

WEST BRANCH-ROSE CITY AREA SCHOOLS

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LETTER OF AGREEMENT

between

West Branch-Rose City Area Schools

and

The West Branch-Rose City Area Schools Education Association

August 24, 2026

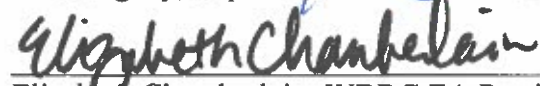
The employment relationship between the West Branch-Rose City Area Schools and the West Branch-Rose City Area Schools Education Association is governed by the 2025-2027 Agreement. The District and the WBRC EA intend to amend Article 29. Evaluation, as outlined in Appendix D. All other terms and conditions of the Agreement remain unchanged.

Both parties agree that this Agreement will expire no later than June 30, 2027.

Both parties agree that all other collective bargaining agreement provisions remain in full effect. This Agreement is singular in nature and is not precedent-setting.


Gail Hughey, Superintendent

9.2.26
Date


Elizabeth Chamberlain, WBRC EA President

8/31/26
Date

APPENDIX D
WEST BRANCH-ROSE CITY AREA SCHOOL DISTRICT
TEACHER EVALUATION PROCEDURES

The District shall follow the provisions of the Revised School Code, MCL 380.1249, as amended, and the teacher evaluation procedures in Appendix D regarding evaluation of teachers. The 5 Dimensions of Teaching and Learning shall be the performance evaluation tool unless the parties mutually agree to a different tool. Student growth and assessment data (including local and state assessment data) will be used to calculate 20% of the evaluation, and 80% of the evaluation will be based on objective criteria as determined by the evaluation tool. The grievance procedure may only be utilized if the evaluation procedures are not followed and the teacher receives a final rating of less than effective on their year-end evaluation. Any non-probationary member rated as developing or needing support may request a review with their building administrator before the final rating is submitted.

TRIENNIAL EVALUATIONS

Any teacher who has received at least an effective rating on three consecutive year-end evaluations will be evaluated triennially.

- The triennial rotation will begin in the 2026-2027 school year. The principal of each building will determine the group of teachers who will be evaluated in the 2026-2027 school year, with the remaining group being evaluated in the 2027-2028 and 2028-2029 school years.
- Any teacher on an Individualized Development Plan (IDP) will be evaluated annually.
- In the years in which a teacher is not scheduled for an evaluation, in certain circumstances the principal may choose to complete a full evaluation of the teacher. In this case, the teacher and the WBRCEA will be notified before the evaluation. The prior year's self-assessment and goals would be used.
- During the "off-years," teachers will not be required to create performance goals. The final rating for that school year will be an effective rating from their previous year.

TEACHER TRAINING

All new teachers to the district will receive training on the evaluation process and tool during their new teacher orientation. All teachers will be provided refreshers on the evaluation process and tool every fall.

TEACHER EVALUATION PROCESS:

A. Self-Assessment and Goal Setting:

The teacher will complete a self-assessment of each evaluation rubric indicator. By the first Friday in October, the teacher will meet with the administrator to discuss one specific performance goal and there will be mutual agreement on the goal, determined by the administrator if agreement cannot be reached. The goal will be aligned to the evaluation tool, specific to the teacher's instructional needs, and aimed at improving performance, instruction, and student achievement.

B. Individualized Development Plans:

Any probationary teacher or any teacher who has been rated less than effective in one or more rubric elements may be provided with an Individualized Development Plan (IDP) developed by the administrator in consultation with the individual teacher. IDPs will be developed by the first Friday in October, or within four (4) weeks of being hired, or within four (4) weeks of notification of being placed on an IDP plan.

C. Observations and Teacher Provided Documents:

A classroom observation must include a review of the teacher's lesson plan, the state curriculum standards and the learning targets being used in the lesson, and a review of the pupil engagement in the lesson. These items must be provided to the administrator or designee, by the teacher being evaluated, at least 24 hours in advance for a scheduled observation, and upon request for an unscheduled observation.

Classroom observations as part of the year-end evaluation must be not less than 15 minutes. There must be at least two classroom observations. At least one observation will be unscheduled at the discretion of the administrator conducting the observation. Generally, half of the observations will take place in the first half of the year and the other half in the second half of the year. The second observation that takes place in the second half of the year will occur no later than May 1st.

D. Post-Observation Meeting and Feedback:

The administrator will provide feedback on the observation, including the lesson plan, state standard, and pupil engagement within seven (7) calendar days of the observation. The post-observation meeting will be in person. The administrator will provide the final feedback within thirty (30) calendar days of the original observation at the Post-Observation meeting.

E. Mid-Year Progress Reporting:

The performance evaluation system must include a midyear progress report for a teacher who is in the first year of the probationary period or who received a rating of minimally effective, ineffective, needing support, or developing in the teacher's most recent year-end evaluation. The midyear progress report must be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist a teacher to improve.

The midyear progress report must include the performance goals outlined in section A above. At the midyear progress report meeting, the school administrator shall develop, in consultation and mutual agreement with the teacher (determined by the administrator if agreement cannot be reached) a written improvement plan that includes these goals, training, and is designed to assist the teacher to improve the teacher's rating. The midyear progress report must not take the place of a year-end evaluation.

F. Use of Student Growth, Assessment Data, and Artifacts (20%):

The District will use State Assessment Data (M-Step ELA and Math, PSAT, and SAT) on a three (3) year trend basis to calculate ten percent (10%) of total evaluation. State Data will be represented as a building level score that will apply to all teachers within the building.

For the other 10%, teachers will choose a goal determined from PLC work at the grade or department level. The teacher will keep a portfolio of the assessment, their class data, and instructional practices tied to student achievement on the goals chosen. At the goal setting meeting, the teacher and administrator will mutually agree on the assessment measures, determined by the administrator if agreement cannot be reached.

Exemption of Student Data: Teachers wishing to exempt a student based on chronic absenteeism will nominate a student for exemption during the submission of the student growth data. Students may be considered eligible for exemption from inclusion in the data if they miss one sixth ($1/6$) of the scheduled school days or more during the semester course or school year. If one student is exempted under these circumstances, all students meeting this criterion must also be exempted from inclusion in the student growth data.

G. Written Year End Evaluation and Rating Guidelines:

The performance evaluation system must assign a rating to each teacher of effective, developing, or needing support based on the teacher's year-end evaluation. A written evaluation, and feedback concerning the evaluation, must be provided in writing to the teacher being evaluated. The administrator performing the performance evaluation or

designee will meet with the teacher being evaluated in order to discuss the written evaluation and feedback, including the teacher's performance rating.

H. Final Rating

Evaluation Scoring Areas and Percentages

	5D+	State Data	Local Data	Total
Weight	80%	10%	10%	100%