dissemination of information is unclear and confusing and does not seek to clarify.	SLP clarifies information as needed after initial presentation and/or dissemination or when information is confusing.	SLP presents and/or disseminates information clearly in verbal/written form; uses language or terminology appropriate to audience/setting, clarifying as needed.	SLP anticipates possible misunderstanding in information that is presented and/or disseminated, reacts appropriately and enriches the understanding.

4.10 Utilizes technology as a tool to accomplish job duties and to communicate with others.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SLP does not use technology as a tool to accomplish job duties and to communicate with others.	SLP uses minimal technology to accomplish job duties and to communicate with some others.	SLP uses variety of technologies to accomplish job duties effectively and to communicate with parents, students, and staff.	SLP enhances communication with parents, students and staff through resourceful use of technology and is proactive in utilizing technological devices to accomplish job duties in creative, effective, and increasingly proficient ways.

4.11 Accepts strengths and limitations in self and others.

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
SLP displays little acceptance of strengths and limitations of self and others and does not recognize the need to do so.	SLP generally displays acceptance of strengths and limitations of self and others and can occasionally see its value.	SLP displays obvious acceptance of strengths and limitations of self and others and recognizes its value.	SLP is highly perceptive, recognizing and accepting the strengths and limitations of self and others and utilizes this knowledge to make appropriate decisions.

APPENDIX D-6
CHELSEA SCHOOL DISTRICT
TEACHER EVALUATION DOCUMENT

Teacher CD (v.2020)

Domain 1: Planning & Preparation

1.1 Demonstrating Knowledge of Content and Pedagogy

Needing Support

In planning and practice, teacher makes content errors or does not correct errors made by students.

Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.

Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

Developing

Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.

Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.

Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.

Effective

Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.

Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.

Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.

**Highly Effective
(Goal Setting)**

Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.

Teacher's plans and practices reflect understanding of pre-requisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.

Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

1.2 Demonstrating Knowledge of Students

Needing Support

Teacher displays little or no knowledge of the developmental characteristics of the age group.

Teacher sees no value in understanding how students learn and does not seek such information.

Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.

Developing

Teacher displays partial knowledge of the developmental characteristics of the age group.

Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.

Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.

Effective

Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.

Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.

Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.

**Highly Effective
(Goal Setting)**

In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.

Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.

Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.

Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.

Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.

Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.

Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.

Teacher is aware of students' special learning and medical needs.

Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.

Teacher possesses information about each students' learning and medical needs, collecting such information from a variety of sources

L.3 Setting Instructional Outcomes

Needing Support

Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.

Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.

Outcomes reflect only one type of learning and only one discipline or strand.

Outcomes are not suitable for the class or are not based on any assessment of student needs.

Developing

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.

Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.

Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.

Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.

Effective

Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.

All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.

Outcomes reflect several different types of learning and opportunities for coordination.

Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.

Highly Effective (Goal Setting)

All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.

All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.

Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.

Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

L.4 Demonstrating Knowledge of Resources

Needing Support

Teacher is unaware of resources for classroom use available through the school or district.

Teacher is unaware of resources to enhance

Developing

Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.

Teacher displays awareness of resources to

Effective

Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.

Teacher displays awareness of resources to

Highly Effective (Goal Setting)

Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

Teacher's knowledge of resources to

content and pedagogical knowledge available through the school or district.

Teacher is unaware of resources for students available through the school or district.

enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.

Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.

enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.

Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.

enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

1.5 Designing Coherent Instruction

Needing Support

Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.

Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.

Instructional groups do not support the instructional outcomes and offer no variety.

The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.

Developing

Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.

Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.

Instructional groups partially support the instructional outcomes, with an effort at providing some variety.

The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.

Effective

All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.

All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.

Instructional groups are varied as appropriate to the students and the different instructional outcomes.

The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.

Highly Effective (Goal Setting)

Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.

All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology, and of student participation in selecting or adapting materials.

Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

1.6 Designing Student Assessments

Needing Support

Assessment procedures are not appropriate

Developing

Some of the instructional outcomes are

Effective

All the instructional outcomes are assessed

Highly Effective (Goal Setting)

Diverse approach to assessment is fully

Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

2a Creating an environment of respect and rapport

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

2b Establishing a Culture for Learning

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students.

students.

Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.

learning and achievement.

Students minimally accept the responsibility to do good work but invest little of their energy into its quality.

Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.

Students appear to have internalized these expectations.

Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

2c Managing Classroom Procedures

Needing Support

Students not working with the teacher are not productively engaged in learning.

Transitions are chaotic, with much time lost between activities or lesson segments.

Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.

Considerable instructional time is lost in performing non-instructional duties.

Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.

Developing

Students in only some groups are productively engaged in learning while unsupervised by the teacher.

Only some transitions are efficient, resulting in some loss of instructional time.

Routines for handling materials and supplies function moderately well, but with some loss of instructional time.

Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.

Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.

Effective

Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.

Transitions occur smoothly, with little loss of instructional time.

Routines for handling materials and supplies occur smoothly, with little loss of instructional time.

Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.

Volunteers and paraprofessionals are productively and independently engaged during the entire class.

Highly Effective (Goal Setting)

Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.

Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.

Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.

Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

2d Managing Student Behavior

Needing Support

No standards of conduct appear to have been established, or students are confused as to what the standards are.

Student behavior is not monitored, and teacher is unaware of what the students are doing.

Teacher does not respond to misbehavior in

Developing

Standards of conduct appear to have been established, and most students seem to understand them.

Teacher is generally aware of student behavior but may miss the activities of some students.

Teacher attempts to respond to student

Effective

Standards of conduct are clear to all students.

Teacher is alert to student behavior at all times.

Teacher responds to misbehavior in

Highly Effective (Goal Setting)

Standards of conduct are clear to all students and appear to have been developed with student participation.

Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.

Teacher responds to misbehavior in

Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.

Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.

Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.

Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

2e Organizing Physical Space

Needing Support

The classroom is unsafe, or learning is not accessible to some students.

The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.

Minimally Effective

The classroom is safe, and at least essential learning is accessible to most students.

Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.

Effective

The classroom is safe, and learning is equally accessible to all students.

Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.

Highly Effective (Goal Setting)

The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.

Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Domain 3: Instruction

3a Communicating with Students

Needing Support

Teacher's purpose in a lesson or unit is unclear to students.

Teacher's directions and procedures are confusing to students.

Teacher's explanation of the content is unclear or confusing or uses inappropriate language.

Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.

Minimally Effective

Teacher attempts to explain the instructional purpose, with limited success.

Teacher's directions and procedures are clarified after initial student confusion.

Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.

Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.

Effective

Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.

Teacher's directions and procedures are clear to students.

Teacher's explanation of content is appropriate and connects with students knowledge and experience.

Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.

Highly Effective (Goal Setting)

Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.

Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.

Teacher's explanation of content is imaginative and connects with students knowledge and experience. Students contribute to explaining concepts to their peers.

Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

3b Using Questioning and Discussion Techniques

Needing Support

Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.

Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.

A few students dominate the discussion.

Developing

Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.

Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.

Teacher attempts to engage all students in the discussion, but with only limited success.

Effective

Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.

Teacher creates a genuine discussion among students, stepping aside when appropriate.

Teacher successfully engages all students in the discussion.

Highly Effective (Goal Setting)

Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.

Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.

Students themselves ensure that all voices are heard in the discussion.

3c Engaging Students in Learning

Needing Support

Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.

Instructional groups are inappropriate to the students or to the instructional outcomes.

Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.

The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.

Developing

Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.

Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.

Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.

The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.

Effective

Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.

Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.

Instructional materials and resources are suitable to the instructional purposes and engage students mentally.

The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.

Highly Effective (Goal Setting)

All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.

Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.

Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.

The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

3d Using Assessment in Instruction

Needing Support

Developing

Effective

Highly Effective (Goal Setting)

Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

3e Demonstrating Flexibility and Responsiveness

Ineffective	Developing	Effective	Highly Effective
Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Domain 4: Professional Responsibilities

4a Reflecting on Teaching

Needing Support	Developing	Effective	Highly Effective
Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its

the success of a lesson.

Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.

Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.

and can cite general references to support the judgment.

Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.

Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

4b Maintaining Accurate Records

Needing Support

Teacher's system for maintaining information on student completion of assignments is in disarray.

Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.

Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.

Developing

Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.

Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.

Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.

Effective

Teacher's system for maintaining information on student completion of assignments is fully effective.

Teacher's system for maintaining information on student progress in learning is fully effective.

Teacher's system for maintaining information on non-instructional activities is fully effective.

Highly Effective (Goal Setting)

Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.

Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.

Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

4c Communicating with Families

Needing Support

Teacher provides little or no information about the instructional program to families.

Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.

Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.

Developing

Teacher participates in the school's activities for family communication but offers little additional information.

Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.

Teacher makes modest and partially successful attempts to engage families in the instructional program.

Effective

Teacher provides frequent information to families, as appropriate, about the instructional program.

Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.

Teacher's efforts to engage families in the instructional program are frequent and successful.

Highly Effective (Goal Setting)

Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.

Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.

Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for

projects that could be enhanced by family participation.

4d Participating in a Professional Community

Ineffective	Developing	Effective	Highly Effective (Goal Setting)
Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

4e Growing and Developing Professionally

Needing Support	Developing	Effective	Highly Effective (Goal Setting)
Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

4f Showing Professionalism

Needing Support	Developing	Effective	Highly Effective
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Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	(Goal Setting) Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

APPENDIX D-7
CHELSEA SCHOOL DISTRICT
INDIVIDUAL DEVELOPMENT PLAN

Staff Name

Administrator

Probational Year

Date Created

Duration of the IDP (in Weeks)

Date to be Evaluated

This document will serve as a plan between the school district and <Insert staff name>. While it's identified as a mutual document, it is the expectation that the supervisor is responsible for the identified supports outlined below. It is also expected that the employee follows through with each outlined area to improve, including the timelines identified. An employee's failure to adhere to this document may result in discipline up to termination of employment.

Goal 1 - Add Element from Rubric if possible
Teacher Plans (Action Steps)

Teacher Responsibilities (Examples may be lesson plans, communication guidelines, meeting notes, etc.)

•

Supervisor Supports

•

Notes (Weekly Meetings)

<Add Date>

Add Notes Here

Goal 2 - Add Element from Rubric if possible
Teacher Responsibilities

•

Supervisor Supports

•

Notes (Weekly Meetings)

<Add Date>	Add Notes Here

Goal 3 - Add Element from Rubric if possible	
Teacher Responsibilities	
Supervisor Supports	
Notes (Weekly Meetings)	
<Add Date>	Add Notes Here

General Notes

My signature below signifies I have received and understand this document.

Name

Date

Name

APPENDIX D-8
CHELSEA SCHOOL DISTRICT
PRE-OBSERVATION FORM

<u>Lesson Plan Template</u>				
Standards	Lesson Title:			
<i>List the CCSS your students are learning.</i>	Learning Outcomes: <i>(Refer to Bloom's Taxonomy; Students will...)</i>			
	Success Criteria: <i>(What will students say, do, make, or write to indicate they are moving toward the learning outcome?)</i>			
	Flexible Learning: <i>(How will you meet the needs of all learners within your classroom?)</i> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 33%; vertical-align: top;"> High Content Knowledge/Skill #____students Plan: </td> <td style="width: 33%; vertical-align: top;"> Some Content Knowledge/Skill #____students Plan: </td> <td style="width: 33%; vertical-align: top;"> Limited Content Knowledge/Skill #____students Plan: </td> </tr> </table>	High Content Knowledge/Skill #____students Plan:	Some Content Knowledge/Skill #____students Plan:	Limited Content Knowledge/Skill #____students Plan:
	High Content Knowledge/Skill #____students Plan:	Some Content Knowledge/Skill #____students Plan:	Limited Content Knowledge/Skill #____students Plan:	
Student Engagement: <i>(How will students show engagement/participation during each of the activities?)</i> <i>Whole Group?</i> <i>Small group or Partners?</i> <i>Individual Practice?</i>				

APPENDIX D-9
CHELSEA SCHOOL DISTRICT
POST-OBSERVATION FORM

Teacher:

Date:

Grade Level/Subject:

Evaluator:

Directions for completing the Post-Observation Reflection/Conversation Form: Before the reflection conversation, the employee reviews the observation data provided by the evaluator. Using the appropriate domain rubric, the employee will determine celebrations and areas of focus within teaching and student learning practices. Be ready to share your initial reflections. During the reflection conversation, the employee and evaluator will collaboratively determine and document priorities in the “How can you use this tomorrow?” box.

What did you set out to do?	What is the most important student learning that happened?
How do you feel your teaching impacted learning during this lesson?	How can you use this learning tomorrow? Who will you contact for support?

APPENDIX E
EXTRA-DUTY COMPENSATION AGREEMENT FORM

All work, under Article XVI, (C) , is voluntary and can be terminated by either party at any time. If work is terminated, payment for services rendered will be made. Extra-duty compensation will be paid when work is completed, certified, and processed by the Business Office.

In order to receive extra-duty compensation, an employee, supervising administrator, and Superintendent or designee must sign a completed form. Work is not to be performed prior to a signed agreement. If work is performed prior to approval by all parties, it may not be compensated.

Name of Employee: _____

Work/services to be performed:

Account Number to be Charged: _____

Number of Hours Approved: _____

Rate of Pay

- | | | |
|---|--------------------------|-----------|
| A. Professional Extra-Duty (PED), Article XVI, 3, (C) (a) | ☐ | \$20/hour |
| B. Professional Development (PD), Article XVI, 2, (B) (1) | ☐ | \$40/hour |
| C. Professional Extra-Duty (PED) Article XVI, 3, (C) (b) | ☐ | \$60/hour |
| D. Extended-Year Pay (EYP), Article XVI, (D) | ☐ | per diem |

Employee

Supervising Administrator

Superintendent or Designee

I certify that _____ hours have been completed on the following dates/times.

Date

Time

Date

Time

Date

Time

Date

Time

Employee

Date

Supervising Administrator

Date

APPENDIX F

B-2, B-3, B-4 RECOMMENDATION FORM

This form is to be completed and submitted to both the CEA negotiations chair and Superintendent. Recommendations are for 1) adding positions, 2) deleting positions, or 3) changing duties listed in Appendices B-2, B-3, or B-4 (see Article XVII, 2, (C)).

The Board or its designee is responsible for approving all positions or duties. Compensation must be negotiated between the Board and the CEA.

Title of Position: _____

☐ New Position (Section 1) ☐ Duty Changes (Section 2) ☐ Delete Position

Section 1: NEW POSITION RECOMMENDATION

A. Description of Duties

1. How much duty time will be required, **beyond** the regular work day?

_____ hours, or _____ days, or _____ other

Explain:

2. Describe the work:

3. Any school day duties? _____ yes _____ no

If yes, describe:

- B. What will be the average number of students per advisor/coach/employee? _____

- C. Total program budget: \$_____ (Do not include compensation for this position.)

- D. Approximate preparation time: _____ hours, or _____ days, or _____ other

Explain:

- E. How much equipment or other material will be managed by the employee?

F. Are there any qualifications required or desired for this position? _____ yes _____ no

If yes, describe:

G. What is the length of the season/program? _____

H. How many events are required of this position? _____

Describe the events:

I. Will there be any travel requirements? _____ yes _____ no

If yes, describe:

J. Will this position require supervision of adults? _____ yes _____ no

If yes, describe:

K. Is this position similar to any other position listed in Appendices B-2, B-3, or B-4? _____ yes _____ no

If yes, describe:

Please attach any information to this recommendation you wish to have considered.

Section 2: DUTY CHANGE RECOMMENDATION

A. List "additions" to duties being recommended:

B. List "deletions" to duties being recommended:

C. What will be the approximate INCREASE or DECREASE in duty time for the changes proposed?

INCREASED _____ hours, or _____ days, or _____ other

Explain:

DECREASED _____ hours, or _____ days, or _____ other

Explain:

D. What percent of total duties in the present job description do you think this change represents?

INCREASED _____% or DECREASED _____%

Please attach any information to this recommendation you wish to have considered.

I understand that this recommendation may or may not be considered for negotiations, based on the approval of the Board and CEA as outlined in Article XVII, 2 of this Agreement.

Employee Name (Printed)

Employee Signature

Date

+++++
For office use only -

Date received by

CEA Negotiations Chair

Superintendent

APPENDIX G
ASSIGNMENT/TRANSFER REQUEST FORM

Requests may be for internal postings or future openings.

1. Name of Employee: _____
2. Current Assignment: _____
3. Current Building: _____
4. Length of Service in Current Assignment: _____
5. Length of Service to Chelsea School District: _____
6. List the assignments desired (i.e., 3rd, 4th, 5th grade; any lower elementary grade; middle school, high school; English, math, science; or any combination):

7. Provide any additional information you would like to have considered:

cc: Superintendent
CEA President
Building Administrator

INDEX

accreditation - XVI, 40	extra-curricular - assignments: XVII, 45-47; AB, 66-67 compensation: XVI, 38; AB, 66-67	lesson plans - absences: VIII, 23 evaluation: XI, 31; AD, 119, 121	postings (internal & external) - VI, 17; XVII, 45; AG, 127	sick leave bank - VIII, 25-27
appeal - VI, 16; XV, 37; XVII, 46; XVIII, 49; XIX, 51	extra-duty - XVII, 45, 46, 47; XVIII, 48 compensation: XVI, 38, 39; AE, 123	mental examination - VIII, 23	presentation days - IX, 29	student contact time - V, 13
arbitration - XVIII, 49, 50; AC, 73	FMLA (Family Medical Leave Act) - VIII, 24-25; XVI, 44	mentor - XVI, 40	Probationary (non-tenured) employee - III, 10; VII, 18; X, 30; XI, 31, 32; XII, 33; XVI, 40; XVII, 46-47; XVIII, 48; AB, 63	student instruction days - V, 12, 16
assignment - III, 10; V, 13; VI, 17, 18; VIII, 22, 23; XIV, 36; XVI, 38, 39, 41; XVII, 45, 47; AC, 73; AG, 127	GLA (General Leave of Absence) - VIII, 24	National Board Certified - XVI, 40	professional days - IX, 28; X, 30	student teachers - XIV, 36
certificate/certification - V, 15; VII, 19; XVI, 40, 41	grievance - chair: III, 8 procedures: III, 8; VIII, 27; XVII, 46-47; XVIII, 48-50; AC, 73-76 limitations: VIII, 27; XII, 33; XVIII, 48	NCPS (Non-Certified Professional Staff) - I, 5	professional development - III, 9; V, 13, 15-16; IX, 28, 29; XV, 37 compensation: XVI, 39; AE, 123	suspension - employee: XII, 33 student: XV, 37
class size - V, 13, 14; XVI, 40	health coverage - XVI, 41-44 cash-in-lieu: XVI, 43 medical: VIII, 24 plan options: XVI, 41-43 vision and dental: XVI, 43	negotiations - I, 6; XVI, 46 procedures: XXI, 53 Schedule B positions: AF, 125-126	recall - VII, 19-20	Tenure Act - XVII, 47; XVIII, 48
conferences - IX, 28; XI, 31, 32	illness - VIII, 21-23, 26	non-renewal - XII, 33 extra-curricular: XVII, 47	reduction - VII, 19	tenured (non-probationary) employee - VIII, 24; XIV, 36; XVI, 40; XVII, 47
curriculum - V, 14; XIII, 34, 35	IDP (Individual Development Plan) - AD, 119-120 compensation: AB, 63 evaluation: XI, 31-32 first-year employee: X, 30; XI, 32	orientation - XVI, 39	religious observance - VIII, 23	termination - VIII, 21; XII, 33; XVIII, 48; AD, 119
death - employee: VIII, 26; XVI, 44 funeral leave: VIII, 23	injury - VIII, 21-22; XV, 37	part-time employee - V, 13	rights - board: II, 7 employee: III, 8-9; VII, 19; VIII, 22, 24; XII, 33; XVII, 46-47; XVIII, 48	transfer - VI, 17-18; XVII, 46 involuntary transfer: VI, 18 transfer request: VI, 17; AG 128
disability - III, 9 absence: VIII, 21, 22, 23, 26 compensation: VIII, 22	insurance (see "health coverage") - liability: XVI, 38	pay period - XVI, 44	safety - V, 15; XV, 37	tuition reimbursement - XVI, 40
discipline - staff: III, 9 student: XV, 36	interns (see "student teachers")	payroll deductions - IV, 11	salary schedule - AB, 63-72 athletics: AB, 68-69 co-curricular: AB, 72 extra-curricular: AB, 66-67 professional: AB, 64-65	unpaid leave - VIII, 22, 25; XVI, 39, 44
evaluation(s) - compensation: AB, 63 extra-curricular: XVII, 45 process: X, 30; XI, 31-33 rubrics: AD, 76-118	jury duty - VIII, 23	personal business day leave - V, 13; IX, 28 unused: IX, 28; XVI, 41	school improvement - XIII, 34; XVI, 40	vacancy - VI, 17
experience credit - VI, 18; XVI, 38; XVII, 45, 47	layoff - III, 10; VII, 19-20 recall from layoff: VII, 19	personnel file - III, 9; XI, 32	seniority - III, 10; VI, 18; VII, 19	workday - V, 12, 13; IX, 28; XX, 52
extended-year pay - XVI, 39; AE, 123	leaves of absence FMLA: VIII, 24-25; XVI, 44 GLA: VIII, 24 personal business days: V, 13; IX, 28, 29; XVI, 41 sick days: V, 13; VIII, 21, 26; XVI, 41 non-chargeable: VIII, 23	physical examination: VIII, 23	sick day leave - V, 13; VIII, 21, 22, 25, 26; IX, 28 unused: VIII, 21; XV, 41	Zero Hour - V, 12