

MASTER AGREEMENT

BETWEEN

**WASHTENAW COUNTY EDUCATION
ASSOCIATION/
CHELSEA EDUCATION ASSOCIATION,
MEA/NEA**

AND

CHELSEA SCHOOL DISTRICT

BOARD OF EDUCATION

July 1, 2023 - June 30, 2026

TABLE OF CONTENTS

Article	Page
Introduction.....	3
I. Recognition	4
II. Board Rights.....	5
III. CEA and Employee Rights	6
IV. Payroll Deductions	9
V. Hours, Conditions, and Class Load	10
VI. Assignment, Transfer, Vacancy, and Promotion	14
VII. Reductions of Personnel and Recalls for NCPS	16
VIII. Leaves of Absence.....	17
IX. Personal, Professional, and Presentation Days	23
X. Individual Development Plan	25
XI. NCPS Evaluation	26
XII. NCPS Improvement Procedures	28
XIII. District Curriculum Council.....	30
XIV. Student Teaching Assignments	31
XV. Student Discipline and Employee Protection	32
XVI. Professional Compensation	33
XVII. Co- and Extra-Curricular Assignments	39
XVIII. Grievance Procedure	42
XIX. Student Accommodations	45
XX. Miscellaneous Provisions	46
XXI. Negotiation Procedures.....	47
XXII. Duration of Agreement.....	48

APPENDICES

A-1	2023-2024 Boxed and Written Calendars	49
B-1	Salary Schedules	51
B-2	Schedule B-2 - Extra-Curricular	53
B-3	Extra Curricular Athletics	54
B-4	Co-Curricular/Linked	56
C-1	Grievance Report Form	57
D-1	Psychologist Evaluation and Rubrics	59
D-2	Counselor Evaluation and Rubrics	64
D-3	Speech Pathologist Evaluation and Rubrics	69
D-4	School Social Worker Evaluation and Rubrics	75
D-5	NCPS Individual Development Plan	81
D-6	Pre and Post Observations Form.....	82
E	Extra-Duty Compensation Agreement	84
F	B-2, B-3, B-4 Recommendation Form	85
G	Assignment/Transfer Request	87
	Index	88

THIS AGREEMENT is entered into as of the 12th Day of June 2023
Between:

CHELSEA SCHOOL DISTRICT BOARD OF EDUCATION
(The “Board”)
and the
WASHTENAW COUNTY EDUCATION ASSOCIATION (WCEA)/
CHELSEA EDUCATION ASSOCIATION (CEA),
MEA, NEA
(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 teaching staff, 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).

The Board and the CEA agree as follows:

ARTICLE I

RECOGNITION

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

All K-12 instructional personnel, including 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 teacher and NCPS.
- C. The term “day” 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 the period beginning with the first employee working day of school through the last employee working day of school. The term “contract” 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.

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.

ARTICLE III

CEA AND INDIVIDUAL EMPLOYEE RIGHTS

For the purposes of this Section the following rights apply to the CEA as an organization.

A. CEA Rights

1. The bargaining unit members 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.

1. The CEA may utilize employee mailboxes including district email accounts for communication.

2. The CEA President and grievance chairperson may use non-pupil contact time during the regular school day for CEA business.

3. 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.

The CEA 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.

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.

6. 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. The Board and CEA shall share equally in the substitute costs for CEA days. CEA days may be taken in half-day (1/2) blocks. Upon mutual agreement, the CEA may be granted additional CEA days.

7. 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 business days prior to the changes in FTE status.

8. District faculty meetings shall take precedence over CEA meetings, if announced three days in advance or for an emergency.

9. 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 the purposes of this section the following rights apply to all bargaining unit members except where otherwise noted.

1. The provisions of this Agreement shall be applied without regard to race, creed, religion, color, national origin, age, sex, genetics, or marital status.
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. Employees should refer to MCL 15.401 for additional information.
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 is 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 NCPS 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

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.).

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.

A member of the CEA may, at the request of the employee, accompany the employee.

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 review of the employee's personnel file at that time.

An employee may request the removal of items from the personnel file. The District is under no obligation to remove materials from the personnel file. However, an employee does have the right to file a written explanation and have it included in the employee's file.

6. 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 of Schools 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 of Education President. The Board of Education 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, not later than 10:00 PM of the night of the meeting.)
7. 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.
8. For the purposes of this Agreement, seniority shall be computed from the last 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.
9. NCPS shall be in a probationary status for the first five years of service in the district.

ARTICLE IV

PAYROLL DEDUCTIONS

1. 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.

ARTICLE V

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 ½ 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. 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, 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. When a staff meeting is held, the employees will be expected to be in attendance until its conclusion, with the 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.

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 at the high school and to an elective class period at the middle school.

Elementary teachers shall be guaranteed no fewer than 420 planning minutes in a typical 5 day school week, with at least three 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/intermediate teacher.

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

- 5) 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.
- 6) 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) An employee employed part-time 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 conferences 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

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. 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 bargaining unit member of 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 a bargaining unit staff member'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 6 period day for middle school staff and one hundred thirty-five (135) students per day per trimester for high school staff. Payment in the amount of \$200 per student above the aforementioned class size limits will be made at the conclusion of each trimester.

d) 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 Revised Administrative Rules for Special Education, the Administration 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. 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.
- 5) Administration will make every effort to provide at least 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 articles.
 - 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

Teachers 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 15 days prior to the state submission deadline of each school year. (The District shall provide a form for reporting professional development activities.)

Failure to report or meet such requirements by the deadline shall result in a salary reduction of ¼% of a teacher's base pay. Such reduction shall be taken in the teacher's June 23 paycheck. If District professional development time is not approved by the state, no reduction of ¼% base pay will occur.

Should the teacher's failure to meet the professional development requirements of the State result in a loss of teacher certification, the teacher's employment will be terminated.

NEW TEACHER PROVISION Teachers in their first three 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. MCL 380.1526.

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

Scheduled student instruction days/hours 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.

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.

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.

ARTICLE VI

ASSIGNMENT, TRANSFER, VACANCY, AND PROMOTION

(B-1, B-2, B-3 and Administrative Vacancies)

- A. The Board recognizes that it is desirable, in making assignments, to consider the interests and aspirations of its employees. For the purpose of Article VI, 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 bargaining unit members.
 - 5) External Posting – The posting of a position available to external candidates or for additional employment for internal candidates.
- B. All NCPS postings shall be for a minimum of five (5) days. Personal notification of the posting shall be provided to the CEA President or designee at least one day before the first day of posting. Electronic notification will be utilized to inform all members of the NCPS 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. Copies shall be sent to the District, the affected building principal(s) and the CEA President. (See Appendix G)
- E. Employees must apply for openings when 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/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 linked 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 NCPS positions shall be made at the discretion of the administration by considering qualifications, competency, aspirations, experience, seniority, and other relevant factors.
- J. Administrative vacancies shall be posted internally and may be posted externally. Qualified applicants will be interviewed.
- K. Notice of any change in NCPS assignments should take place prior to the end of the school year. If no such notification is rendered to the NCPS, the NCPS can be reasonably certain the NCPS's assignment shall be the same. If there becomes a need to change a NCPS's assignment after the end of the school year, notification of the change shall be given to the affected NCPS 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 NCPS will be consulted and the CEA President shall be notified.
- L. An involuntary transfer of an NCPS 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 NCPS and the CEA President of the reasons for such transfer.
- M. NCPS 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 NCPS is dissatisfied with an assignment, the NCPS may appeal the decision to the Superintendent for review.
- N. 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 3130 and related Administrative Guidelines

ARTICLE VII

REDUCTIONS OF PERSONNEL AND RECALLS FOR NCPS

- 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 NCPS in a given area, field or program, or eliminate or consolidate position(s), the Board agrees to follow the procedure listed below:
- 1) NCPS 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 NCPS to replace and perform all of the needed duties of the laid off NCPS.
 - 2) If reduction is still necessary, then probationary NCPS, with the least seniority, will be laid off first, provided there are remaining fully qualified, NCPS to replace and perform all of the needed duties of the laid off NCPS.
 - 3) If further reduction is still necessary, then non-probationary NCPS, with the least seniority, will be laid off first, provided there are fully qualified NCPS to replace and perform all of the needed duties of the laid off NCPS.
- B. To be fully qualified, an NCPS shall possess a valid (where required) certificate or license(s).
- C. Recall – In the event of layoff, the Board will institute a recall procedure as follows:
- The most senior NCPS on layoff who possesses the certifications and qualification for the open position will be recalled to that position.
- No new NCPS shall be employed by the Board while there are NCPSs of the District who are laid off, unless there are no laid-off NCPSs with proper certification and qualifications. The Board shall give written notice of recall from layoff by sending a registered or certified letter to the NCPS at their last known address. It is the NCPS's responsibility to notify the Board of any change of address. The NCPS's address, as it appears on the Board's records, shall be conclusive when used in connection with layoffs or recall. If an NCPS fails to report to work within ten (10) days from the date of sending of the recall, unless an extension is granted in writing by the Board, the NCPS 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 paragraph "C" above.
- E. The Board shall give no less than thirty-(30) days' notice to the NCPS being laid off.
- F. An NCPS 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 (VIII), shall return to the step to which the employee was at 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 I - Illness and Disability

A. Sick leave credits shall be earned during each school year in the following manner:

First and second years of service: 1 per month to a maximum of 10

Each succeeding year of service: 1.5 per month to a maximum of 15

The unused days from prior years shall be carried forward in each case. The maximum credit bank for each employee shall be equal to one school 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 time in half-day increments.

Members who exceed 185 sick days will be paid an additional \$50 per sick day accrued at the end of the school year (up to 15 days per year).

B. 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. The immediate family is defined as father, mother, spouse, children, brother, sister, father-in-law, mother-in-law, grandchildren, grandparents, step-parents, step-children, step-grandchildren, step-brother, step-sister. The Superintendent or designee may approve exceptions upon request of the employee.

C. 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.

D. 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.

E. 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.

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. However, the employee may be subject to disciplinary action by the Board.

If an employee is no longer able to work due to an injury or emotional trauma sustained as a direct result of an assault within the employee's rights, the CEA will assist the employee in obtaining retirement disability compensation benefits with the retirement disability.

If requested by the District, the employee must provide appropriate documentation.

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.

- F. 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 Web Site.
- G. 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.
- H. Illness on days when school is not in session shall not be deducted from sick leave accounts nor there be any loss of pay.
- I. 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 duration of such illness or disability up to one school year, and the leave may be renewed for an additional school year upon written request by the employee and approval by the Board.
- J. Employees 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 continued ability to perform the employee's duties prior to returning to work.

- K. To receive sick leave payments, the employee must perform all assigned duties until disabled and return to service as soon as able.
- L. 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 curricula continuity through substitutes.
- M. 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 employee's essential job functions or may be a danger to himself or others.

Section II

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 in the event of a death in the immediate family 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. The immediate family is defined as father, mother, spouse, children, brother, sister, father-in-law, mother-in-law, grandchildren, grandparents, step-parents, step-children, step-grandchildren, step-brother, step-sister.
- 2) For other relatives or person 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 – Religious observance, if the tradition of the employee's religion requires abstention from work, up to two (2) school days.

C. Jury and Court Leave

Each employee shall be excused from the employee's assigned duties for jury duty or attendance at any public hearing pursuant to subpoena. 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. Subpoenas for personal issues, outside of civic duty, will be counted as personal time.

D. Selective Service Physical Examination

Employees reporting for a selective service physical examination shall be excused without loss of pay or sick leave or business leave for such purpose.

Section III – Unpaid Leaves of Absence

Leaves of absence without pay are available as provided below:

A. General Leave of Absence – shall be granted under the following circumstances:

- 1) Military Service Time - Leaves and rights shall be in accordance with existing state and federal statutes.
- 2) A leave of absence of up to one (1) school year shall be granted to any tenured teacher or non-probationary NCPS for the purpose of serving as an officer of the MEA or the NEA.

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

C. General Leave of Absence – may be granted at the discretion of the Board and will be considered non-precedent setting.

- 1) A general leave of absence for one (1) school year may be granted to an employee, provided it is not contrary to the best interests of the school district.
- 2) A leave of absence not to exceed two (2) school years may be granted to any tenured teacher or non-probationary NCPS 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.
- 3) A leave of absence of up to two (2) school years may be granted to any tenured teacher or non-probationary NCPS 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 fulltime participant in such program; or a cultural travel or work program related to the employee's professional responsibilities; provided said employee states the employee's intention to return to the school system. An employee returning from such a leave of absence shall be placed on 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.

D. Leaves for the purpose of obtaining other employment will not be granted, except as noted in A (2)

E. 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. FMLA leaves are limited to one per year. A year is defined as 365 calendar days from the first day of the last FMLA leave.

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. 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. 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 below, the Board may, at its sole discretion, renew unpaid leaves of absence.

G. Family and Medical Leave Act (FMLA)

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, birth of a child 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.

FMLA leaves are unpaid unless the employee is entitled to paid leave, which will run concurrently with FMLA leave.

FMLA leaves run concurrent with all leave language outlined in Article VIII of this Agreement.

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 differ by personal circumstance. Full details of the District's FMLA policy are available from the Human Resources Department.

- H. Unpaid 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 (250) days.
- G. The sick leave bank will be controlled by a committee composed of five (5) CEA/Professional staff members. 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 the employee's sick 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 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.

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

ARTICLE IX
PERSONAL, PROFESSIONAL, AND PRESENTATION DAYS

A. Personal Days

- 1.) A maximum of four (4) personal days per school year, will be allowed each school year. 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 sick leave.
- 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; or on a District Provided Professional Development period, except for an unexpected emergency. Employees will not be granted personal days on scheduled dates for open houses or parent/teacher conferences, except for an unexpected emergency and with the approval of the Superintendent.
- 5.) An employee planning to use a personal day or days shall notify the employee's principal at least forty-eight (48) hours in advance. In cases of emergency, the time requirement may be waived by the principal.
- 6.) No reason need be given for personal day requests.
- 7.) Unused personal days will be paid out to employees at \$75 per day, per year.
(see Article 16 Section 2.E.8)

B. Professional Days

- 1) Employees shall be required to attend professional development or District activities, but only during the regular teacher calendar and workday.
- 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.

C. Presentation Days

In the event that an employee, is requested to present to an outside school group with the goal of 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.
- 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 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 NCPS

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

ARTICLE XI

NCPS EVALUATION

- A. The purpose of NCPS evaluation is to document performance, improve the quality of instruction, and to assist NCPS to meet their potential.
- 1) NCPS will be evaluated at least once annually, unless excused by law or executive order. Evaluations will be completed by May 15.
 - 2) NCPS shall be evaluated on their performance during on-duty hours. The evaluation process, classroom observations, and summative evaluations utilize the observation/evaluation Forms in Appendix D-1 through D-4.
 - 3) The building principal shall notify each NCPS by September 15 regarding the protocol to be used for the evaluation. Each NCPS shall have a formal observation as part of the evaluation at least once during each three school year period.
- B. NCPS shall be evaluated by building administrators utilizing one of the evaluation instruments in Appendix D-1 through D-4.
- 1) The evaluator is expected to describe and analyze what is happening in the working situation; provide an unbiased rating of the NCPS' performance; conduct conferences with NCPS 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 be familiar with the NCPS duties and caseload; have knowledge of the technical aspects of the position, derived from professional experience, in-service, and course work, which would build skills in the evaluation of the position
- C. Each NCPS evaluation may be based upon actual observation, collaboratively compiled data, and data compiled by the evaluator and not based on hearsay or a compilation of complaints.
- 1) NCPS Evaluations shall include at least two observations. One formal observation will be completed at least once every three school years. All relevant data to the evaluation process will be reviewed and attached to each evaluation.
 - 2) All evaluations will be done with the full knowledge of the individual evaluated.
 - 3) Pre and post-observation conferences are required for each formal observation.(Appendix D-6)
 - 4) The formal observation must be prearranged. The informal observation must be a minimum of fifteen minutes in length. Appropriate forms (Appendix D-1 through D-4 will be used for these observations.)
- D. NCPS may respond to evaluations:
- 1) NCPS have the right to submit written comments within five (5) days following the evaluation conference. This response will be placed in the personnel file and attached to the Board's evaluation copy.

- 2) NCPS have the right to request, if rated “ineffective,” within five (5) days following the evaluation conference, an additional evaluation to be completed by another administrator in the District. This evaluation should be completed within twenty (20) days and by the end of the school year.
- 3) NCPS may ask for a CEA member to be present during the additional classroom observation and the post-observation conference.

E. In the case of an unacceptable evaluation:

- 1) The evaluator will directly supervise performance improvement.
- 2) A partnership will exist between the evaluator and the building principal in cases where the building principal is not the evaluator.
- 3) An individual development plan will be developed between the NCPS and evaluator at a conference within fifteen (15) days of the evaluation. (See Appendix D-5) 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
- 4) The NCPS will be granted an additional evaluation upon request.

NCPS may utilize survey results, standardized testing, academic results, and/or other tools to measure effectiveness of interventions with students as student growth data in the evaluation process.

F. 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.

ARTICLE XII

NCPS IMPROVEMENT PROCEDURES

To improve the quality of professional service of probationary NCPS in Chelsea, the parties agree to the following:

A. In the case of an unacceptable evaluation:

- 1) The evaluator will directly supervise performance improvement.
- 2) At the request of the NCPS or the immediate evaluator, an additional evaluation will be conducted by the same administrator or another administrator in the Chelsea School District. The procedures of Article XI will be used.
- 3) An individual improvement plan will be developed between the NCPS and evaluator at a conference within fifteen (15) days of the evaluation. (See Appendix D-5). 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
- 4) Probationary NCPS may request a CEA member to be present at any meetings with the evaluator.

B. Notice of non-renewal:

- 1) Notice of a) intent to not re-employ; b) non-renewal of; or c) discipline, suspension, or discharge of a probationary NCPS shall be in writing and include the reason(s) for the action.
- 2) Upon receipt of notice of non-renewal by a probationary NCPS, 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 NCPS 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 request. The hearing may be either in open or closed session, as the affected NCPS shall request.
- 4) At the hearing, the affected NCPS may, if they choose, be represented by counsel of their choice or a CEA member.

5) The NCPS shall be entitled to offer sworn testimony of witnesses on their behalf, to testify in 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 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.

C. This procedure shall be the exclusive procedure for probationary NCPS rights under this collective bargaining agreement. For issues involving evaluation, discipline, suspension, termination, or non-renewal, there is no additional access to this Agreement's grievance procedure.

ARTICLE XIII

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 shall be as follows:

A. Membership

1. K-5 grade level chairs
2. 6-12 department chairs
3. Non-core content area specialists based upon the curriculum review cycle
 - \$1,000 stipend per curriculum cycle
 - Two-year cycle to review and implement
 - Summer and/or after school work shall be required
4. Executive Director of Instruction (council chairperson)
5. Superintendent (ex-officio member)
6. Board of Education Member (ex-officio member)
7. Community Member(s)

B. Process

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

C. Timelines

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

ARTICLE XIV

STUDENT TEACHING ASSIGNMENTS

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

ARTICLE XV
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 counselors, 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. An employee may use such force as necessary to protect from attack or to prevent injury to another student.
- C. 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, as promptly as the duties and responsibilities will allow, but not later than the following morning, full particulars of the incident in writing. The procedure to be followed in excluding a student from class shall be established by the administrator and distributed to each teacher at the beginning of the employee's employment.
- D. 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 school 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.
- E. Care of property and safety of students –Employees shall be expected to exercise reasonable care with respect to safety of students and property and will be cautioned that they will be individually liable to students and/or parents for injury in the case of gross negligence.
- F. Bargaining unit members will follow defined and established procedures per Board Policy and MCL 380.1311a.
- G. 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.
- H. 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.

ARTICLE XVI

PROFESSIONAL COMPENSATION

Section 1 – Regular Compensation

- A. The salaries for employees covered by this agreement are identified in Schedule 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. 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, or extra-duty assignment must be in accordance with the terms of this agreement.
- D. All teachers may be required to substitute in other teaching assignments, during the non-teaching portions of their regular assignment, when there is emergency coverage needed or when regular or volunteer coverage is not available. A teacher will not be assigned to substitute in a non-emergency situation unless the administration has attempted to secure three teacher volunteer substitutes.

When teachers voluntarily, or by assignment, serve as a substitute, they shall be paid as follows:

- 1) Elementary teachers - \$7.00/quarter hour or fraction thereof;
 - 2) Middle/High School teachers - \$7.00/quarter hour or fraction thereof or \$28 per full class period, whichever is more.
- E. If a teacher accepts an additional teaching class assignment in lieu of a planning period, the teacher shall receive additional compensation in the amount calculated by dividing the teacher's 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 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 teachers when their personal automobiles are used as provided in this section.

Section 2 – Extra-Duty Compensation

All work under Article XVI, Section 2 A, B, and C extra-duty compensation is voluntary and can be terminated by either party at any time. If work is terminated, payment for services rendered will be paid. Extra-duty compensation will be paid when work is completed, certified, and processed by the Business Office. (See Appendix E)

In order to receive extra-duty compensation under this Article, the 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.

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).

A. Professional Development (PD)

- 1) The Board and CEA (CEA) believe there is a mutual benefit for employees to increase their knowledge and skill. The Board may offer unpaid and paid professional development opportunities. When the Board offers “paid” opportunities outside of regular contract hours, the rate of pay shall be \$14.00 per hour. Paid or unpaid professional development outside of the employee’s regular contract hours shall not be required. (See Appendix E)
- 2) The District may require newly-hired employee’s 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 professional development (PD) rate of pay for attending such activities. The District is not required to provide such orientation days. (See Appendix E)

B. Professional Extra Duty (PED) (School Improvement/Curriculum/Accreditation)

- 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 (See Appendix E) 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 Professional Extra-Duty form and only for the hours actually worked. If an employee fails to provide the service outlined in the PED agreement, or if the PED work is cancelled by the District, the employee shall be compensated only for services rendered. (See Appendix E)
- 3) PED work shall be compensated at \$28.00 per contracted hour.

C. 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 services are rendered. (See Appendix E)

D. 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 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.

E. Other Compensation not on Schedule B

- 1) Employees, who provide a written resignation to the District before February 1, and at least 120 calendar days prior to the effective date of the resignation, shall receive a \$500 stipend to be paid on June 23.
- 2) 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 certification.
- 3) 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) Mentors – Mentors assigned by the District in providing training and support for non-tenured teachers or probationary NCPS, shall be paid \$650 per school year. The District shall provide a job description for the mentor. Mentors must be tenured teachers or non-probationary NCPS, 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) Two thousand (\$2,000) dollars shall be allocated to each building for distribution to employees who serve on accreditation teams or school improvement committees.
- 6) Please refer to the class size compensation language in Article V.

- 6) Employees who have completed 25 years of Chelsea School District service shall annually receive \$400 which shall be placed in an annuity program approved by the District and selected by the employee. Such payment shall be made in June.
- 7.) Employees presenting at the evening parent preview meeting prior to the Reproductive Health Unit shall be paid at the Professional Extra Duty rate. Pay shall be limited to one employee per grade level. The PED rate will be guaranteed for two (2) hours, and every one-quarter (1/4) hour exceeding the two-hour scheduled meeting will be prorated.
- 8.) Unused personal days will be paid out to employees at \$75 per day, per year.
- 9.) Members who exceed 185 sick days will be paid an additional \$50 per sick day accrued at the end of the school year (up to 15 days per year).
- 10.) Reimbursement for fingerprinting.
- 11.) Reimbursement(s) for certification renewal fees.

Section 3 – Fringe Benefits

A. All employees of the District covered under this contract 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 the 2023-2024 school years, the teachers' bargaining unit may select the level of coverage and plan provider for the unit's medical insurance.

All Health Insurance options are the Chelsea School District Medical Plan through MESSA or equivalent.

- Option 1: MESSA Choices PPO Saver Rx
Office Visit: \$20, UC: \$25, ER: \$50 Deductible: \$500/\$1,000
Rx Copay: \$2/\$10, \$20/\$40, \$20/\$40
Optional mail 2x Copay 34-Day supply 20%
Co-insurance \$0
- Option 2: MESSA Choices PPO – 3 Tier
Office Visit: \$20, UC: \$25, ER: \$50 Deductible: \$500/\$1,000
Rx Copay: \$10, 20% Co-insurance w/\$40 min/\$80 max,
20% Co-insurance w/\$60 min/\$100 max
Mandatory mail 2.5x Copay of 34-Day Supply Coinsurance: 0%
- Option 3: MESSA ABC 1 PPO ABC Rx
Office Visit: UC & ER - Covered after deductible
Deductible: \$1,400/\$2,800
Rx Copay: \$2/\$10, \$20/\$40, \$20/\$40
Optional mail 2x Copay 34-Day supply Access to list of free preventative medications
Coinsurance: 0%
- Option 4: MESSA ABC 1 PPO ABC Rx w/Co-insurance
Office Visit: UC & ER - Subject to co-insurance after deductible Deductible: \$1,350/\$2,700
Rx Copay: \$0/\$2/\$10, \$0/\$20/\$40, \$0/\$20/\$40
Optional mail 2x Copay 34-Day supply Access to list of free preventative medications
Coinsurance: 20%

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

A. Single Subscriber	2023: \$7,399	2024: \$7,702	2025: 2025 Published Rate
B. Two Person	2023: \$15,474	2024: \$16,109	2025: 2025 Published Rate
C. Full Family	2023: \$20,180	2024: \$21,007	2025: 2025 Published Rate

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

A. Single Subscriber	2023: \$7,399
B. Two Person	2023: \$15,474
C. Full Family	2023: \$20,180

B. All employees of the District covered under this contract 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, couple, family) elected.

C. All employees of the District covered under this contract may elect a vision insurance package with benefits equivalent to the vision plan in place during the 2023-2024 year.

The Board will pay 100% of the premium for the vision policy (single, couple, family) elected.

D. In the event the employee elects not to take the health coverage, the employee may apply \$2,800 toward cash-in-lieu of insurance for the 2023 calendar year and \$3,000 for the 2024 calendar year. Employees electing the cash-in-lieu payment may purchase dental and/or vision insurance currently offered to staff members. Annual insurance coverage for all continuing employees shall commence on September 1 and continue through August. 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. 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, 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 contract.

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 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 the bargaining agreement.

Section 4 – Pay Periods

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. Employees who do not choose will receive the same number of payments they received in the previous school year.

ARTICLE XVII

CO-AND EXTRA-CURRICULAR ASSIGNMENTS

Section 1

- 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-I.
- 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, 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. 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.
- G. Evaluation: Supervisory administrators shall notify an employee if the 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 Positions or Duties

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

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.

When an employee wishes to request the addition or deletion of a position or substantial change in duties, the employee shall submit the request to the negotiation chair for the CEA and the Superintendent. The process for considering such requests is as follows:

- A. Submit B-2/B-3/B-4 Request Form (See Appendix F.) to negotiations team through either “chair.”
- B. Chairs set dates for consideration and review job description or proposed job description adjustment.
- C. Chairs bring salary recommendations to team.
- D. Superintendent submits recommendation to Board, and CEA chair submits recommendation to Executive Council.
- E. If approved by both, position becomes part of the contract.
- F. When setting or adjusting the stipend for a B-2, B-3, or B-4 position, the following will be considered:
 - 1) Duty time beyond regular work day
 - 2) Average number of students per advisor/coach/teacher
 - a) Size of budget
 - b) Preparation time
 - c) Equipment/material management
 - d) Qualifications
 - e) Length of season
 - f) Number of events
 - g) Travel requirements
 - h) 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 (years 1 – 4) may appeal supervisory decisions to the Superintendent only.
- B. Non-probationary employees (5+ years) shall have the grievance rights provided in Article XVIII titled “Grievance Procedure” through Level Three. 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 B-2/B-3 Committee shall consist of one (1) CEA member (appointed by the CEA President), one (1) administrator (appointed by the Superintendent), and one (1) mutually agreed-upon third party. Members of the B-2/B-3 Committee shall not be directly involved with the grievance. The decision of the B-2/B-3 Committee is final, and there shall be no additional access to this Agreement’s “Grievance Procedure.” The B-2/B-3 Committee shall submit its written determination within ten (10) days of the hearing.
- C. An employee may be a non-tenured or tenured teacher or probationary NCPS or non-probationary NCPS in the employee’s/ regular assignment, while probationary teacher (years 1 – 4) in their extra-duty B-2/B-3 assignment(s).
- D. Employees in B-4 positions shall have the grievance rights granted to them in Article XVIII.
- E. An employee shall have no recourse to the procedures under the Tenure Act for any non-renewal, discharge or demotion in extra-curricular activities.
- F. Non-CEA members are not afforded rights under the “Grievance Procedure.”

Section 4

- A. Stipends paid on the B-2 (Extra-curricular) and B-3 (Athletics) schedules shall be based on the B-1/BA salary schedule. 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.

Transfer between equivalent coaching positions, across gender lines, will be considered the same (i.e. Boys’ tennis is equivalent to Girls’ tennis).
- B. Stipends paid on the B-4 schedule shall be based on years of experience, as a director, in the Chelsea School District at the BA/MA/PhD level attained by the teacher. Other experience, as a director may be granted at the discretion of the Board. (See article XVI, Sec 1, B.) No employee shall be placed on a higher step than his actual years of experience.

ARTICLE XVIII

GRIEVANCE PROCEDURE

Section 1

A grievance shall be based upon an alleged violation of the terms of this contract which concerns employee's wages, hours, and working conditions.

The following matters shall not be the basis of any grievance filed under the procedure outlined in this Article:

- A. The termination of services of, or failure to re-employ, any non-tenured teacher or probationary NCPS (See Article XII.)
- B. The failure to re-employ any employee to a position on the extra-duty B-2 or B-3 schedule in years 1-4.
- C. Any matter involving the contents of written employee evaluations

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

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. In the administration of the grievance procedure, the interests of the employee shall be the sole responsibility of the CEA.

- D. Any matter that is related to a prohibited bargaining subject under the Public Employment Rights Act, MCL 423.201 et seq.

Section 2

Grievance Procedure -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 affect an equitable solution. These discussions will emphasize dispute resolution utilizing an interest-based, problem-solving process.

- 1) **LEVEL ONE:** In the event the matter is not resolved, the employee may, within ten (10) days of the alleged occurrence of the grievance, or within ten (10) days of the date it should have been discovered, file a formal written grievance with the principal. (See Appendix C-1)

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.

- 2) 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 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.
- 3) 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 no disposition has been made within five (5) days of such 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. The cost of mediation will be borne equally by the parties. The parties will meet within ten (10) days to select a mediator and agree on dates for mediation. 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 of Education. 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. 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 within five (5) days.
- 4) LEVEL FOUR– If the CEA is not satisfied with the results of the grievance at Level 3, it may request an appointment of an arbitrator to hear the grievance or through MERC (Michigan Employment Relations Commission). This 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, he 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.

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.

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.

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.

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 term or as soon thereafter as possible.

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 a grievance be inconsistent with the terms of this agreement. In the administration of the grievance procedure, the interests of the employees shall be the sole responsibility of the CEA.

ARTICLE XIX

STUDENT ACCOMMODATIONS

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

IEP committees will determine student and teacher specific supports as outlined in the legislation.

Concerned employees are encouraged to work through the IEP team/student assistance 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.

ARTICLE XX

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. Prohibited Topics in Negotiations -The parties acknowledge that during the 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, or with respect to any subject or matter not specifically 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 that they negotiated or signed this Agreement.
- C. Legislative Impact on Contract -To assure smooth implementation of new school laws, the Superintendent or designee and CEA President will meet to discuss implementation.
- D. 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 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 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. CEA President shall inform the Board of Education of their intention to use or not use this provision annually by August 1 each school year.
- E. Calendar Requirements and Revision Procedure - The school calendar will include 180 student education days and 185 teacher workdays. Should, during the length of this contract, 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.

ARTICLE XXI

NEGOTIATION PROCEDURES

- A. Any time after January 1, preceding the expiration date of the contract, either party may initiate negotiations for the purpose of entering into a successor agreement. The first meeting shall take place no later than thirty (30) days following such request to begin negotiations. Representatives of the Chelsea Education Association 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.

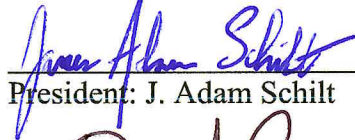
Both parties agree to submit the final agreement for ratification of their appropriate governing bodies. It is understood and agreed that neither body is obligated to ratify the final agreement submitted by the bargaining teams. After ratification by both parties, their representatives shall attach their signatures to the ratified agreement within ten (10) days of ratification.

- C. Any agreement to alter the contract must be approved by the Board and the CEA.

ARTICLE XXII
DURATION OF AGREEMENT

This collective bargaining agreement between the Chelsea School District and the Chelsea Education Association shall be effective July 1, 2023 through June 30, 2026 school years.

CHELSEA EDUCATION ASSOCIATION




President: J. Adam Schilt



Negotiations Secretary: Alison Roberts



Co-Lead Negotiator: Meg Emlaw



Co-Lead Negotiator: Mike Brown



Negotiation Team Member: Judy Hermosillo



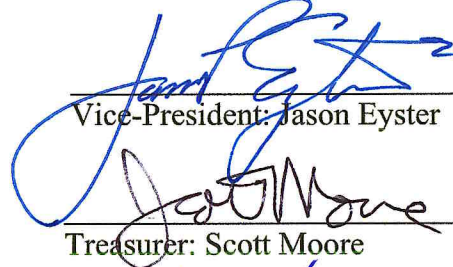
Negotiation Team Member: John Zainea

Dated 6/12/23

BOARD OF EDUCATION



President: Eric Wilkinson



Vice-President: Jason Eyster



Treasurer: Scott Moore



Secretary: Kate Henson



Trustee: Laura Bush



Trustee: Michelle Craig



Treasurer: Glenn Fox
Trustee



Superintendent: Michael J. Kapolka

Dated 6/12/23

**APPENDIX A-1
CHELSEA SCHOOL DISTRICT
2023-2024 CALENDAR**

August 22	All Staff - Professional Development
August 23	All Staff – Professional Development
August 23	Open House <ul style="list-style-type: none"> • 4:00 PM – 6:00 PM – North Creek and South Meadows • 5:00 PM – 7:00 PM – Beach Middle and CHS
August 24	Teacher PD – ½ Flex Day – Option #1
August 28	Students' First Day
September 1-4	No School – Labor Day Weekend
October 11	<i>Parent/Teacher Conferences 3:45 PM - 7:00 PM - Chelsea HS /</i>
October 16	No School
October 19	<i>Parent/Teacher Conferences 3:45 PM - 7:00 PM - Beach MS</i>
October 25	<i>Parent/Teacher Conferences 3:45 PM - 7:00 PM - Beach MS</i>
November 1	No School for Students; Full day Teacher Professional Development #1
November 8	<i>Parent/Teacher Conferences 3:45 PM - 7:00 PM - South Meadows</i>
November 9	Teacher Professional Development – Flex Day – Option #2 (after school)
November 16	<i>Parent/Teacher Conferences 3:45 PM - 7:00 PM - South Meadows</i>
November 21	End of 1 st Trimester
November 22	No School for Students; ½ day AM for Teachers Records Day
November 23-24	No School - Thanksgiving Break
November 30	<i>Parent/Teacher Conferences 3:45 PM - 7:00 PM - North Creek</i>
December 6	<i>Parent/Teacher Conferences 3:45 PM - 7:00 PM - North Creek</i>
Dec. 25- Jan. 5	No School - Winter Break
January 8	School Resumes
January 15	No School – MLK Jr Day – Teacher PD – Flex Day – Option #3
January 25	<i>Parent/Teacher Conferences 3:45 PM - 7:00 PM - Chelsea HS</i>
January 29	No School for Students; Full day Teacher Professional Development #2
February 8	<i>Parent/Teacher Conferences 3:45 PM - 7:00 PM - Beach MS</i>
February 16-19	No School - Presidents' Weekend
March 7	<i>Parent/Teacher Conferences 3:45 PM - 7:00 PM - South Meadows</i>
March 8	End of 2nd Trimester; ½ Day for Students; Full Day for Teachers w/ ½ Records Day
March 14	<i>Parent/Teacher Conferences 3:45 PM - 7:00 PM - North Creek</i>
March 25- 29	No School - Spring Break
April 1	School Resumes
April 25	<i>Parent/Teacher Conferences 3:45 PM - 7:00 PM - Chelsea HS</i>
April 29	No School for Students; Full day Teacher Professional Development #3
May 27	No School - Memorial Day
June 7	End of 3rd Trimester; ½ Day for Students; Full Day for Teachers w/ ½ Records Day

Sun	Mon	Tue	Wed	Thur	Fri	Sat
						1 OFF
						2 OFF
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sun	Mon	Tue	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
					Student Teacher	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
					Student Teacher	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
					Student Teacher	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
					Student Teacher	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
					Student Teacher	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
					Student Teacher	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
					Student Teacher	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
					OFF	OFF
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
					Student Teacher	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
						OFF
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
					Student Teacher	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
						OFF
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
					Student Teacher	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
						1
						OFF
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
					Student Teacher	

1st Tri	59
2nd Tri	62
3rd Tri	59
	180

Teacher Days	
PD	2
Open House	0.5
Conferences	1.5
Record Day	0.5
Flex	0.5
	5

DPPD- SCHECHS	
Dates	Hours
Aug. 22	7
Aug. 23	7
Nov. 1	7
Jan 29	7
April 29	7
Collaboration	4
Flex	0.5
Staff Mtg	2
	41.5

Student Half Days	
Records Day	
March 8	RD
June 7	RD

Staff Meetings	
September 8	
November 8	
January 10	
February 7	
April 3	
June 5	

Collaboration Dates	
October 4	
December 13	
March 6	
May 1	

OFF No School/Students
Professional Development (30+ hours)
RD Records Day (3 1/2 days)
Students – 180 Days
Teachers = 165 Days

Flex Dates/Times
Aug. 24 - AM
Nov. 9 - 3:30-7 pm
Jan. 15 - AM

Conferences:
NCE – 11/30, 12/5, 3/14
SME – 11/8, 11/16, 3/7
BMS – 10/19, 10/25, 2/8
CHS – 10/11, 1/25, 4/25

Open Houses:
August 23
4 – 6 PM NCE/SME
5 – 7 PM BMS /CHS

TOTAL:
180

APPENDIX B-1

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, Section 2: E.1), 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 or highly effective during the previous school year. NCPS that have not received a satisfactory evaluation will have been placed on an Individual Development Plan (IDP) (Appendix D-4) to address the area(s) of concern. The IDP must be signed and implemented for at least 60 days for a probationary NCPS if the salary schedule advance is affected. For a non-probationary NCPS, 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 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 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.

Salary Schedules 2023 - 2026

2023-2024	BA	MA	EdS/PhD
Step 1	-	-	-
Step 2	\$47,373	\$51,910	\$55,409
Step 3	\$49,612	\$54,684	\$58,416
Step 4	\$51,852	\$57,455	\$61,422
Step 5	\$54,091	\$60,229	\$64,432
Step 6	\$56,331	\$63,000	\$67,438
Step 7	\$58,570	\$65,772	\$70,446
Step 8	\$60,810	\$68,545	\$73,453
Step 9	\$63,052	\$71,317	\$76,461
Step 10	\$65,289	\$74,090	\$79,467
Step 11	\$67,529	\$76,861	\$82,475
Step 12	\$69,769	\$79,634	\$85,484
Step 13	\$72,008	\$82,407	\$88,490
Step 14	\$74,433	\$85,385	\$91,728
Step 15	\$75,906	\$87,078	\$93,549
Step 16	\$77,410	\$88,804	\$95,404

Additional Compensation for the 2023-2024 School Year

- 1.) 1% Off schedule stipend to be paid equally during the 2023-2024 school year.
- 2.) Excess fund equity - 80% of fund equity as listed in the 2024, 2025 & 2026 audits on the balance sheet general fund above 18% shall be used for compensation district-wide.
 - 2/3 to Members covered in CBA & 1/3 to other CSD employees
 - paid out in December 2024, 2025, & 2026

2024-2025	BA	MA	EdS/PhD
Step 1	-	-	-
Step 2	\$48,084	\$52,688	\$56,240
Step 3	\$50,356	\$55,504	\$59,292
Step 4	\$52,630	\$58,317	\$62,344
Step 5	\$54,902	\$61,132	\$65,399
Step 6	\$57,176	\$63,945	\$68,449
Step 7	\$59,449	\$66,758	\$71,503
Step 8	\$61,722	\$69,573	\$74,555
Step 9	\$63,998	\$72,387	\$77,608
Step 10	\$66,269	\$75,202	\$80,659
Step 11	\$68,542	\$78,014	\$83,712
Step 12	\$70,815	\$80,829	\$86,766
Step 13	\$73,088	\$83,644	\$89,818
Step 14	\$75,549	\$86,666	\$93,104
Step 15	\$77,045	\$88,384	\$94,952
Step 16	\$78,571	\$90,136	\$96,835

Additional Compensation for the 2024-2025 School Year

- 1.) 1% Off schedule stipend to be paid equally during the 2024-2025 school year.
- 2.) Excess Fund Equity – (see above)

Additional Compensation for the 2025-2026 School Year

1. Excess Fund Equity – (see above)
2. For the 2025/26 school years, should district enrollment vary from estimates used for budgeting purposes, the following formula will be used to calculate an amount to be distributed to employees as a lump sum bonus payment. The lump sum payment will not be subject to retirement and will be reduced by FICA taxes.

*If the per pupil allocation during the 2025/26 school year is greater than or equal to \$9,900, an off-scale payment will be distributed in accordance with the formula defined below.

*If the per pupil allocation during the 2025/26 school year is lower than \$9,899 **no additional off scale payment will be made.**

Foundation Allowance *(Actual Blended Enrollment (Spring 2025 and Fall 2025) - Projected Blended Enrollment) *50%

2025-2026	BA	MA	EdS/PhD
Step 1	-	-	-
Step 2	\$48,805	\$53,478	\$57,084
Step 3	\$51,111	\$56,336	\$60,181
Step 4	\$53,420	\$59,191	\$63,279
Step 5	\$55,726	\$62,049	\$66,380
Step 6	\$58,033	\$64,904	\$69,476
Step 7	\$60,341	\$67,760	\$72,576
Step 8	\$62,648	\$70,617	\$75,673
Step 9	\$64,957	\$73,473	\$78,772
Step 10	\$67,263	\$76,330	\$81,869
Step 11	\$69,570	\$79,184	\$84,968
Step 12	\$71,877	\$82,041	\$88,067
Step 13	\$74,185	\$84,898	\$91,165
Step 14	\$76,682	\$87,966	\$94,501
Step 15	\$78,201	\$89,710	\$96,376
Step 16	\$79,750	\$91,488	\$98,288

APPENDIX B-2

SCHEDULE B2 – EXTRA-CURRICULAR

High School

Class Advisor	.02
Student Council	.06
NHS	.03
Prom Advisor	.03
Interact	.02
Key Club	.02
Yearbook	.06
Link Crew	.025
One Act	.03
School Store	.02
Newspaper	.04
Robotics (K-12 Advisor)	.05
Robotics (K-5 Assistant Advisor)	.02
Building Chairperson – Science, Social Studies, Math, English	.03
Musical	.06
Musical Orchestra Director	.02
Show Choir	.04
Fall Color Guard	.03
Winter Color Guard	.03
Alternative Styles Music Director	.04
Theater Guild Advisor	.02
Arbor Club	.02

Middle School

Student Council	.02
Washington, DC Trip Coordinator	.02
Yearbook	.05
Quiz Bowl	.02
Building Chairperson – Science, Social Studies, Math, English	.03
Drama	.03
Art Club	.02
WEB	.02
Sixth Grade Camp	.01

Elementary

Student Council	.01
Grade Level Chairs (including Y5's)	.03

District

Department Chairperson – World Language, Counseling (7-12)	.03
Music Coordinator – (K-12)	.03
Art Coordinator – (K-12)	.02

APPENDIX B-3

EXTRA-CURRICULAR ATHLETICS

A. Girls' Athletics

1) Fall

Cross Country	0.0744
Golf	0.0686
Swimming – Varsity Head	0.0988
Swimming Assistant(s)	0.0686
Swimming/Diving	0.0416
Sideline Cheer – Varsity	0.0416
Sideline Cheer – Junior Varsity	0.0312
Sideline Cheer – 8 th Grade	0.0208
Sideline Cheer – 7 th Grade	0.0208
Volleyball	0.0988
Volleyball – Junior Varsity	0.0686
Volleyball – Freshmen	0.0595
Volleyball – 8 th Grade	0.0572
Volleyball – 7 th Grade	0.0572

2) Winter

Basketball – Varsity Head	0.1196
Basketball – Jr. Varsity	0.0858
Basketball – Freshmen	0.0744
Basketball – 8 th Grade	0.0572
Basketball – 7 th Grade	0.0572
Competition Cheer	0.0686

3) Spring

Softball - Varsity Head	0.0988
Softball – Junior Varsity	0.0686
Softball – Freshmen	0.0595
Tennis	0.0686
Tennis – Jr. Varsity	0.0595
Track – Varsity Head	0.0988
Track – Assistant(s)	0.0686
Track/Pole Vault	0.0208
Track – Middle School	0.0572
Track – Middle School Assistant(s)	0.0416
Soccer – Varsity Head	0.0988
Soccer – Junior Varsity	0.0686
Soccer – Freshmen	0.0595

B. Boys' Athletics

1) Fall

Football – Varsity Head	0.1352
Football – Varsity Assistant(s)	0.0858
Football – Junior Varsity Head	0.0858
Football – Junior Varsity Assistant(s)	0.0676
Football – Freshmen	0.0744
Football – Freshmen Assistant(s)	0.0572
Football – Middle School Head	0.0572
Football – Middle School Assistant(s)	0.0416
Cross Country – Varsity Head	0.0744
Cross Country – Middle School	0.0572
Cross Country - Middle School Assistant	0.03
Soccer – Varsity Head	0.0988
Soccer – Junior Varsity	0.0686
Soccer – Freshmen	0.0595
Tennis – Varsity	0.0686
Tennis – Junior Varsity	0.0595

2) Winter

Basketball – Varsity Head	0.1196
Basketball – Junior Varsity	0.0858
Basketball – Freshmen	0.0744
Basketball – 8 th Grade	0.0572
Basketball – 7 th Grade	0.0572
Swimming – Varsity Head	0.0988
Swimming Assistant(s)	0.0686
Swimming/Diving – Varsity	0.0416
Wrestling – Head	0.0988
Wrestling Assistant(s)	0.0686
Wrestling – Middle School	0.0572
Wrestling Middle School Assistant(s)	0.0416

3) Spring

Baseball – Varsity Head	0.0988
Baseball – Junior Varsity	0.0686
Baseball – Freshmen	0.0595
Golf	0.0686
Track – Varsity Head	0.0988
Track Assistant(s)	0.0686
Track/Pole Vault	0.0208
Track – Middle School Head	0.0572
Track – Middle School Assistant(s)	0.0416

C. Co-ed Athletics

Swimming – Middle School Head	0.0572
Swimming – Middle School Assistant(s)	0.0416
Weightlifting and Conditioning	0.05

CO-CURRICULAR/LINKED

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 up to 4 total	.01

For JV coaches hired after November 5, 2015, the following pay scale will be implemented:

Girl's Athletics

JV/Freshman Volleyball	0.0641
JV/Freshman Basketball	0.0801
JV/Freshman Softball	0.0641
JV/Freshman Soccer	0.0641

Boy's Athletics

JV/Freshman Football	0.0801
JV/Freshman Football Assistants	0.0624
JV/Freshman Soccer	0.0641
JV/Freshman Basketball	0.0801
JV/Freshman Baseball	0.0641

<p>Grievance Number:</p> <p><i>(Submit Quadruplicate)</i></p>	<p>Chelsea School District Grievance Report</p>	<p>Distribution of Form:</p> <ol style="list-style-type: none"> 1. Superintendent 2. Principal 3. Association 4. Employee 	
<p>Building:</p>	<p>Assignment:</p>	<p>Name of Grievant:</p>	<p>Date Filed:</p>

LEVEL I

Grievant: List the nature of the grievance, all the articles of the Master Agreement that may have been violated, and the remedy requested by the grievant:

A. Date received by Principal or the employee's/her designee: _____

B. Disposition by Principal or the employee's/her designee: _____

Signature: _____ Date: _____

LEVEL II

A. Date received by Superintendent or designee: _____

B. Disposition by Superintendent or designee:

Signature: _____ Date: _____

APPENDIX C-1 (continued)

C. Position of grievant and/or CEA:

Signature: _____ Date: _____

LEVEL III

A. Date received by the mediator:

B. Mediator's summary:

Signature: _____ Date: _____

C. Position of the CEA:

Signature: _____ Date: _____

LEVEL IV

A. Date submitted to arbitration:

B. Disposition and award of arbitrator:

Signature of Arbitrator: _____

Date: _____

Appendix D-1

Chelsea School District School Psychologist Evaluation Document

Domain 1: Planning and Preparation

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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.1.I) **Below Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	[1 - 493] (1.1.ME) **Below Psychologist uses a limited number of psychological instruments to evaluate students.	[1 - 493](1.1.E) **At Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	[1 - 493](1.1.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.2.I) **Below Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	[1 - 493] (1.2.ME) **Below Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	[1 - 493](1.2.E) **At Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	[1 - 493](1.2.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.3.I) **Below Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	[1 - 493] (1.3.ME) **Below Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	[1 - 493](1.3.E) **At Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	[1 - 493](1.3.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.4.I) **Below Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	[1 - 493] (1.4.ME) **Below Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	[1 - 493](1.4.E) **At Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	[1 - 493](1.4.HE) **Above Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

1.5 Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.5.I) **Below Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	[1 - 493] (1.5.ME) **Below 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.	[1 - 493](1.5.E) **At Psychologist has developed a plan that includes the important aspects of work in the setting.	[1 - 493](1.5.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.6.I) **Below Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	[1 - 493] (1.6.ME) **Below Psychologist has a rudimentary plan to evaluate the psychology program.	[1 - 493](1.6.E) **At 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.	[1 - 493](1.6.HE) **Above 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

hide/show

2.1 Establishing rapport with students

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.1.I) **Below Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	[1 - 493] (2.1.ME) **Below Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	[1 - 493](2.1.E) **At Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	[1 - 493](2.1.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.2.I) **Below 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.	[1 - 493] (2.2.ME) **Below Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	[1 - 493](2.2.E) **At Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	[1 - 493](2.2.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.3.I) **Below 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.	[1 - 493] (2.3.ME) **Below Psychologist has established procedures for referrals, but the details are not always clear.	[1 - 493](2.3.E) **At Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	[1 - 493](2.3.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.4.I) **Below No standards of conduct have been established, and psychologist	[1 - 493] (2.4.ME) **Below Standards of conduct appear to have been established in the testing center.	[1 - 493](2.4.E) **At Standards of conduct have been established in the testing center.	[1 - 493](2.4.HE) **Above Standards of conduct have been established in the testing center.

disregards or fails to address negative student behavior during an evaluation.	Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Psychologist monitors student behavior against those standards; response to students is appropriate and respectful	Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
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2.5 Organizing physical space for testing of students and storage of materials

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.5.I) **Below 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.	[1 - 493] (2.5.ME) **Below Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	[1 - 493](2.5.E) **At The testing center is well organized; materials are stored in a secure location and are available when needed.	[1 - 493](2.5.HE) **Above 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

hide/show

3.1 Responding to referrals; consulting with teachers and administrators

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.1.I) **Below Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	[1 - 493] (3.1.ME) **Below Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	[1 - 493](3.1.E) **At Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	[1 - 493](3.1.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.2.I) **Below Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	[1 - 493] (3.2.ME) **Below Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	[1 - 493](3.2.E) **At Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	[1 - 493](3.2.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.3.I) **Below Psychologist declines to assume leadership of the evaluation team.	[1 - 493] (3.3.ME) **Below Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	[1 - 493](3.3.E) **At Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	[1 - 493](3.3.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.4.I) **Below Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	[1 - 493] (3.4.ME) **Below Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	[1 - 493](3.4.E) **At Psychologist's plans for students are suitable for them and are aligned with identified needs.	[1 - 493](3.4.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
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[1 - 493](3.5.I) **Below Psychologist declines to maintain contact with physicians and community mental health service providers.	[1 - 493] (3.5.ME) **Below Psychologist maintains occasional contact with physicians and community mental health service providers.	[1 - 493](3.5.E) **At Psychologist maintains ongoing contact with physicians and community mental health service providers.	[1 - 493](3.5.HE) **Above Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
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3.6 Demonstrating flexibility and responsiveness

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.6.I) **Below Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	[1 - 493] (3.6.ME) **Below Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	[1 - 493](3.6.E) **At Psychologist makes revisions in the treatment program when it is needed.	[1 - 493](3.6.HE) **Above 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

[hide/show](#)

4.1 Reflecting on practice

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.1.I) **Below Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	[1 - 493] (4.1.ME) **Below 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.	[1 - 493](4.1.E) **At 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.	[1 - 493](4.1.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.2.I) **Below Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	[1 - 493] (4.2.ME) **Below Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional in-sensitivities to cultural and linguistic traditions.	[1 - 493](4.2.E) **At Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	[1 - 493](4.2.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.3.I) **Below Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	[1 - 493] (4.3.ME) **Below Psychologist's records are accurate and legible and are stored in a secure location.	[1 - 493](4.3.E) **At Psychologist's records are accurate and legible, well organized, and stored in a secure location.	[1 - 493](4.3.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.4.I) **Below Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects	[1 - 493] (4.4.ME) **Below Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	[1 - 493](4.4.E) **At Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	[1 - 493](4.4.HE) **Above Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4.5 Engaging in professional development

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<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.5.I) **Below Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	[1 - 493] (4.5.ME) **Below Psychologist's participation in professional development activities is limited to those that are convenient or are required.	[1 - 493](4.5.E) **At Psychologist seeks out opportunities for professional development based on an individual assessment of need.	[1 - 493](4.5.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.6.I) **Below Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	[1 - 493] (4.6.ME) **Below Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	[1 - 493](4.6.E) **At Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	[1 - 493](4.6.HE) **Above 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-2

Chelsea School District School Counselor Evaluation Document

Domain 1: Planning and Preparation

1.1 Demonstrating knowledge of counseling theory and techniques

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.1.I) **Below Counselor demonstrates little understanding of counseling theory and techniques.	[1 - 493] (1.1.ME) **Below Counselor demonstrates basic understanding of counseling theory and techniques.	[1 - 493](1.1.E) **At Counselor demonstrates understanding of counseling theory and techniques.	[1 - 493](1.1.HE) **Above Counselor demonstrates deep and thorough understanding of counseling theory and techniques.

1.2 Demonstrating knowledge of child and adolescent development

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.2.I) **Below Counselor displays little or no knowledge of child and adolescent development.	[1 - 493] (1.2.ME) **Below Counselor displays partial knowledge of child and adolescent development.	[1 - 493](1.2.E) **At Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	[1 - 493](1.2.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.3.I) **Below Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	[1 - 493] (1.3.ME) **Below Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	[1 - 493](1.3.E) **At Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	[1 - 493](1.3.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.4.I) **Below Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	[1 - 493] (1.4.ME) **Below Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	[1 - 493](1.4.E) **At Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	[1 - 493](1.4.HE) **Above Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.5.I) **Below Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	[1 - 493] (1.5.ME) **Below 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.	[1 - 493](1.5.E) **At Counselor has developed a plan that includes the important aspects of counseling in the setting.	[1 - 493](1.5.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.6.I) **Below Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	[1 - 493] (1.6.ME) **Below Counselor has a rudimentary plan to evaluate the counseling program.	[1 - 493](1.6.E) **At 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.	[1 - 493](1.6.HE) **Above 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

[hide/show](#)

2.1 Creating an environment of respect and rapport

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.1.I) **Below Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	[1 - 493] (2.1.ME) **Below Counselor's interactions are a mix of positive and negative; the counselors efforts at encouraging positive interactions among students are partially successful.	[1 - 493](2.1.E) **At Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	[1 - 493](2.1.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.2.I) **Below 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.	[1 - 493] (2.2.ME) **Below Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	[1 - 493](2.2.E) **At Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	[1 - 493](2.2.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.3.I) **Below Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	[1 - 493] (2.3.ME) **Below Counselor has rudimentary and partially successful routines for the counseling center or classroom.	[1 - 493](2.3.E) **At Counselor's routines for the counseling center or classroom work effectively.	[1 - 493](2.3.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.4.I) **Below Counselor has established no standards of conduct for students during counseling sessions and makes no	[1 - 493] (2.4.ME) **Below Counselor's efforts to establish standards of conduct for counseling sessions are partially successful.	[1 - 493](2.4.E) **At Counselor has established clear standards of conduct for counseling sessions and makes a significant	[1 - 493](2.4.HE) **Above Counselor has established clear standards of conduct for counseling sessions, and students contribute to

contribution to maintaining an environment of civility in the school.	Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	contribution to the environment of civility in the school.	maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
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2.5 Organizing physical space

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.5.I) **Below The physical environment is in disarray or is inappropriate to the planned activities.	[1 - 493] (2.5.ME) **Below Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	[1 - 493](2.5.E) **At Counseling center or classroom arrangements are inviting and conducive to the planned activities.	[1 - 493](2.5.HE) **Above 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

hide/show

3.1 Assessing student needs

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.1.I) **Below Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	[1 - 493] (3.1.ME) **Below Counselor's assessments of student needs are perfunctory.	[1 - 493](3.1.E) **At Counselor assesses student needs and knows the range of student needs in the school.	[1 - 493](3.1.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.2.I) **Below Counselor's program is independent of identified student needs.	[1 - 493] (3.2.ME) **Below Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	[1 - 493](3.2.E) **At Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	[1 - 493](3.2.HE) **Above Counselor helps individual students and teachers formulate academic, personal/social, and career plans.

3.3 Using counseling techniques in individual and classroom programs

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.3.I) **Below 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.	[1 - 493] (3.3.ME) **Below 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.	[1 - 493](3.3.E) **At 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.	[1 - 493](3.3.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.4.I) **Below Counselor does not make connections with other programs in order to meet student needs.	[1 - 493] (3.4.ME) **Below Counselor's efforts to broker services with other programs in the school are partially successful.	[1 - 493](3.4.E) **At Counselor brokers with other programs within the school or district to meet student needs.	[1 - 493](3.4.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.5.I) **Below Counselor adheres to the plan or	[1 - 493] (3.5.ME) **Below Counselor makes modest changes in the	[1 - 493](3.5.E) **At Counselor makes revisions in the	[1 - 493](3.5.HE) **Above Counselor is continually seeking ways

program, in spite of evidence of its inadequacy.	counseling program when confronted with evidence of the need for change.	counseling program when they are needed.	to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.
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Domain 4: Professional Responsibilities

hide/show

4.1 Reflecting on practice

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.1.I) **Below Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	[1 - 493] (4.1.ME) **Below Counselor'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.	[1 - 493](4.1.E) **At Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	[1 - 493](4.1.HE) **Above Counselor's reflection is highly accurate and perceptive, citing specific examples that 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.2.I) **Below Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	[1 - 493] (4.2.ME) **Below Counselor's reports, records, and documentation are generally accurate but are occasionally late.	[1 - 493](4.2.E) **At Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	[1 - 493](4.2.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.3.I) **Below Counselor provides no information to families, either about the counseling program as a whole or about individual students.	[1 - 493] (4.3.ME) **Below Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	[1 - 493](4.3.E) **At Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	[1 - 493](4.3.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.4.I) **Below Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	[1 - 493] (4.4.ME) **Below Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	[1 - 493](4.4.E) **At Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	[1 - 493](4.4.HE) **Above Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4.5 Engaging in professional development

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.5.I) **Below Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	[1 - 493] (4.5.ME) **Below Counselor's participation in professional development activities is limited to those that are convenient or are required.	[1 - 493](4.5.E) **At Counselor seeks out opportunities for professional development based on an individual assessment of need.	[1 - 493](4.5.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
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<p>[1 - 493](4.6.I) **Below Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.</p>	<p>[1 - 493] (4.6.ME) **Below Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.</p>	<p>[1 - 493](4.6.E) **At Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.</p>	<p>[1 - 493](4.6.HE) **Above 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.</p>
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Appendix D-3

Chelsea School District

Speech and Language Pathologist Evaluation

Domain 1: Planning and Preparation

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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.1.I) **Below SLP demonstrates little understanding of the IEP process	[1 - 493] (1.1.ME) **Below SLP demonstrates basic understanding of the IEP process.	[1 - 493](1.1.E) **At SLP demonstrates good understanding of the IEP process, SLP plans meetings ahead of time, appropriately facilitates and follows-up as required.	[1 - 493](1.1.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.2.I) **Below SLP displays little or no knowledge of child and adolescent development.	[1 - 493] (1.2.ME) **Below SLP displays partial knowledge of child and adolescent development.	[1 - 493](1.2.E) **At SLP displays accurate understanding of typical developmental characteristics of the age group, as well as exceptions to the general patterns.	[1 - 493](1.2.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.3.I) **Below SLP has no clear goals and objectives for services, or they are inappropriate to either the situation or the age of the students.	[1 - 493] (1.3.ME) **Below SLP's goals and objectives for services are rudimentary, and are partially suitable to the situation and the age of the students.	[1 - 493](1.3.E) **At 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.	[1 - 493](1.3.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.4.I) **Below SLP demonstrates little or no knowledge of governmental regulations	[1 - 493] (1.4.ME) **Below SLP displays awareness of governmental regulations and resources	[1 - 493](1.4.E) **At SLP displays awareness of government regulations and resources for students	[1 - 493](1.4.HE) **Above SLP's knowledge of governmental regulations and resources for students

and resources for students available through the school/district.	for students available through the school/district, but no knowledge of more broadly-available resources.	available through school/district, some familiarity with external resources.	is extensive, including those available through the school/district and in the community.
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1.5 Plans and integrates services within the overall school program.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.5.I) **Below SLP services consist of a random collection of unrelated activities, lacking coherence or an overall structure.	[1 - 493] (1.5.ME) **Below SLP's plan has a guiding principle and includes a number of worthwhile activities, but some don't fit with the broader goals.	[1 - 493](1.5.E) **At SLP has developed a plan that includes important aspects of SLP in the school setting.	[1 - 493](1.5.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.6.I) **Below SLP has no plan to evaluate service delivery or resists suggestions that such an evaluation and/or a plan is important.	[1 - 493] (1.6.ME) **Below SLP has a rudimentary plan to evaluate services.	[1 - 493](1.6.E) **At 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.	[1 - 493](1.6.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.7.I) **Below SLP demonstrates little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	[1 - 493] (1.7.ME) **Below SLP recognizes the value of understanding students' interests or cultural heritage but demonstrates this knowledge for the class only as a whole.	[1 - 493](1.7.E) **At SLP demonstrates acceptance and knowledge of the interests or cultural heritage of each student.	[1 - 493](1.7.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.8.I) **Below SLP is unfamiliar with the varied learning styles that students exhibit, such as learning approaches and modalities.	[1 - 493] (1.8.ME) **Below SLP displays general understanding of the varied learning styles that students exhibit and generally accommodates.	[1 - 493](1.8.E) **At SLP displays solid understanding of the varied learning styles that students exhibit and accommodates appropriately.	[1 - 493](1.8.HE) **Above SLP is highly skilled in using knowledge of students' varied learning styles to provide differentiated accommodations.

Domain 2: The Learning Environment

hide/show

2.1 Creates and environment of trust and respect.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.1.I) **Below SLP's interactions with students are negative or inappropriate and the SLP does not promote positive interactions among students.	[1 - 493] (2.1.ME) **Below SLP's interactions are a mix of positive and negative; the SLP's efforts at encouraging positive interactions among students are partially successful.	[1 - 493](2.1.E) **At SLP's interactions with students are positive and respectful and the SLP actively promotes positive student- to - student interactions.	[1 - 493](2.1.HE) **Above Students seek out the SLP, reflecting a high degree of comfort and trust in eh relationship; SLP teaches students how to engage in positive interactions.

2.2 Promotes/supports a culture of productive communication.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.2.I) **Below	[1 - 493] (2.2.ME) **Below	[1 - 493](2.2.E) **At	[1 - 493](2.2.HE) **Above

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.
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2.3 Participates with team in implementing special education referral process.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.3.I) **Below SLP has no understanding of and makes no attempt to participate with team in implementing clear procedures for the referral process.	[1 - 493] (2.3.ME) **Below SLP has basic understanding of and minimally participates with team in implementing clear procedures for the referral process.	[1 - 493](2.3.E) **At SLP actively participates with team in implementing clear procedures for the referral process; procedures are mostly clear to all staff members.	[1 - 493](2.3.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.4.I) **Below SLP has established no standards of conduct for students during sessions and makes no contribution to maintaining an environment of civility in the school.	[1 - 493] (2.4.ME) **Below 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.	[1 - 493](2.4.E) **At SLP has established clear standards of conduct for sessions, and makes a significant contribution to the positive behavior support environment in the school.	[1 - 493](2.4.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.5.I) **Below SLP office/classroom is in disarray and inappropriate for the planned activity.	[1 - 493] (2.5.ME) **Below SLP office/classroom is somewhat inviting and organized for the planned activity.	[1 - 493](2.5.E) **At SLP office/classroom arrangements are inviting, and conducive to the planned activities.	[1 - 493](2.5.HE) **Above SLP office/classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3: Service Delivery

[hide/show](#)

3.1 Assess student needs.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.1.I) **Below SLP does not assess student needs, or the assessments result in inaccurate conclusions.	[1 - 493] (3.1.ME) **Below SLP's assessments of student needs are perfunctory.	[1 - 493](3.1.E) **At SLP assesses student needs, and knows the range of student needs in the school.	[1 - 493](3.1.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.2.I) **Below SLP declines opportunities to share professional knowledge with fellow staff members.	[1 - 493] (3.2.ME) **Below SLP's efforts to engage staff in professional learning are partially successful, with some staff participating.	[1 - 493](3.2.E) **At SLP is engaged in helping staff acquire new skills.	[1 - 493](3.2.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.3.I) **Below	[1 - 493] (3.3.ME) **Below	[1 - 493](3.3.E) **At	[1 - 493](3.3.HE) **Above

SLP does not attempt to assist students and staff to formulate and implement educational plans for students.	SLP's attempts to assist students and staff to formulate and implement educational plans for students are partially successful.	SLP assists students and staff to formulate and implement educational plans for students.	SLP demonstrates a variety of approaches in assisting individual students and staff to formulate and implement educational plans for students.
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3.4 Uses evidence-based research and strategies for service delivery.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.4.I) **Below SLP has few techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning.	[1 - 493] (3.4.ME) **Below 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.	[1 - 493](3.4.E) **At 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.	[1 - 493](3.4.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.5.I) **Below SLP does not make connections with other programs in order to meet student needs.	[1 - 493] (3.5.ME) **Below SLP's efforts to allocate services with other programs in school are partially successful.	[1 - 493](3.5.E) **At SLP seeks or acquires information and/or resources with other programs within the school or district to meet student needs.	[1 - 493](3.5.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.6.I) **Below 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.	[1 - 493] (3.6.ME) **Below SLP makes minimal changes in the delivery of services when confronted with evidence of the need for change.	[1 - 493](3.6.E) **At SLP makes revisions in the delivery of services when it is needed and these new adjustments occur smoothly.	[1 - 493](3.6.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.7.I) **Below SLP does not provide feedback or provides feedback that is uniformly poor or sarcastic/demeaning in nature.	[1 - 493] (3.7.ME) **Below SLP generally provides appropriate feedback; some insightful elements are present, others are not.	[1 - 493](3.7.E) **At SLP provides insightful feedback for; encourages participation through mutual respect; observes and responds to verbal/nonverbal cues; processes feedback with an openness to change.	[1 - 493](3.7.HE) **Above 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

hide/show

4.1 Reflects on practice.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.1.I) **Below SLP does not reflect on practice or the reflections are inaccurate or self-serving.	[1 - 493] (4.1.ME) **Below 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.	[1 - 493](4.1.E) **At 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	[1 - 493](4.1.HE) **Above 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

		improve their practice.	alternative strategies to better improve their practice.
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4.2 Prepares and submits IEP paperwork and meets timelines.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.2.I) **Below SLP's IEP paperwork is missing, inaccurate or late, resulting in confusion.	[1 - 493] (4.2.ME) **Below SLP's IEP paperwork is generally accurate but occasionally late.	[1 - 493](4.2.E) **At SLP's IEP paperwork is accurate, and submitted to meet timelines.	[1 - 493](4.2.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.3.I) **Below SLP's records and data are in disarray and unsecured.	[1 - 493] (4.3.ME) **Below SLP's records and data are generally accurate and stored in a secure location but occasionally late.	[1 - 493](4.3.E) **At SLP's records and data are accurate, well-organized and securely stored.	[1 - 493](4.3.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.4.I) **Below SLP provides no information to families either about the service or about their student(s).	[1 - 493] (4.4.ME) **Below SLP provides limited, though accurate, information to families about the service and about their students.	[1 - 493](4.4.E) **At SLP provides thorough and accurate information to families about the service and about their student(s).	[1 - 493](4.4.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.5.I) **Below SLP fails to communicate with colleagues or communicates in an insensitive manner. Communication is uniformly poor, sarcastic or demeaning in nature.	[1 - 493] (4.5.ME) **Below SLP's communication with colleagues is partially successful; but there are occasional insensitivities to differing opinions, cultural and linguistic traditions.	[1 - 493](4.5.E) **At SLP communicates with colleagues at all levels and does so in a manner that is sensitive to differing opinions, cultural and linguistic traditions.	[1 - 493](4.5.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.6.I) **Below SLP's relationships with colleagues are negative or self-serving and SLP avoids being involved in school and district events and projects.	[1 - 493] (4.6.ME) **Below SLP's relationships with colleagues are cordial and SLP participates in school and district events and projects when specifically requested.	[1 - 493](4.6.E) **At SLP participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	[1 - 493](4.6.HE) **Above SLP makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4.7 Engages in professional development.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>

[1 - 493](4.7.I) **Below SLP does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	[1 - 493] (4.7.ME) **Below SLP participation in professional development activities is limited to those that are convenient or are required.	[1 - 493](4.7.E) **At SLP seeks out opportunities for professional development based on an individual assessment of need.	[1 - 493](4.7.HE) **Above SLP actively pursues PD opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
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4.8 Shows professionalism, including integrity, advocacy, and confidentiality.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.8.I) **Below SLP displays dishonesty in interactions with colleagues, students, and the public, violates principles of confidentiality, and does not advocate for students.	[1 - 493] (4.8.ME) **Below SLP is honest in interactions with colleagues, students, and the public, does not violate confidentiality, and advocates minimally for students when needed.	[1 - 493](4.8.E) **At SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, advocating for students when needed.	[1 - 493](4.8.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.9.I) **Below SLP's presentation and/or dissemination of information is unclear and confusing and does not seek to clarify.	[1 - 493] (4.9.ME) **Below SLP clarifies information as needed after initial presentation and/or dissemination or when information is confusing.	[1 - 493](4.9.E) **At SLP presents and/or disseminates information clearly in verbal/written form; uses language or terminology appropriate to audience/setting, clarifying as needed.	[1 - 493](4.9.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.10.I) **Below SLP does not use technology as a tool to accomplish job duties and to communicate with others.	[1 - 493] (4.10.ME) **Below SLP uses minimal technology to accomplish job duties and to communicate with some others.	[1 - 493](4.10.E) **At SLP uses variety of technologies to accomplish job duties effectively and to communicate with parents, students, and staff.	[1 - 493](4.10.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.11.I) **Below SLP displays little acceptance of strengths and limitations of self and others and does not recognize the need to do so.	[1 - 493] (4.11.ME) **Below SLP generally displays acceptance of strengths and limitations of self and others and can occasionally see it value.	[1 - 493](4.11.E) **At SLP displays obvious acceptance of strengths and limitations of self and others and recognizes its value.	[1 - 493](4.11.HE) **Above 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-4

Chelsea School District
School Social Worker Evaluation Document

Domain 1: Planning and Preparation

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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.1.I) **Below SSW demonstrates little understanding of theory and techniques. SSW does not plan o meet with students individually or in groups.	[1 - 493] (1.1.ME) **Below SSW demonstrates basic understanding of theory and techniques. SSW plans occasional meetings with individual students or groups to advance the service goals.	[1 - 493](1.1.E) **At 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.	[1 - 493](1.1.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.2.I) **Below SSW displays little or no knowledge of child and adolescent development.	[1 - 493] (1.2.ME) **Below SSW displays partial knowledge of child and adolescent development.	[1 - 493](1.2.E) **At SSW displays accurate understanding of typical developmental characteristics of the age group, as well as exceptions to the general patterns.	[1 - 493](1.2.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.3.I) **Below SSW has no clear goals and objectives for services, or they are inappropriate to either the situation or the age of the students.	[1 - 493] (1.3.ME) **Below SSW's goals and objectives for services are rudimentary, and are partially suitable to the situation and the age of the students.	[1 - 493](1.3.E) **At SSW's goals and objectives for services are clear and appropriate to the situation in the school and to the age of the students.	[1 - 493](1.3.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.4.I) **Below	[1 - 493] (1.4.ME) **Below	[1 - 493](1.4.E) **At	[1 - 493](1.4.HE) **Above

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.
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1.5 Plans and integrates services within the overall school program.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.5.I) **Below SSW services consist of a random collection of unrelated activities, lacking coherence or an overall structure.	[1 - 493] (1.5.ME) **Below SSW's plan has a guiding principle and includes a number of worthwhile activities but some don't fit with the broader goals.	[1 - 493](1.5.E) **At SSW had developed a plan that includes important aspects of SSW in the school setting.	[1 - 493](1.5.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.6.I) **Below SSW has no plan to evaluate service delivery or resists suggestions that such an evaluation and/or a plan is important.	[1 - 493] (1.6.ME) **Below SSW has a rudimentary plan to evaluate services.	[1 - 493](1.6.E) **At 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.	[1 - 493](1.6.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.7.I) **Below SSW demonstrates little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	[1 - 493] (1.7.ME) **Below SSW recognizes the value of understanding students' interests or cultural heritage but demonstrates this knowledge for the class only as a whole.	[1 - 493](1.7.E) **At SSW demonstrates acceptance and knowledge of the interests or cultural heritage of each student.	[1 - 493](1.7.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](1.8.I) **Below SSW is unfamiliar with the varied learning styles that students exhibit, such as learning approaches and modalities.	[1 - 493] (1.8.ME) **Below SSW displays general understanding of the varied learning styles that students exhibit and generally accommodates.	[1 - 493](1.8.E) **At SSW displays solid understanding of the varied learning styles that students exhibit and accommodates appropriately.	[1 - 493](1.8.HE) **Above SSW is highly skilled in using knowledge of students' varied learning styles to provide differentiated accommodations.

Domain 2: The Learning Environment

hide/show

2.1 Creates an environment of trust and respect.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.1.I) **Below SSW's interactions with students are negative or inappropriate and the SSW does not promote positive interactions among students.	[1 - 493] (2.1.ME) **Below SSW's interactions are a mix of positive and negative; the SSW's efforts at encouraging positive interactions among students are partially successful.	[1 - 493](2.1.E) **At SSW's interactions with students are positive and respectful and the SSW actively promotes positive student-to-student interactions.	[1 - 493](2.1.HE) **Above 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

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
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[1 - 493](2.2.I) **Below SSW makes not attempt to promote/support communication between and among staff on behalf of students.	[1 - 493] (2.2.ME) **Below SSW makes no attempt to promote/support communication throughout the school between and among staff on behalf of students' needs are partially successful.	[1 - 493](2.2.E) **At SSW promotes/supports open communication throughout the school for productive and respectful communication between and among staff on behalf of students.	[1 - 493](2.2.HE) **Above SSW establishes and maintains lines of productive and respectful communication between and among staff on behalf of students.
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2.3 Participates with team in implementing special education referral process.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.3.I) **Below SSW has no understanding of and makes no attempt to participate with team in implementing clear procedures for the referral process.	[1 - 493] (2.3.ME) **Below SSW has basic understanding of and minimally participates with team in implementing clear procedures for the referral process.	[1 - 493](2.3.E) **At SSW actively participates with team in implementing clear procedures for the referral process; procedures are mostly clear to all staff members.	[1 - 493](2.3.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.4.I) **Below SSW has established no standards of conduct for students during sessions and makes no contribution to maintaining a environment of civility in the school.	[1 - 493] (2.4.ME) **Below 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.	[1 - 493](2.4.E) **At SSW has established clear standards of conduct for sessions, and makes a significant contribution to the environment of civility in the school.	[1 - 493](2.4.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](2.5.I) **Below SSW office/classroom is in disarray and inappropriate for the planned activity.	[1 - 493] (2.5.ME) **Below SSW office/classroom is somewhat inviting and organized for the planned activity.	[1 - 493](2.5.E) **At SSW office/classroom arrangements are inviting, and conducive to the planned activities.	[1 - 493](2.5.HE) **Above SSW office/classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3: Service Delivery

hide/show

3.1 Assess student needs.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.1.I) **Below SSW does not assess student needs, or the assessments result in inaccurate conclusions.	[1 - 493] (3.1.ME) **Below SSW's assessments of student needs are perfunctory.	[1 - 493](3.1.E) **At SSW assesses student needs, and knows the range of student needs in the school	[1 - 493](3.1.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.2.I) **Below SSW declines opportunities to share professional knowledge with fellow staff members.	[1 - 493] (3.2.ME) **Below SSW's efforts to engage staff in professional learning are partially successful, with some staff participating.	[1 - 493](3.2.E) **At SSW is engaged in helping staff acquire new skills.	[1 - 493](3.2.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
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[1 - 493](3.3.I) **Below SSW does not attempt to assist students and staff to formulate and implement educational plans for students.	[1 - 493] (3.3.ME) **Below SSW's attempts to assist students and staff to formulate and implement educational plans for students are partially successful.	[1 - 493](3.3.E) **At SSW assists students and staff to formulate and implement educational plans for students.	[1 - 493](3.3.HE) **Above SSW demonstrates a variety of approaches in assisting individual students and staff to formulate and implement educational plans for students.
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3.4 Uses evidence-based research and strategies for service delivery.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.4.I) **Below SSW has few techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning.	[1 - 493] (3.4.ME) **Below 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.	[1 - 493](3.4.E) **At 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.	[1 - 493](3.4.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.5.I) **Below SSW does not make connections with other programs in order to meet student needs.	[1 - 493] (3.5.ME) **Below SSW's efforts to allocate services with other programs in school are partially successful.	[1 - 493](3.5.E) **At SSW shares with other programs within the school or district to meet student needs.	[1 - 493](3.5.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.6.I) **Below SSW adheres to his or her plan, in spite of its inadequacy or when a change will clearly improve the intervention or situation.	[1 - 493] (3.6.ME) **Below SSW makes minimal changes in the delivery of services when confronted with evidence of the need for change.	[1 - 493](3.6.E) **At SSW makes revisions in the delivery of services when it is needed and these new adjustments occur smoothly.	[1 - 493](3.6.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](3.7.I) **Below SSW does not provide feedback or provides feedback that is uniformly poor or sarcastic/demeaning in nature.	[1 - 493] (3.7.ME) **Below SSW generally provides appropriate feedback; some insightful elements are present, others are not.	[1 - 493](3.7.E) **At SSW provides insightful feedback; encourages participation through mutual respect; observes and responds to verbal/nonverbal cues; processes feedback with an openness to change.	[1 - 493](3.7.HE) **Above 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

hide/show

4.1 Reflects on practice.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.1.I) **Below SSW does not reflect on practice or the reflections are inaccurate or self-serving.	[1 - 493] (4.1.ME) **Below SSW's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how	[1 - 493](4.1.E) **At SSW's reflection provides an accurate and objective description of practice, citing specific areas of strengths and weaknesses; SSW makes some specific	[1 - 493](4.1.HE) **Above SSW's reflection provides a highly accurate and objective description of practice, correctly identifying strengths and weaknesses. SSW draws

	it might be improved.	suggestions as how better to improve their practice.	on an extensive repertoire to suggest alternative strategies to better improve their practice.
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4.2 Prepares and submits reports and meets timelines.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.2.I) **Below SSW's reports are missing, inaccurate or late, resulting in confusion.	[1 - 493] (4.2.ME) **Below SSW's reports are generally accurate but occasionally late.	[1 - 493](4.2.E) **At 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.	[1 - 493](4.2.HE) **Above SSW's reports are accurate, submitted ahead of time and written 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.3.I) **Below SSW's records and data are in disarray and unsecured.	[1 - 493] (4.3.ME) **Below SSW's records and data are generally accurate and stored in a secure location but occasionally late.	[1 - 493](4.3.E) **At SSW's records and data are accurate, well-organized and securely stored.	[1 - 493](4.3.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.4.I) **Below SSW provides no information to families either about the service or about their student(s).	[1 - 493] (4.4.ME) **Below SSW provides limited, though accurate, information to families about the service and about their student(s).	[1 - 493](4.4.E) **At SSW provides thorough and accurate information to families about the service and about their student(s).	[1 - 493](4.4.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.5.I) **Below SSW fails to communicate with colleagues or communicates in an insensitive manner. Communication is uniformly poor, sarcastic or demeaning in nature.	[1 - 493] (4.5.ME) **Below SSW's communication with colleagues is partially successful; but there are occasional insensitivities to differing opinions, cultural and linguistic traditions.	[1 - 493](4.5.E) **At SSW communicates with colleagues at all levels and does so in a manner that is sensitive to differing opinions, cultural and linguistic traditions.	[1 - 493](4.5.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.6.I) **Below SSW's relationships with colleagues are negative or self-serving and SSW avoids being involved in schools and district events and projects.	[1 - 493] (4.6.ME) **Below SSW's relationships with colleagues are cordial and SSW participates in school and district events and projects when specifically requested.	[1 - 493](4.6.E) **At SSW participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	[1 - 493](4.6.HE) **Above SSW makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4.7 Engages in professional development.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>

[1 - 493](4.7.I) **Below SSW does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	[1 - 493] (4.7.ME) **Below SSW participation in professional development activities is limited to those that are convenient or are required.	[1 - 493](4.7.E) **At SSW seeks out opportunities for professional development based on an individual assessment of need.	[1 - 493](4.7.HE) **Above SSW actively pursues PD opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
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4.8 Shows professionalism, including integrity, advocacy, and confidentiality.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.8.I) **Below 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.	[1 - 493] (4.8.ME) **Below 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.	[1 - 493](4.8.E) **At 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.	[1 - 493](4.8.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.9.I) **Below SSW's presentation and/or dissemination of information is unclear and confusing and does not seek to clarify.	[1 - 493] (4.9.ME) **Below SSW clarifies information as needed after initial presentation and/or dissemination or when information is confusing.	[1 - 493](4.9.E) **At SSW presents and/or disseminates information clearly in verbal/written form; uses language or terminology appropriate to audience/setting, clarifying as needed.	[1 - 493](4.9.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.10.I) **Below 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.	[1 - 493] (4.10.ME) **Below 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.	[1 - 493](4.10.E) **At 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.	[1 - 493](4.10.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.11.I) **Below SSW does not use technology as a tool to accomplish job duties and to communicate with others.	[1 - 493] (4.11.ME) **Below SSW uses minimal technology to accomplish job duties and to communicate with some others.	[1 - 493](4.11.E) **At SSW uses a variety of technologies to accomplish job duties effectively and to communicate with parents, students, and staff.	[1 - 493](4.11.HE) **Above 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.

<u>Ineffective</u>	<u>Minimally Effective</u>	<u>Effective</u>	<u>Highly Effective</u>
[1 - 493](4.12.I) **Below SSW displays little acceptance of strengths and limitations of self and others and does not recognize the need to do so.	[1 - 493] (4.12.ME) **Below SSW generally displays acceptance of strengths and limitations of self and others and can occasionally see its value.	[1 - 493](4.12.E) **At SSW displays obvious acceptance of strengths and limitations of self and others and recognizes its value.	[1 - 493](4.12.HE) **Above 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
NCPS Individual Development Plan**

Administrator Supervising Plan: _____
Please print or type

NCPS Following IDP: _____
Please print or type

Date of IDP Initial Meeting: _____

Date of Last Evaluation by Administration: _____

Development Plan

For all evaluation items noted “minimally effective” or “ineffective” on evaluation(s) dated _____ . Goals should be stated as measurable, behavioral objectives. Expectations and Support need to state specific actions and expected outcomes.

Goal One: _____

Administrator/Teacher Plan:

Number and approximate dates of follow up progress checks:

Administrative Support:

Goal Two: _____

Administrator/NCPS Plan:

Number and approximate dates of follow up progress checks:

Administrative Support:

The signatures below acknowledge receipt and general understanding of the above Goals, Expectations, and Support.

Signature of Teacher Receiving IDP

Date

Completed IDP Progress and Evaluation Forms will be attached at the end of the school year.

Personnel File

Based upon requirements of MCL 380.1526 and Teacher Tenure Act 38.83A, 38.92

**CHELSEA SCHOOL DISTRICT
Individual Development Plan
Progress and Evaluation Form**

Employee _____
Please print/type

Administrator _____
Please print/type

Others Present _____
Please print/type

Date and Location of Meeting _____

Administrator's Summary of Meeting:

Employee's Response (Optional):

Personnel File

Teacher's Signature

APPENDIX D-6
CHELSEA SCHOOL DISTRICT
Formal Classroom Observation - Pre-Observation Conference

Teacher: _____

Date: _____

Questions for discussion:

1. To which part of your curriculum does this lesson relate?

2. How does this learning fit in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs.

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

9. Other Questions/Discussion:

APPENDIX D-6
CHELSEA SCHOOL DISTRICT
Post Observation Conference

Teacher: _____

Date: _____

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

7: Other Questions/Discussion:

**APPENDIX E
EXTRA-DUTY COMPENSATION AGREEMENT**

All work, under Article XVII, Section 2 A, B, and C extra-duty compensation, is voluntary and can be terminated by either party at any time. If work is terminated, payment for services rendered will be paid. Extra-duty pay will be paid when work is certified, completed and processed by the Business Office.

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

Name of Employee _____

Services Described:

Account Number to be Charged: _____

Number of Hours Approved _____

Rate of Pay

- A. Professional Development (PD), Art. XVII, Sec. 2 A (\$14.00/hour)
- B. Professional Extra-Duty (PED), Art. XVII, Sec. 2 B (\$28.00/hour)
- C. Extended-Year Pay, (EYP), Art. XVII, Sec. 2 C (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
-------------------	---------------

_____ Administrator	_____ Date
------------------------	---------------

APPENDIX F

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

This form is to be completed and submitted to the CEA negotiations chair and the Superintendent of Schools. Recommendations are for addition or deletion of position(s) or duties on B-2, B-3, or B-4 schedules.

The Board or its designee is responsible for approving all positions or duties. Compensation must be negotiated between the Board and CEA. (See Article XVIII, Sec. 2 for procedures.)

Title of Position _____

- New Position (Complete Section I.)
- Duty Changes (Complete Section II.)

I. POSITION RECOMMENDATION

- A. 1. How much duty time will be beyond the regular work day?
_____ hours _____ days or _____ other: Explain.
- 2. Description of work:
- 3. Any school day duties? _____ Yes; _____ No If yes, describe.

- B. What will be the average number of students per advisor/coach/employer? _____
- C. Total program budget: _____ (Do not include salary 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, what?
- G. What is the length of season?
- H. What is the number of events required of this position?
- I. Will there be any travel requirements? If yes, how much travel?

- J. Will this position require supervision of adults? If yes, explain number of adults and type of supervision.
- K. Is this position similar to any other position on the B-2, B-3, or B-4 schedules now? If yes, what position(s)?

II. 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 of present job description do you think this change represents?
 _____ % increase or _____ % decrease

****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 (Sec. 2) of this agreement.

Name _____ Date _____

+++++
For office use only

Date received by:

CEA Chair _____

Superintendent _____

APPENDIX G

**ASSIGNMENT/TRANSFER REQUEST
(ARTICLE VI)**

Requests may be for internal postings or future openings.

1. Name of Employee _____
2. Present Assignment _____
3. Present Building _____
4. Length of Service in Present 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, English, math, science, high school, or any combination).

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

cc: Superintendent
President of CEA
Building Principal

Index

- accreditation, 34
- appeal, 15, 32, 41, 43
- arbitration, 43, 58
- assignment, 8, 14, 15, 33, 39, 41
- B2 schedule, 14
- B4 schedule, 14, 41
- certificate, 16
- class size, 11
- conferences, 11, 26
- curriculum, 2, 30, 34
- death, 19, 21, 37
- disability, 18, 21
- discipline, 28, 29, 32
- evaluation, 59, 64, 69
- evaluations, 26, 42
- experience credit, 39
- extended-Year Pay, 35, 84
- external Posting, 14
- extra-curricular, 33, 39, 41
- extra-curricular assignments, 39
- extra-duty, 33, 34, 39, 41, 84
- extra-duty compensation, 34
- FMLA, 20, 21, 37
- Funeral Leave, 19
- general leave of absence, 20
- grievance, 6, 22, 29, 41, 42, 43, 44, 57
- grievance report, 57
- health coverage, 37
- illness, 17, 18, 21
- Individual Development, 2
- injury, 17, 18, 32
- insurance, 33, 37
- internal posting, 14
- involuntary transfer, 15
- jury duty, 19
- lay-off, 16
- leave of absence, 19, 20, 37
- lesson plans, 18
- Master's degree, 35
- mental examination, 18
- mentor, 35
- National Board Certified, 35
- NCPS, 4, 7, 8, 15, 16, 19, 20, 25, 26, 27, 28, 29, 35, 41, 42, 51
- negotiations, 40, 46, 47, 85, 86
- orientation, 34
- part-time teachers, 11
- pay period, 38
- payroll deductions, 2
- personnel file, 7, 26
- presentation days, 2, 24
- probationary teachers, 41
- professional days, 23, 25
- professional development, 11, 13, 23, 34
- pupil contact time, 6, 11
- recall, 2, 16
- reduction, 13, 16
- release time, 46
- religion, 7, 19
- rights, 5, 16, 17, 18, 19, 29, 41
- safety, 13, 32
- salary schedule, 6, 20, 41, 51
- school improvement, 30, 34
- seniority, 15, 16
- sick days, 17, 21, 22
- sick leave, 17, 18, 19, 20, 21, 22
- sick leave bank, 21
- student instruction days, 13
- student teacher, 31
- suspension, 28, 29, 32
- tenure Act, 16, 41, 42
- tenured teachers, 16, 31, 35
- terminate, 16, 20, 21, 29
- transfer, 2, 14, 41
- transfer Request, 2
- tuition Reimbursement, 35
- unpaid leave, 37
- vacancy, 14
- workday, 10, 11, 23
- zero hour, 10