

**BOE Policy Committee Agenda
Wednesday, November 25, 2020
Virtual Meeting 8:30 A.M.**

In consideration of public health, open meetings and the Governor’s Executive Order No. 7B dated March 10, 2020 regarding PROTECTION OF PUBLIC HEALTH AND SAFETY DURING COVID- 19 PANDEMIC AND RESPONSE - FURTHER SUSPENSION OR MODIFICATION OF STATUTES; this meeting will include an option for the public to phone in to listen to the audio of the meeting. Please note that public comment will be received by phone at the beginning and end of this meeting.

Joining Info: Join by phone
(US) +1 929-276-0738 PIN: 179 204 797#

CALL TO ORDER

IN ATTENDANCE

PUBLIC PARTICIPATION

APPROVE MINUTES November 11, 2020

UNFINISHED NEW BUSINESS

Discussion and possible action:

Item	Reports
<p>Policy 4112.8 – Nepotism, Husband/Wife Employment S. Connell will make the approved edits and bring back to the committee for final review.</p>	<ul style="list-style-type: none"> ● S. Connell will invite S. D’Eramo and M.Ku to this virtual meeting.
<p>Policy 4114- Transfer/ Reassignment This is a new policy. Newtown does not currently have one.</p>	<ul style="list-style-type: none"> ● Committee to review ● S. Connell will invite S. D’Eramo to this virtual meeting
<p>Policy 4115 – Evaluation/Supervision Newtown has a current policy on this topic. It is Policy 4-103 – Evaluation of Certified Staff.</p>	<ul style="list-style-type: none"> ● Committee to review ● S. Connell will invite S. D’Eramo to this virtual meeting
<p>Policy 4115.1 – Teacher Recognition This is a new policy. Newtown does not currently have one.</p>	<ul style="list-style-type: none"> ● Committee to review ● S. Connell will invite S. D’Eramo to this virtual meeting
<p>Policy 4115.3 – Evaluation Coaches Newtown has a current policy on this topic. It is Policy 4-106.1 – Athletic Coaches.</p>	<ul style="list-style-type: none"> ● Committee to review ● S. Connell will invite S. D’Eramo to this virtual meeting
<p>Policy 4115.31 – Seasonal Appointment of Coaches CABE does not have a sample of this policy, however Newtown currently has one: Policy 4-106.</p>	<ul style="list-style-type: none"> ● Committee to review ● S. Connell will invite S. D’Eramo to this virtual meeting
<p>Policy 4115.32 – Coaching Students Out of Season CABE does not have a sample of this policy, however Newtown currently has one: Policy 4-107.</p>	<ul style="list-style-type: none"> ● Committee to review ● S. Connell will invite S. D’Eramo to this virtual meeting

UPDATE FROM THE SUPERINTENDENT

PUBLIC PARTICIPATION

ADJOURNMENT

Personnel – Certified

Nepotism

Purpose

It is the policy of the Board to recruit and hire qualified applicants for employment within the Newtown Public Schools, while avoiding both nepotism and the appearance of nepotism.

Definitions

“**Immediate family**” means a spouse, child, parent, sister, brother, half-sister or half-brother.

“**Relative**” means a sister-in-law, brother-in-law, mother-in-law, father-in-law, daughter-in-law, son-in-law, step parent, aunt, uncle, niece, nephew, first cousin, grandparent, step child, foster child, grandchild or individual living in the same household.

“**Familial relationship**” means a relationship between a member of one’s immediate family or a relative, as defined within this policy.

Prohibitions on Hiring

No relative or immediate family member of the Superintendent shall be hired to any position of employment by the Board of Education.

No immediate family members of a Board member or any other district level administrator shall be hired to any position of employment by the Board of Education.

Restrictions on Employment of Relatives or Immediate Family Members

No individuals shall be hired in a position of employment that would result in a supervisory or evaluative relationship between a current employee and a relative.

No employee may be involved in the process of screening for advancement in the application process, interviewing or hiring his or her relatives.

Employees will not be hired, promoted, transferred or assigned to work in positions in the same school or work unit or department in which a relative is already employed, unless the Superintendent of Schools approves such an assignment ~~in writing~~.

No administrator or supervisor shall supervise any of his or her relatives.

~~Employees will not be hired, promoted, transferred or assigned to work in positions in which they will have access to confidential information regarding a relative, such as, but not limited to, information regarding benefits selections, confidential medical information or personnel records that are not subject to public disclosure.~~

Personnel – Certified

Nepotism (continued)

Restrictions on Employment of Immediate Family Members

No individuals shall be hired in a position of employment that would result in a supervisory or evaluative relationship between a current employee and an immediate family member.

No employee may be involved in the process of screening for advancement in the application process, interviewing or hiring of an immediate family member.

Employees will not be hired, promoted, transferred or assigned to work in positions in the same school or work unit or department in which an immediate family member is already employed, unless the Superintendent of Schools approves such an assignment ~~in writing~~.

~~No person who is a member of the immediate family of a building administrator or department supervisor may be nominated for or transferred or otherwise assigned to any position within that administrator's building or supervisor's department.~~

No administrator or supervisor shall supervise any member of his or her immediate family.

Employees will not be hired, promoted, transferred or assigned to work in positions in which they will have access to confidential information regarding an immediate family, such as, but not limited to, information regarding benefits selections, confidential medical information or personnel records that are not subject to public disclosure.

Disclosure Requirements

A Board member or administrator who has an existing familial relationship with an employee, as defined above, or who has had a change in circumstances which creates a familial relationship with any employee of the Newtown Public Schools, shall declare such relationship to the Superintendent or Chair of the Board immediately.

If a change in circumstances creates a familial relationship between an employee and his or her supervisor, the Board, through its Superintendent, reserves the right to seek a transfer of any employee in order to resolve any concerns about the operations of the district with respect to nepotism or the appearance of nepotism. The Superintendent may also provide for the evaluation and/or supervision of the employee outside of the typical chain of command in order to resolve any concerns about nepotism or the appearance of nepotism.

A Board member or administrator who knows that a relative or immediate family member has applied for a position with the Newtown Public Schools shall declare such relationship to the Superintendent or the Chair of the Board as soon practicable.

In addition to the requirements set forth above regarding familial relationships, if a romantic relationship develops between an employee and (1) an administrator who has a supervisory or evaluative relationship with the employee, or (2) a member of the Board, the affected administrator or member of the Board shall declare such relationship to the Superintendent.

Personnel – Certified

Nepotism (continued)

Recusal

~~A member of the Board should not vote on any action of the Board which will directly affect a relative or member of his or her immediate family.~~

Discharge and Denial of Re-Employment

No current employee will be discharged or denied re-employment pursuant to an applicable recall provision based on this Policy.

ADOPTED: _____

REVISED: _____

If this is not covered by contract, here is a policy.

Personnel -- Certified

Transfer/Reassignment

No later than May 15 of each school year, the Superintendent shall post in all school buildings a list of the known vacancies which exist for the following school year. Additional vacancies shall be posted as they occur.

1. Voluntary Transfer

Teachers who desire a change in grade and/or subject assignment or who desire to transfer to another building may file a written statement of such desire with the Superintendent not later than April 15. Such statement shall include the grade and/or subject to which the teacher desires to be assigned and the school or schools to which he/she desires to be transferred, in order of preference.

2. Involuntary Transfer

No vacancy shall be filled by means of involuntary transfer or reassignment if there is a qualified volunteer available to fill said position.

Notice of an involuntary transfer or reassignment shall be given to teachers as soon as practicable, and except in cases of emergency, not later than June 1.

When an involuntary transfer or reassignment is necessary, a teacher's area of competence, major or minor field of study, length of service in the school district, and the length of service in the particular school building shall be considered in determining which teacher is to be transferred or reassigned.

An involuntary transfer or reassignment shall be made only after consultation by and among the interested parties.

A list of open positions in the school district shall be made available to all teachers being involuntarily transferred or reassigned. Such teachers may request the positions, in order of preference, to which they desire to be transferred. Teachers being involuntarily transferred or reassigned from their present position for reasons not related to their teaching competency shall have preference over those seeking voluntary transfer or reassignment in regard to choice among those positions which are vacant. A teacher being involuntarily transferred or reassigned shall be placed only in an equivalent position, -- i.e., one which, among other things, does not involve reduction in rank or in total compensation.

Nothing in this section shall preclude the administration from establishing specially staffed schools required by federal law or other projects of an exemplary or experimental nature.

Policy adopted:

A sample policy to consider.

Personnel – Certified/Non-Certified

Assignment/Transfer/Reassignment

The assignment and transfer of all certified/support staff personnel shall be the responsibility of the Superintendent of Schools (Superintendent) or designee.

Requests for transfer within the school system may be made at any time and must be in writing. Transfers are subject to availability of position, vacancies, and qualifications of employee.

Transfers will be made in the best interests of the school system, subject to provisions of applicable employee organization agreements and _____ Board of Education policies.

Not later than the November meeting of the Board of Education the Superintendent shall present the staff listing of regular assignments. Changes of regular assignments shall be reprinted periodically.

Policy adopted:
cps 5/04

An optional policy to consider.

Personnel – Certified/Non-Certified

Assignment and Transfer

The Superintendent shall have the power to assign and transfer all certified/non-certified personnel to their positions. No person has a vested right to his/her current position.

EVALUATION OF CERTIFIED STAFF

The Superintendent shall evaluate, or cause to be evaluated, each certified staff member. The evaluation process shall conform to guidelines established by the State Board of Education as well as other guidelines established by mutual agreement between the Board of Education and the teachers'/administrators' representative organizations.

The Superintendent will annually report on the administrative evaluations and periodically provide status reports on the evaluation program to the Board of Education. Reports will also be provided to the State Board of Education on the development and implementation of the evaluation program as required under Section 10-151b.

Reference: CGS 10-151b, 10-151c

Adopted

Amended 10/10/95

New material to review. (A "good practice" policy)

Personnel - Certified

Evaluation and Support Program

It is universally accepted that good teaching is the most important element in a sound educational program. Student learning is directly affected by teacher competence; therefore, teacher evaluation shall be accomplished using a teacher evaluation plan which demonstrates a clear link between teacher evaluation, professional development and improved student learning. (The educator evaluation and support plan or revisions must be approved annually by the State Department of Education prior to District implementation.)

The submission of the District's evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the State Department of Education.

Note: "Teacher" or "Administrator" for purposes of evaluation shall include each professional employee of the Board, below the rank of Superintendent, who holds a certificate or permit issued by the State Board of Education.

Appraisal of teaching performance should serve three purposes:

1. To raise the quality of instruction and educational services to the children of our community resulting in improved student learning.
2. To raise the standards of the teaching profession as a whole.
3. To aid the individual teacher to grow professionally, linking district-wide teacher evaluation and professional development plans.

Evaluation of teacher performance must be a cooperative, continuing process designed to improve student learning and the quality of instruction. The Superintendent shall annually evaluate or cause to be evaluated all certified employees in accordance with the teacher evaluation and support program, developed through mutual agreement with the Professional Development and Evaluation Committee for the District. The required union representation on such committee shall include at least one representative from each of the teachers' and administrators' unions. The teacher shares with those who work with the teacher the responsibility for developing effective evaluation procedures and instruments and for the development and maintenance of professional standards and attitudes regarding the evaluation process.

The Board of Education shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the District's Professional Development and Evaluation Committee. If unable to attain mutual agreement, the Board and the Professional Development and Evaluation Committee shall consider adopting by mutual agreement the State Board of Education (SBE) adopted model teacher evaluation and support program without any modification. Further, if the Board and the Professional Development and Evaluation Committee fail to agree on the SBE model, the Board, will use its statutory authority to adopt and implement a teacher evaluation program of its choice, provided such program is consistent with the SBE adopted guidelines.

Personnel - Certified

Evaluation and Support Program (continued)

The system-wide program for evaluating the instructional process and all certified personnel is viewed as one means to improve student learning and insure the quality of instruction. The evaluation plan shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. *Further, claims of failure to follow the established procedures of such teacher evaluation and support program shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

Note: *The district's evaluation plan, submitted to the State Department of Education for approval, may be the district's selection of the state model evaluation plan, SEED (Connecticut's System for Educator Evaluation and Development), or a hybrid of SEED, or a district proposed alternative evaluation and support plan which fulfills the state guidelines.*

The Superintendent and all employees whose administrative and supervisory duties equal at least 50% of their time shall include a minimum of fifteen hours of training in the evaluation of teachers pursuant to Section 10-151b, as part of the required professional development activity during each five year period for reissuance of their professional educator certificate.

The State Board of Education as required has adopted guidelines for a model teacher and administrator evaluation and support program which is to provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. The guidelines include, but are not limited to:

- 1. The use of four performance evaluations designators: exemplary, proficient, developing and below standards;*
- 2. The use of multiple indicators of student academic growth and development in teacher and administrative evaluations;*
- 3. Methods for assessing student academic growth and development;*
- 4. A consideration of control factors, tracked by the state-wide public school information system that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility;*
- 5. Minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings;*
- 6. The development and implementation of periodic-training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or RESC to teachers whose performance is being evaluated and to administrators who are conducting the performance evaluations;*

Personnel - Certified

Evaluation and Support Program (continued)

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| 7. | <i>The provision of professional development services based on individual or group needs identified through the evaluation process;</i> |
| 8. | <i>The creation of individual teacher improvement and remediation plans for teachers who are rated "developing" or "below standard" in performance, designed in consultation with such teacher and his/her exclusive bargaining representative chosen pursuant to CGS 10-1536;</i> |
| 9. | <i>Opportunities for career development and professional growth; and</i> |
| 10. | <i>A validation procedure to audit evaluation ratings of "exemplary" or "below standard" evaluation ratings by the SDE or third-party entity approved by the SDE.</i> |

The Superintendent shall annually evaluate or cause to be evaluated each teacher and administrator in accordance with the teacher evaluation and support program and may conduct additional formative evaluations toward producing an annual summative evaluation.

In the event that a teacher or an administrator does not receive a summative evaluation during the school year, such individual shall receive a rating of "not rated" for that year.

<p>Note: <i>The SBE may waive the requirement of consistency with SBE's model guidelines for any district that developed a teacher evaluation program that is determined by the SBE to substantially comply with the guidelines.</i></p>

The Superintendent shall report to the Board by June 1st annually on the status of the evaluations. In addition, annually, by dates determined by the State Department of Education, the Superintendent shall report to the Commissioner of Education on the implementation of the teacher evaluation and support program, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers and administrators not evaluated, and other requirements as determined by the State Department of Education.

Improvement and Remediation Plans

Teachers rated "below standard" or "developing" shall have a well-articulated improvement and remediation plan that:

1. is developed in consultation with the teacher and his/her union representative and is differentiated by the level of identified need and/or stage of development;
2. identifies resources, support, and other strategies to be provided by the Board to address documented deficiencies;
3. contains a timeline for implementing such measures in the same school year as the plan is issued; and
4. provides success indicators that include a minimum overall rating of "proficient" at the end of the improvement and remediation plan.

Personnel - Certified

Evaluation and Support Program (continued)

Evaluation Training

The Board, prior to any evaluation conducted under the teacher evaluation and support program, shall conduct training programs for all evaluators and orientation for all District teachers regarding the District's teacher evaluation and support program. Such training shall provide instruction to evaluators regarding how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. The orientation for each teacher shall be completed before a teacher receives an evaluation under the teacher evaluation and support program.

Note: *"Teacher" includes all certified employees below the rank of Superintendent.*

Implementation Plan

The Board of Education recognizes that the State Board of Education (SBE) utilizes a flexible plan for the implementation of Connecticut's Educator Evaluation and Support System.

Note: *Districts intending to renew or request waivers shall do so in conformity with the process and timelines established by the State Department of Education.*

Options: The District will:

- Implement the SEED state model in its entirety and implement all components as written within the Handbook.
- Use the State Department of Education approved plan with adopted flexibilities.
- Use a District developed plan. (Such plan must have at least one variation from any of the elements/components of the SEED model.)

Beginning with the 2014-15 school year and all subsequent years, the submission of the District's evaluation plans for State Department of Education's review and approval, including flexibility requests, shall take place by annual deadlines set by the State Department of Education.

Complementary Observers

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. The District may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators, who may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers shall be fully trained as evaluators in order to be authorized to serve in this role.

Personnel - Certified

Evaluation and Support Program

Complementary Observers (continued)

Complementary observers may assist primary evaluators by conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary observer shall share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Dispute-Resolution Process

In accordance with the requirement in the “Connecticut Guidelines for Teacher Evaluation and Professional Development,” in establishing or amending the local teacher evaluation plan, the Board of Education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan.

When such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC). The Superintendent and the collective bargaining unit for the District shall each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the Superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the Superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled “Connecticut Guidelines for Educator Evaluation.” Should the process not result in resolution of a given issue, the determination regarding that issue shall be made by the Superintendent. An example will be provided within the State model.

Note: *The above is an illustrative example of such a process provided by the State Board of Education.*

Data Management

Annually, prior to September 15, the District’s Professional Development and Evaluation Committee will review and report to the Board the user experiences and efficiency of the District’s data management system/platform to be used by teachers and administrators to manage the evaluation plans.

Personnel - Certified

Evaluation and Support Program

Data Management (continued)

Annually, data management systems/platform to be used by teacher and administrators to manage evaluation plans shall be selected by the Board with considerations given to functional requirements/needs and efficiencies identified by the Professional Development and Evaluation Committee.

Such plans shall consider guidance pertaining to the entry of data into the District's data management system/platform needed to manage the evaluation plan. Such guidance shall address items to be entered, prohibitions pertaining to the sharing and transference of individual teacher data to another district or entity without consent of the teacher or administrator, limits on the access to teacher and administrator data and a process for recording authorized individuals' access to information.

Audit

The Board, if selected, will participate as required, in an audit of its evaluation program, conducted by the State Department of Education.

All teachers teaching in public schools at the elementary, middle and high school levels (including special education teachers) must be determined to be an "effective educator," as defined in the Every Student Succeeds Act. To be determined an "effective educator," a teacher must meet state certification and licensure criteria.

The reauthorized Individuals with Disabilities Act (IDEA) identifies special education teachers as teachers who must demonstrate competency in the core academic subjects that they teach.

The District evaluates a teacher's subject-matter competency in the core academic content areas, based on the Common Core of Teaching (CCT), using both of the following:

- A. foundational skills and competencies; and
- B. the discipline-based professional standards.

(cf. 2400 - Evaluation of Administrators and Administration)

(cf. 4111/4211 - Recruitment and Selection)

(cf. 4131 - Staff Development)

Personnel - Certified

Evaluation and Support Program

Legal Reference: Connecticut General Statutes
10-145b Teaching certificates.
10-151a Access of teacher to supervisory records and reports in personnel file.
10-151b Evaluation by superintendent of certain educational personnel. (amended by PA 04-137, P.A. 10-111, P.A. 12-116, PA 12-2 (June Special Session), PA 13-245, PA 15-5 (June Special Session)
10-151c Records of teacher performance and evaluation not public records.
10-220a(b) In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations.
PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform.
PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)
Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.
Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.
"Flexibility to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014
34 C.F.R. 200.55 Federal Regulations.
PL 114-95 – Every Student Succeeds Act §9213

Policy adopted:

rev 7/13
rev 2/14
rev 6/14
rev 7/15
rev 4/17

A more succinct version to consider.

Personnel - Certified

Evaluation and Support Program

The primary purpose of a teacher and administrator evaluation program shall be the improvement of the student learning experience, including the encouragement of creativity and innovation in the planning and implementation of teaching strategies. Secondary purposes of the teacher evaluation program include promoting professional growth and development of staff, providing accountability by ensuring that only effective teachers continue in the school system, and assist in the determination of teachers being “highly qualified” in the core academic subject areas taught as defined in the Every Student Succeeds Act.

The Board of Education shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the District’s Professional Development and Evaluation Committee. The required union representation on such committee shall include at least one representative from each of the teachers’ and administrators’ unions. If unable to attain mutual agreement, the Board and the Professional Development and Evaluation Committee shall consider adopting by mutual agreement the State Board of Education (SBE) adopted model teacher evaluation and support program without any modification. Further, if the Board and the Professional Development and Evaluation Committee fail to agree on the SBE model, the Board, will use its statutory authority to adopt and implement a teacher evaluation program of its choice, provided such program is consistent with the SBE adopted guidelines.

The District’s Teacher Evaluation Model is based on nine essential purposes which focus on student learning, mastery of professional competencies, professional growth, and school/district improvement. These nine purposes are:

- to provide annually a continuous and consistent system of staff assessment which, in turn, will help to provide a climate for maintaining and improving the quality of instruction and student learning;
- to provide opportunities to enable teachers and administrators to become more skillful, more effective and more creative in their work
 - identifying and analyzing their knowledge and skills so they can direct the growth and development of students more effectively and with greater sensitivity
 - identifying their strengths as well as areas for further growth
 - formulating and evaluating specific student learning objectives
 - developing a better understanding of their obligations and their responsibilities;
- to provide a variety of opportunities for self-analysis;
- to improve the process by which teachers, administrators and the Board of Education realize their goals and objectives;
- to improve the quality and effectiveness of the professional development program;

Personnel - Certified

Evaluation and Support Program (continued)

- to develop awareness of and accountability for the quality of the instructional program;
- to foster teamwork and understanding between evaluatees and evaluators;
- to raise the standards of the education profession; and
- to provide a sound basis and appropriate documentation for administrative decisions to separate from employment those staff who do not meet professional standards, of effectiveness, efficiency and competency.

Prior to June 1st annually, the Superintendent shall report to the Board of Education the status of teacher evaluations. The Superintendent will also report annually to the Commissioner of Education on the implementation of the teacher evaluation and support program, including their frequency of evaluations, aggregate evaluation ratings, the number of teachers and administrators not evaluated and other requirements as determined by the State Department of Education.

The evaluation process for each school year shall be in accordance with the teacher evaluation and support program. The evaluation and support program shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. *Further claims of failure to follow the established procedures of such teacher evaluation and support program shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004. The evaluation process for teachers and administrators shall include opportunities for:

- use of four performance evaluations designators: exemplary, proficient, developing and below standard;
- use of multiple indicators of student academic growth and development;
- self-evaluation;
- individual performance objectives related to job competency;
- supervisor-initiated conferences and observation;
- teacher-initiated conferences and observations;
- addressing the needs of staff as they progress through their careers;
- professional development based on individual or group needs identified through evaluations;
- individual performance objectives related to the improvement of student learning;
- alternative means to evaluate teacher performance;
- collegial work;
- methods of assessing student academic growth and development; and

Personnel – Certified

Evaluation and Support Program (continued)

- giving due consideration to additional sources of information concerning teacher performance, including but not limited to, parents, students, colleagues, community members, professional organizations and other district administrators.
- periodic training on the evaluation program, offered by the District or its RESC;
- opportunities for career development and professional growth;
- a validation procedure to audit ratings of below standard or exemplary (for the SDE);
- consideration of “control” factors that could influence teacher performance such as student characteristics, attendance and mobility.

The State Board of Education has adopted guidelines for a model teacher and administrator evaluation program which provides guidance on the use of multiple indicators of student academic growth in teacher and administrator evaluations.

Implementation Plan

The Board of Education recognizes that the State Board of Education (SBE) has adopted a flexible plan for the implementation of Connecticut’s Educator Evaluation and Support System.

Note: *Districts intending to renew or request waivers shall do so in conformity with the process and timelines established by the State Department of Education.*

Options: The district will:

- Implement the SEED state model in its entirety and implement all components as written within the Handbook.
- Use the State Department of Education approved plan with adopted flexibilities.
- Use a District developed plan. (Such plan must have at least one variation from any of the elements/components of the SEED model.

Beginning with the 2014-15 school year and all subsequent years, the submission of the District’s evaluation plans for State Department of Education’s review and approval, including flexibility requests, shall take place by annual deadlines set by the State Department of Education.

(cf. 4131 – Staff Development)

Personnel – Certified

Evaluation and Support Program (continued)

- Legal Reference: Connecticut General Statutes
- 10-145b Teaching certificates.
 - 10-151a Access of teacher to supervisory records and reports in personnel file.
 - 10-151b Evaluation by superintendent of certain educational personnel. (amended by PA 04-137, P.A. 10-111, P.A. 12-116, PA 12-2 (June Special Session), PA 13-245, PA 15-5 (June Special Session)
 - 10-151c Non-disclosure of records of teacher performance and evaluation. Exceptions.
 - 10-220a In-service training
 - 10-220a(b) In service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations. Circular Letter C-6, Series 2004-2005, Determining “Highly Qualified” Teachers. (as amended by PA 15-215)
 - PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform
 - PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)
 - Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012
 - Connecticut’s System for Educator Evaluation and Development (SEED) State Model Evaluation System.
 - “Flexibility to Guidelines for Educator Evaluation” adopted by Connecticut State Board of Education, February 6, 2014
 - 34 C.F.R. 200.55 Federal Regulations
 - PL 114-95 Every Student Succeeds Act §9213

Policy adopted:

rev 2/14
rev 6/14
rev 7/15
rev 4/17

Ellington's version of this policy to consider, updated by CAFE.

Personnel - Certified

Evaluation and Support Program

The primary purpose of a teacher and administrator evaluation program shall be the improvement of the student learning experience, including the encouragement of innovative, effective practices in instruction and assessment. Secondary purposes of the teacher evaluation program include promoting professional growth of staff and ensuring that only effective teachers continue in the school system.

The Board of Education (Board) shall adopt and implement an educator evaluation and support program, and shall revise that plan as needed to reflect changes in the State Board of Education adopted guidelines. Such an evaluation and support program shall be developed through mutual agreement with the District's Professional Growth and Evaluation Committee.

The District's Professional Growth and Evaluation Plan is based on nine objectives which focus on student learning, mastery of professional competencies, professional growth, and school/district improvement. These objectives are:

1. To enhance the professional skills of the staff so they may more effectively meet the needs of all students.
2. To provide equitable opportunities for focused continuing education and professional development for all educators.
3. To provide feedback that motivates personal and professional growth.
4. To facilitate communication and collaboration among educators to improve teaching and learning.
5. To provide assistance to educators for their continuous improvement.
6. To establish a procedure by which individual and district goals can be translated into performance objectives.
7. To contribute to good morale by demonstrating just and equitable personnel practices.
8. To acknowledge and recognize educators' growth, improvement, and contributions promoting professional growth.
9. To provide differentiated professional growth opportunities that acknowledge and are responsive to differences in skills, experience and learning needs.

Prior to September 30th annually, the Superintendent shall report to the Board of Education the status of teacher evaluations, which shall be conducted according to the evaluation plan approved by the Board. The Superintendent will also report annually to the Commissioner of Education on the implementation of the teacher evaluation and support program, including aggregate evaluation ratings, the number of teachers and administrators not evaluated and other requirements as determined by the State Department of Education.

Personnel - Certified

Evaluation and Support Program (continued)

The evaluation process, shall annually be in accordance with the teacher evaluation and support program. The evaluation and support program shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth.

(cf. 4131 – Staff Development)

Legal Reference: Connecticut General Statutes
10-145b Teaching certificates.
10-151a Access of teacher to supervisory records and reports in personnel file.
10-151b Evaluation by superintendent of certain educational personnel. (amended by PA 04-137, P.A. 10-111, P.A. 12-116, PA 12-2 (June Special Session), PA 13-245, PA 15-5 (June Special Session)
10-151c Non-disclosure of records of teacher performance and evaluation. Exceptions.
10-220a In-service training
PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform
PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)
Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012
Connecticut’s System for Educator Evaluation and Development (SEED) State Model Evaluation System.
“Flexibility to Guidelines for Educator Evaluation” adopted by Connecticut State Board of Education, February 6, 2014
20 U.S.C. Section 1119 No Child Left Behind Act
34 C.F.R. 200.55 Federal Regulations
PL 114-95 Every Student Succeeds Act §9213

A new sample regulation to consider.

Personnel - Certified

Evaluation and Support Program

Statement of Purpose

The basic purpose of the educator evaluation and support system is to strengthen individual and collective practices to increase student learning and development and by assisting the teacher and administrator with opportunities for continuous growth. This goal can best be achieved by the:

1. District's educator evaluation and support plan annually approved by the State Department of Education (SDE);
2. Teacher evaluations utilizing a four level matrix rating system;
3. District providing professional learning to address needs identified through the evaluation process;
4. Creation and adherence to individual teacher improvement and remediation plans for teachers rated "below standard;"
5. Providing of opportunities for career growth and professional development based upon performance ratings; and
6. Defining of "effectiveness" and "ineffectiveness" using a summative rating derived from the SDE approved evaluation system.

Core Requirements for the Evaluation and Support Program for Evaluation of Teachers (Use of State model-SEED, or a District proposed and SDE approved alternative)

1. **Component #1: Attainment of Goals and Objectives for Student Growth**
 - a. 45% of the teacher evaluation to be based on the attainment of goals and objectives for student growth, using multiple indicators of academic growth and development to measure these goals and objectives.
 - i. 22.5% of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time. The primary purpose of the statewide examination is to provide an efficient and reliable estimate of a student's overall performance in a subject area relative to grade level standards. Those teachers without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure an additional non-standardized indicator.

Personnel - Certified

Evaluation and Support Program

Core Requirements for the Evaluation and Support Program for Evaluation of Teachers (continued)

The state mastery test* results can be used for educator goal setting, professional development, discussion at the summative (final) evaluation conference, informing collaborative goals, communication around planning, curriculum development, program evaluation, selecting or evaluating the effectiveness of materials and resources, and school and district improvement planning.

The state mastery* test results are not to be used as a measure to calculate a final evaluation rating.

- ii. 22.5% of the indicators of academic growth and development there may be:
 - A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure.
 - A minimum of one non-standardized indicator.
 - **Non-standardized indicators include but are not limited to:**
 - Performance rated against a rubric (for subjects such as music or dance),
 - Performance assessments or tasks rated against a rubric (such as oral work, projects, etc.),
 - Portfolios of student work rated against a rubric,
 - Curriculum-based assessments,
 - Periodic assessments that document student growth over time, and
 - Other indicators such as teacher-developed tests, student written work, etc.
 - Teachers and evaluators must agree on a balance in the weight of standardized and non-standardized indicators when setting goals for measuring student growth.

2. **Component #2: Observation of Teacher Practice and Performance**

- a. 40% of the teacher evaluation will be based on multiple observations which are evaluated against a standards-based rubric, of teacher practice and performance. (CCT Rubric for Effective Teaching 2014)
- b. Constructive and written feedback in a timely and useful manner.

*The state mastery tests include for students in grades three through eight inclusive the administration of the Smarter Balance Assessment (SBAC) in English, language arts, literacy and mathematics, the administration of the Science CMT for students in grades five and eight; the administration of the Science CAPT in grade ten and the administration in grade eleven of the SAT's to measure reading, writing and mathematics.

Personnel - Certified

Evaluation and Support Program

Core Requirements for the Evaluation and Support Program for Evaluation of Teachers (continued)

- c. A combination of formal, informal, announced and unannounced observations (a minimum of three for year 1 and 2 teachers formal in-class observations and no fewer than three formal in-class observations for teachers rated “below standard” or “developing”). (formal: at least 30 minutes; informal: at least ten minutes)
- d. Pre and post-conferences. (all observation must be followed by feedback; either verbal, written or both)
- e. Multiple in-class visits.
- f. Observations are standards-based and aligned with the CT Common Core of Teaching.
- g. Observations must be rated using a rubric with four (4) performance levels (Exemplary, Proficient, Developing, Below Standard).

3. Component #3: Whole School Student Learning Indicators or Student Feedback

- a. 5% of the teacher evaluation will be based on whole-school student learning indicators or student feedback.
- b. Must be among four performance levels.
- c. Whole school student learning indicators:
 - i. Teacher indicator ratings must be represented by the aggregate rating for multiple student learning indicators established for the administrators evaluation component (graduation rates passing percentage in core subjects, school/classroom assessments, relent to student population, etc.)
- d. Student feedback
 - i. Responses must be anonymous,
 - ii. Surveys which must be fair, reliable, valid and useful,
 - iii. School governance councils can assist in survey development to encourage alignment with school improvement goals,
 - iv. Surveys must be age and grade level appropriate, and administered to each student,
 - v. Results from surveys applied to teacher evaluations should align with student learning goals,
 - vi. Whole student survey ratings must be based on evidence from teacher developed student indicators of improvement in areas of need by the survey results or evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results, and
 - vii. Focus groups, interviews, or teacher surveys may be used to collect data from students.

Personnel - Certified

Evaluation and Support Program

Core Requirements for the Evaluation and Support Program for Evaluation of Teachers (continued)

4. Component #4: Parent or Peer Feedback

- a. 10% of the teacher evaluation will be based on parent or peer feedback, including surveys. Such feedback must be among the four (4) performance levels.

Note: *The CSDE has adopted recommended survey instruments as part of the SEED state model for teacher evaluation and support.*

b. Parent Feedback

- i. Responses must be anonymous,
- ii. Surveys must be fair, reliable, valid and useful,
- iii. School governance councils can assist in survey development to encourage alignment with school improvement goals,
- iv. Surveys must be administered on paper or online to each parent,
- v. Results applied to teacher evaluation should align with student learning goals,
- vi. Whole parent survey ratings must be based on evidence from teacher developed student indicators of success in areas of need or evidence of teacher implementation of strategies to address areas of need as identified by the survey results,
- vii. Teacher ratings may be based on improvement in performance goals based on parent feedback or on criteria found in Domain 6 of the CT Common Core of Teaching, and
- viii. Focus groups, interviews, or teacher surveys may be used to collect data from parents.
- ix. Survey results shall be used to identify areas of need and to set general parent engagement goals for the entire school, after meetings between the principal and teacher.

c. Peer Feedback

- i. Observation or focus groups may be developed to gather peer feedback.

Note: *In fulfilling the required four components of teacher evaluation, the state model (SEED) or a district-proposed and SDE approved alternative model can be utilized for each of the components.*

Personnel - Certified

Evaluation and Support Program

Core Requirements for the Evaluation and Support Program for Evaluation of Teachers (continued)

Teacher Evaluation Process/Calendar

A. Goal setting and planning by mid-November yearly

1. Orientation of the process
2. Teacher reflection and goal setting
3. Goal setting conference

B. Mid-year check-in during January/February yearly

1. Review of goals and performance to date
2. Mid-year conferences

C. End-of year review by June 30th yearly*

1. Teacher self-assessment
2. Scoring
3. End-of-year conference

***If state test data may have a significant impact on a final rating, a final rating may be revised by September 15th when state test data are available.**

Levels of Performance

A. Teachers shall be given a summative rating at the end of the school year.

B. The levels of performance are:

1. Level 1: **“Below Standard”** (not meeting indicators of performance)
2. Level 2: **“Developing”** (meeting some indicators of performance but not others)
3. Level 3: **“Proficient”** (meeting indicators of performance)
4. Level 4: **“Exemplary”** (substantially exceeding indicators of performance)

Note: The term “performance” in the above shall mean “progress as defined by specified indicators. Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

C. The State model recommends the following patterns for defining effectiveness and ineffectiveness:

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Evaluation and Support Program

Core Requirements for the Evaluation and Support Program for Evaluation of Teachers (continued)

1. Novice teachers (non-tenured) shall generally be deemed effective if said educator receives at least two sequential “proficient” ratings, one of which must be earned in the fourth year of a novice teacher’s career. A “below standard” rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of “developing” in year two and two sequential “proficient” ratings in years three and four. Superintendents shall offer a contract to any educator he/she feels is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect.
2. A tenured educator shall generally be deemed ineffective if said educator receives at least two sequential “developing” ratings or one “below standard” rating at any time.

Flexibility Components

The State Board of Education on February 6, 2014 adopted flexibilities to the Guidelines for Educator Evaluations. Boards of education may choose to adopt one or more of the evaluation plan flexible components, in mutual agreement with the District’s Professional Development and Evaluation Committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation.

If the District adopts flexibility components as described in the February 6, 2014 SBE document, such flexibility shall be approved by the Board of Education and the plan containing such revisions shall be submitted to the State Department of Education for its review and approval. The submission of District evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

The flexibility components impact the following, if adopted by the Board of Education:

1. Number of Student Growth Goals
2. Number of observations

Note: Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one. It is recommended that districts adopt the standards listed above for defining effectiveness and ineffectiveness in their teacher evaluation plans.

Personnel - Certified

Evaluation and Support Program

Core Requirements for the Evaluation and Support Program for Evaluation of Teachers (continued)

“Effective Educator” Status (required by ESSA)

All teachers hired must be an “effective educator” as defined by the Every Student Succeeds Act (ESSA) in the content area(s) they will teach prior to being hired. Therefore, they must (1) hold an undergraduate or graduate major in the core academic content area(s) they are being hired to teach; OR (2) have a master’s degree or an advanced certification (such as National Board Certification) in the core academic content area(s) they will teach; OR (3) have successfully passed a state standardized content-knowledge test in the core academic area(s); AND meet Connecticut certification and/or licensure criteria.

Records of teacher evaluation and performance shall not be deemed to be public records and shall not be subject to Connecticut General Statutes 1-19. Any teacher may consent in writing to the release of his/her records by the Board of Education. Such consent shall be required for each request for a release of a record.

Legal Reference: Connecticut General Statutes
10-145b Teaching certificates
10-151 Employment of teachers. Definitions. Notice and hearing on failure to renew or termination of contract. Appeal
10-151a Access of teacher to supervisory records and reports in personnel file
10-151b Evaluation by superintendent of certain educational personnel (as amended by P.A. 04-137, An Act Concerning Teachers’ Evaluations and P.A. 12-116, An Act Concerning Education Reform)
10-151c Records of teacher performance and evaluation not public records
46a-60 Discriminatory employment practices prohibited.
34 C.F.R. 200.55 Federal Regulations
PA 12-116 An Act Concerning Education Reform
Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012
Connecticut’s System for Educator Evaluation and Development (SEED) State Model Evaluation System.
“Flexibility to Guidelines for Educator Evaluation” adopted by Connecticut State Board of Education, February 6, 2014
PL 114-95 Every Student Succeeds Act, §9213

Regulation approved:

rev 2/14

rev 6/14

rev 4/17

Sample policy to consider.

Personnel -- Certified

Teacher Recognition

Teacher of the Year Award

A. Introduction

The classroom teacher is the backbone of the American education system. No person has a greater impact on the education of a child than does the teacher who creates the primary learning and instructional environment. The Teacher of the Year Award is one of the most prestigious awards presented by the Board of Education. It is designed to focus attention on excellence in teaching. Annually, in June at the Employee Appreciation Tea, the winner of the award will be announced by the Chairman of the Board of Education or his/her designee.

B. Purpose

The purpose of the award is to provide an opportunity for the Board of Education to express its gratitude for service and performance which is given willingly on behalf of the students and the community.

C. Intent

The award is intended to commend classroom teachers for their performance.

D. Eligibility

1. Nominees should be certified teachers who work with children in a classroom setting in pre-kindergarten through grade 12, and employed in the East Windsor Public Schools.
2. Nominees should possess a superior ability to inspire learning in students.
3. Nominees should be exceptionally dedicated, knowledgeable, and skilled teachers who plan to continue in an active teaching status.
4. Nominees should have the respect and admiration of students, parents, colleagues and administration.
5. Nominees should play an active and useful role in the community and be involved in civic and/or humanitarian activities.
6. Nominees should be poised and articulate.

Personnel -- Certified

Teacher Recognition

Teacher of the Year Award (continued)

E. Nomination

The following procedure will be used to nominate recipients for the Teacher of the Year Award.

1. Each year prior to May 1, any teacher, Board member, or administrator may nominate, in writing, to the Superintendent of Schools a certified teacher employed in the district to be considered for the award.
2. The written nomination shall be in narrative form and contain information which explains why the individual has been nominated.
3. The nomination shall be based on eligibility standards listed in Section D of this policy.
4. The written form shall be signed by the individual making the nomination.

F. Selection

The following procedure will be used to select the recipient of the Teacher of the Year Award.

1. The Superintendent will form a committee to review nominations received for the Teacher of the Year Award.
2. The committee will consist of:
 - a. Three teachers representing each of the schools and a teacher representing the teacher's bargaining unit. Of the four teachers on the committee, at least two must be former Teacher of the Year Award winners;
 - b. Two administrators representing the elementary and secondary grades;
 - c. A Board of Education member representing the school system.

Personnel -- Certified

Teacher Recognition

Teacher of the Year Award (continued)

Selection (continued)

3. The committee will recommend an individual for the Teacher of the Year Award to the Superintendent of Schools.
4. The Superintendent of Schools shall be responsible for selecting the Teacher of the Year Award winner.
5. The district's Teacher of the Year automatically becomes a nominee for the Connecticut Teacher of the Year honors.
6. Nothing in this policy shall limit the number of times a person may receive the award.

Policy adopted:

cps 4/01

An optional sample policy to consider.

Personnel -- Certified

Evaluation

Coaches

There shall be an annual evaluation of all coaches, to be conducted by the athletic director or the coach's immediate supervisor. Each coach shall receive a written copy of the evaluation.

The purposes of evaluation are:

1. To provide a systematic process whereby coaches may increase the effectiveness of their services to the athletic program utilizing the available professional resources.
2. To provide an opportunity for coaches to analyze their strengths and weaknesses, and to discuss objectively the contributions they have made to the athletic program.
3. To provide an opportunity for the administrative staff to analyze the strengths and weaknesses of individual coaches, and to utilize this knowledge to develop supervisory service to assist individuals in developing their competence.
4. To provide an effective means by which administrators may make recommendations concerning the continued employment of personnel, the granting of increments, and/or other recommendations to the Board of Education.

It is the responsibility of all administrators, coaches and other professional staff members to recognize that the district schools intend to seek and maintain the best qualified staff to provide quality coaching for student athletes. In keeping with this goal, all personnel are expected to participate fully in the appraisal process.

An integral part of this process is self-appraisal. The self and administrative appraisals include: knowledge of sports area, coaching skills and techniques, attitudes, behavior patterns, values and ethics.

Any coach that has held the same coaching position for three or more years, for which the Board terminates or non-renews the contract shall be informed of the Board's decision within ninety (90) days of the completion of the sport season covered by the contract. The coach may request a written statement from the Board specifying the reason(s) for the Board's action. The statement shall be provided within thirty (30) days of the request. The decision to terminate or non-renew the coach's contract may be appealed by the coach in a manner prescribed by the Board.

The Board may terminate the contract of any coach at any time for reasons of moral misconduct, insubordination or a violation of the rules of the Board or because a sport has been cancelled by the Board.

Personnel – Certified

Evaluation

Coaches (continued)

(cf. 2137 – Athletic Director)

Legal Reference: Connecticut General Statutes

- 10-151b Evaluation by superintendent of certain educational personnel
- 10-220a In-service training
- 10-222e Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)
- 10-149 Qualifications for coaches of intramural and interscholastic athletics coaches (as amended by P.A. 13-41)
- P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors
- PA 04-243 An Act Concerning Notification in Cases of Termination of Coaches

Policy adopted:

cps 10/01
rev 6/04
rev 7/13

Another version of this policy prepared by the law firm of Sullivan, Schoen, Campane and Connon.

Personnel -- Certified

Evaluation

Coaches

Any person holding a coaching permit who is employed by the Board to coach for a sport season shall be evaluated by the athletic director or his/her immediate supervisor on an annual basis. A copy of such evaluation shall be provided to the athletic coach.

Appeal of Termination or Non-Renewal

A decision to terminate or decline to renew the contract of an athletic coach who has served in the same coaching position for three or more consecutive years shall be communicated to such coach no later than ninety days after completion of the sport season covered by the contract. Such coach may appeal such decision in the following manner:

1. Within seven days of receiving the notice of termination or non-renewal, the coach may make a written request for a statement of the reasons for such decision. The coach shall be given a statement of reasons within the succeeding seven days.
2. The coach may request an opportunity to appeal such decision to the Board. This request must be made by the coach in writing within twenty days of receiving notice of the termination or non-renewal.

Nothing shall prohibit the Board from terminating a coaching contract at any time for reasons of moral misconduct, insubordination, violation of the rules of the Board or because a sport has been cancelled.

(cf. 2137 – Athletic Director)

Legal Reference: Connecticut General Statutes

10-151b Evaluation by superintendent of certain educational personnel
10-220a In-service training
10-222e Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)
10-149 Qualifications for coaches of intramural and interscholastic athletics coaches (as amended by P.A. 13-41)
P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors
Public Act 04-243 An Act Concerning Termination of Coaches

Policy adopted:

cps 12/04
rev. 7/13

Another version to consider.

Personnel -- Certified

Evaluation

Coaches

There shall be an annual evaluation of all coaches, to be conducted by the athletic director or the coach's immediate supervisor. Each coach shall receive a written copy of the evaluation.

Any coach that has held the same coaching position for three or more years, for which the Board terminates or non-renews the contract shall be informed of the Board's decision within ninety (90) days of the completion of the sport season covered by the contract. The coach may request a written statement from the Board specifying the reason(s) for the Board's action. The statement shall be provided within thirty (30) days of the request. The decision to terminate or non-renew the coach's contract may be appealed by the coach in a manner prescribed by the Board.

The Board may terminate the contract of any coach at any time for reasons of moral misconduct, insubordination or a violation of the rules of the Board or because a sport has been cancelled by the Board.

(cf. 2137 – Athletic Director)

Legal Reference: Connecticut General Statutes

10-151b Evaluation by superintendent of certain educational personnel

10-220a In-service training

10-222e Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)

10-149 Qualifications for coaches of intramural and interscholastic athletics coaches (as amended by P.A. 13-41)

P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors

PA 04-243 An Act Concerning Notification in Cases of Termination of Coaches

Policy adopted:

cps 3/05

rev 7/13

A recent version developed by South Windsor containing a hearing procedure.

Personnel -- Certified

Evaluation

Athletic Coaches

It is the policy of the South Windsor Board of Education that an athletic coach employed by the Board shall:

1. adhere to all Board policies, rules and regulations;
2. shall conduct himself or herself in a professional manner; and
3. serve as a role model for students;
4. demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term “**athletic coach**” means any person holding a coaching permit who is hired by a local or regional Board of Education to act as a coach for a sport season. This term “**coach**” under this policy shall include only coaches who have direct responsibility for one or more teams (including assistant coaches who serve as coach to a team (e.g., JV), and the term shall not include other assistant coaches and volunteer coaches.

Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the athletic director or the coach’s immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

Employment of an Athletic Coach

Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching positions (e.g., basketball, golf) may be non-renewed or terminated at any time except as follows.

If the athletic coach has served in the same coaching position for three or more consecutive school years the following procedures shall apply. The Superintendent may non-renew the employment of any such athletic coach by providing written notification of that action within ninety (90) calendar days of the end of the season. The Superintendent may terminate the employment of any such athletic coach at any time for 1) for reasons of moral misconduct, insubordination, failure to comply with the Board’s policies, rules and regulations; or 2) because the sport has been canceled. If a decision to terminate a coach’s employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.

Personnel -- Certified

Evaluation

Athletic Coaches

Hearing Procedures

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board of Education in accordance with the following procedures:

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.
- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Personnel -- Certified

Evaluation

Athletic Coaches

Legal Reference: Connecticut General Statutes

10-151b Evaluation by superintendent of certain educational personnel

10-220a In-service training

10-222e Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)

10-149 Qualifications for coaches of intramural and interscholastic athletics coaches (as amended by P.A. 13-41)

P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors

PA 04-243 An Act Concerning Notification in Cases of Termination of Coaches

Policy adopted:

SOUTH WINDSOR PUBLIC SCHOOLS
South Windsor, Connecticut

cps 4/05

rev. 713

Berlin's version of this policy to consider.

Personnel – Certified

Evaluation, Termination and Non-Renewal of Athletic Coaches

It is the policy of the Berlin Board of Education (the “Board”) that an athletic coach employed by the Board shall:

1. adhere to all Board policies, rules and regulations;
2. shall conduct themselves in a professional manner;
3. serve as a role model for students; and
4. demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term “athletic coach” means any person holding and required to hold a coaching permit issued by the Connecticut State Department of Education who is hired by the Berlin Board of Education to act as a coach for a sport season. This term “coach” under this policy shall include only coaches who have direct responsibility for one or more teams (including assistant coaches if they serve as a coach to another team [e.g., JV]), and the term shall not include other assistant coaches and volunteer coaches.

The Superintendent may adopt administrative regulations in accordance with this policy.

I. Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the coach’s immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

II. Employment of an Athletic Coach

- A. Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching positions (e.g., basketball, golf) may be non-renewed or terminated at any time, subject to the provisions set forth below which apply to athletic coaches who have served in the same position for three or more consecutive years.
- B. If the Superintendent terminates or non-renews the coaching contract of an athletic coach who has served in the same coaching position for three or more consecutive school years, the Superintendent shall inform such coach of the decision within ninety (90) calendar days of the end of the athletic season covered by the contract. In such cases, the athletic coach will have an opportunity to appeal the decision of the Superintendent in accordance with the procedures set forth below in Section III.

Personnel – Certified

Evaluation, Termination and Non-Renewal of Athletic Coaches

II. Employment of an Athletic Coach (continued)

- C. Notwithstanding any rights an athletic coach may have to a hearing, nothing prohibits a Superintendent from terminating the employment contract of any athletic coach at any time, including an athletic coach who has served in the same coaching position for three or more consecutive school years:
 - 1. for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or
 - 2. because the sport has been canceled.
- D. If a decision to terminate a coach's employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.

III. Hearing Procedures

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board of Education in accordance with the following procedures:

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.

Personnel – Certified

Evaluation, Termination and Non-Renewal of Athletic Coaches

III. Hearing Procedures (continued)

- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Legal Reference: Connecticut General Statutes

10-151b Evaluation by superintendent of certain educational personnel

10-220a In-service training

10-222e Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)

10-149 Qualifications for coaches of intramural and interscholastic athletics coaches (as amended by P.A. 13-41)

P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors

PA 04-243 An Act Concerning Notification in Cases of Termination of Coaches

Policy adopted: January 27, 2014
cps 3/14

BERLIN PUBLIC SCHOOLS
Berlin, Connecticut

East Hartford's version of this policy.

Personnel – Certified

Evaluation

Athletic Coaches

It is the policy of the East Hartford Board of Education (the “Board”) that an athletic coach employed by the Board shall:

1. adhere to all Board policies, rules and regulations;
2. conduct himself or herself in a professional manner;
3. serve as a role model for students; and
4. demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term “athletic coach” means any person holding a coaching permit who is hired by a local or regional board of education to act as a coach for a sport season. This term “coach” under this policy shall include only coaches who have direct responsibility for one or more teams (including assistant coaches who serve as coach to a team (*e.g.*, JV), and the term shall not include other assistant coaches and volunteer coaches.

I. Evaluations

Pursuant to State law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the athletic director or the coach’s immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

II. Employment of an Athletic Coach

Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching positions (*e.g.*, basketball, golf) may be non-renewed or terminated at any time except as follows.

If the athletic coach has served in the same coaching position for three or more consecutive school years, the following procedures shall apply. The Superintendent may non-renew the employment of any such athletic coach by providing written notification of that action within ninety (90) calendar days of the end of the season. The Superintendent may terminate the employment of any such athletic coach at any time for 1) reasons of moral misconduct, insubordination, failure to comply with the Board’s policies, rules and regulations; or 2) because the sport has been canceled. If a decision to terminate a coach’s employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.

Personnel – Certified

Evaluation

Athletic Coaches

III. Hearing Procedures

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board of Education in accordance with the following procedures:

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.
- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Personnel – Certified

Evaluation

Athletic Coaches

Legal Reference: Connecticut General Statutes

10-151b Evaluation by superintendent of certain educational personnel

10-220a In-service training

10-222e Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)

10-149 Qualifications for coaches of intramural and interscholastic athletics coaches (as amended by P.A. 13-41)

P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors

PA 04-243 An Act Concerning Notification in Cases of Termination of Coaches

Policy adopted:

EAST HARTFORD PUBLIC SCHOOLS
East Hartford, Connecticut

cps 12/06

rev 7/13

COACHING APPEAL PROCEDURES

Pursuant to the provisions of Public Act 04-263, AN ACT CONCERNING TERMINATION OF COACHES, the _____ Board of Education ("Board") hereby promulgates these procedures by which an eligible Coach who is terminated or non-renewed may appeal such decision to the Board. To be covered by these Procedures, the person must both:

- be an Athletic Coach holding a coaching permit who was hired by the Board for a sport season;
 - have served in the same coaching position for three or more consecutive school years.
1. Notice of non-renewal or termination shall be in writing. From receipt of notice of non-renewal or termination, the Coach shall have 15 (fifteen) calendar days in which to prepare and file a written appeal of the non-renewal or termination with the Board of Education by filing the written appeal with the Superintendent of Schools, who shall provide Board members with copies of the appeal;
 2. The appeal document shall contain all relevant information that the Coach wishes to place before the Board in connection with his/her appeal, including documents that the Coach feels relevant, which documents shall be attached to the appeal;
 3. The Coach's written appeal documents shall be reviewed by Board Members, and action on the appeal shall be placed on the agenda of a regular or special Board meeting within 30 (thirty) calendar days from the date of filing, unless Board work load or scheduling difficulties require a longer period. At such meeting, the Board shall consider the appeal and vote to uphold or deny the appeal. The Superintendent shall advise the Coach of the Board's decision in writing. Absent unusual circumstances, the Board's decision shall be provided to the Coach not more than 50 (fifty) calendar days from the date the appeal is filed;
 4. A representative of the Administration may file a responsive statement with the Board at any time prior to the meeting at which the appeal will be decided, but such rebuttal statement shall not be required. A copy of any such statement shall be provided to the Coach;
 5. The Coach may appear at the Board meeting and shall be given an opportunity to advocate the appeal before the Board reaches a decision on the appeal. A representative of the Administration shall be afforded the same opportunity. The Board, Coach or the Administration may be represented by counsel or by another outside representative of their choosing;

COACHING APPEAL PROCEDURES

6. At the sole discretion of the Board, in extraordinary or unique cases, persons with first hand knowledge of the case may speak at the meeting when the Board reviews the appeal, and additional relevant documents may be introduced, also at the sole discretion of the Board. In all instances where the Coach or the Administration desire to request the right to have other persons address the Board or to submit additional documents not part of his/her appeal package or rebuttal, the other party and the Board must be advised in writing at least 48 hours in advance of the Board meeting at which review of the appeal is scheduled;
7. The decision of the Board on the appeal shall be final and binding upon the parties, and shall not be subject to any administrative challenge, including any grievance or arbitration claim.
8. Nothing in these Procedures shall prohibit the Board of Education from terminating a coach at any time for reasons of moral misconduct, insubordination, a violation of Board rules, or because a sport has been cancelled by the Board.

COACHING EVALUATION FORM

This form is to be used to evaluate the performance of athletic coaches employed in the _____ School System. Other written means of evaluation may be used if, in the judgment of the evaluator, they would be more effective.

- All athletic coaches and assistant coaches employed by the Board must be evaluated at the end of their sport season. Written evaluations must be submitted to the Superintendent's office not more than 30 days after the end of the sport season. Extensions may be granted by the Superintendent in appropriate cases.
- A copy of the evaluation must be given to the Coach.

Name of Coach: _____

Sport Coached : _____

Sport Season or Period
Covered by Evaluation: _____

Name of Evaluator: _____

OVERALL EVALUATION OF COACH'S PERFORMANCE (check one):

Satisfactory: _____ Needs Improvement: _____ Unacceptable: _____

Recommended for Renewal or Rehiring (check one): Yes _____ No _____

ADDITIONAL COMMENTS (Optional — use additional page if necessary):

Signature of Evaluator: _____ Date: _____

East Hartford's version of this regulation.

Personnel -- Certified

Evaluation

Coaches

Head Coaches and Assistants

Comprehensive evaluations shall be completed annually by the assigned administrators for each staff member and/or head coach.

A minimum of one formal observation of games and/or practices including post conferences shall be scheduled for each appraisal.

Each head coach, will complete a preliminary appraisal of each assistant coach and submit this to the administrator for approval.

A number of additional visits and discussions shall take place between the administrator and coach in order to build a frame of reference for the supervision and appraisal responsibility.

General Guidelines

The evaluation process includes an obligation for supervisory assistance in the improvement of professional performance.

A cooperative plan of supervisory assistance will be developed and implemented for each person with one or more identified areas for planned improvement.

The administrator will discuss the appraisal procedures with staff members prior to the start of their sport's season to insure that they understand the form and process to be used.

Evaluation Instrument

The primary evaluation instrument shall be the East Hartford High School Coach Evaluation, Form 1. This form shall be completed by the Director of Athletics prior to the final conference. The conference will result in the completion of the formal East Hartford High School Coach Evaluation.

Regulation approved:

May 24, 2007

EAST HARTFORD PUBLIC SCHOOLS
East Hartford, Connecticut

cps 11/07

An evaluation form adopted by East Hartford.

EAST HARTFORD HIGH SCHOOL COACH EVALUATION

COACH: _____ **SPORT** _____ **YEAR** _____

1. Excellent	4. Needs Improvement	7. No Opportunity to Observe
2. Above Average	5. Unsatisfactory	8. Refer to Comments
3. Average		

PROFESSIONAL AND PERSONAL RELATIONSHIPS

- 1. Cooperates with Athletic Director in regard to submitting requested paper work. _____
- 2. Understands and follows the rules and regulations set forth by the East Hartford Board of Education, C.I.A.C., C.C.C., and Athletic Department. _____
- 3. Cooperates and communicates with parent(s) when necessary. _____
- 4. Cooperates with school administration and staff. _____
- 5. Exhibits high ideals, a positive attitude, and self-control when dealing with athletes. _____
- 6. Exhibits self-control, proper conduct and good sportsmanship when dealing with officials and/or opposing coaches. _____

COACHING PERFORMANCE

- 1. Knowledge of the sport and/or skills of the sport. _____
- 2. Team discipline and control. _____
- 3. Organized practice sessions. _____
- 4. Utilization of staff. _____
- 5. Knowledge of first aid and injury policies. _____
- 6. Organized preparation for game. _____
- 7. Communicates with athletes in a constructive manner. _____
- 8. Monitors athletes' academic performance. _____
- 9. Coordinates the program with middle school coaching staff. _____
- 10. Achieved the established goals of the program. _____

RELATED COACHING RESPONSIBILITIES:

- 1. Participates in CCC Conference and/or staff meetings. _____
- 2. Participates in Award nights and banquets. _____
- 3. Completes schedules well in advance of the upcoming season. _____
- 4. Equipment care (collection, storage, inventory, issue). _____
- 5. Inform Athletic Director of equipment not returned (through the use of Accountability Slips). _____
- 6. Secures all facilities and equipment after practices/games. _____
- 7. Attempts to assist and guide athletes in positive direction (i.e.,: post-secondary education, contact w/coaches, recommendations, NCAA recruitment). _____

COMMENTS OF THE DIRECTOR OF ATHLETICS: _____

RECOMMENDATIONS/GOALS FOR NEXT SEASON: _____

Director of Athletics

Date

Coach

Date

Principal

Date

A sample regulation to consider/modify.

Personnel -- Certified

Evaluation

Coaches

The Athletic Director will evaluate each head coach and assistant annually. Should the Athletic Director not possess the 092 administrative certificate, the Athletic Director and an assigned administrator will collaborate on these evaluations. The Athletic Director will observe a minimum of two games/practices for each team. The assigned administrator, if necessary, will observe a minimum of one game for each team. The appraisal procedure and evaluation instrument to be used will be discussed with all head coaches and assistants prior to the start of their sport season.

Regulation approved:

cps 4/05

An appeal procedure developed by Stafford.

Personnel -- Certified

Evaluation

Coaches – Coaching Appeal Procedures

Pursuant to the provisions of Connecticut General Statutes, §10-222e, the Stafford Board of Education (“Board”) hereby outlines the following procedures by which an eligible coach who is terminated or non-renewed may appeal such decision to the Board. To be covered by these procedures, the person must both:

- be an athletic coach holding a coaching permit who was hired by the Board for a sport season; *and*,
 - have served in *the same coaching position* for three or more consecutive school years.
1. Notice of non-renewal or termination shall be in writing. From receipt of notice of non-renewal or termination, the Coach shall have 15 (fifteen) calendar days in which to prepare and file a written appeal of the non-renewal or termination with the Board by filing the written appeal with the Superintendent of Schools, who shall provide Board members with copies of the appeal;
 2. The appeal documents shall contain all relevant information that the Coach wishes to place before the Board in connection with his/her appeal, including documents that the Coach feels relevant, which documents shall be attached to the appeal;
 3. The Coach’s written appeal documents shall be reviewed by Board members, and action on the appeal shall be placed on the agenda of a regular or special Board meeting within 30 (thirty) calendar days from the date of filing, unless Board work load or scheduling difficulties require a longer period.
 - 3.1 At such meeting, the Board shall consider the appeal and vote to uphold or deny the appeal.
 - 3.2 A representative of the Administration may file a responsive statement with the Board at any time prior to the meeting at which the appeal will be decided, but such rebuttal statement shall not be required. A copy of any such statement shall be provided to the Coach.
 - 3.3 The Coach may appear at the Board meeting and shall be given an opportunity to advocate the appeal before the Board reaches a decision on the appeal. A representative of the Administration shall be afforded the same opportunity.
 - 3.4 The Board, Coach or the Administration may be represented by counsel or by another outside representative of their choosing.

Personnel -- Certified

Evaluation

Coaches – Coaching Appeal Procedures (continued)

- 3.5 At the sole discretion of the Board, in extraordinary or unique cases, persons with firsthand knowledge of the case may speak at the meeting when the Board reviews the appeal, and additional relevant documents may be introduced, also at the sole discretion of the Board. *In all instances where the Coach or the Administration desires to request the right to have other persons address the Board or to submit additional documents not part of his/her appeal package or rebuttal, the other party and the Board must be advised in writing at least 48 (forty-eight) hours in advance of the Board meeting at which review of the appeal is scheduled.*
4. The Superintendent shall advise the Coach of the Board's decision in writing. Absent unusual circumstances, the Board's decision shall be provided to the Coach not more than 50 (fifty) calendar days from the date the appeal is filed.
5. The decision of the Board on the appeal shall be final and binding upon the parties, and it shall not be subject to any administrative challenge, including any grievance or arbitration claim.
6. Nothing in these procedures shall prohibit the Board of Education from terminating a coach at any time for reasons of moral misconduct, insubordination, a violation of board rules, or because a sport has been cancelled by the Board.

Regulation approved:

STAFFORD PUBLIC SCHOOLS
Stafford Springs, Connecticut

Public Schools

Summative Evaluation Form: Coaching

Evaluatee: _____ Evaluator: _____

Sport _____ School: _____ Date: _____

For each statement the evaluator will mark either + (meets expectation), - (does not meet expectation), or NA (not applicable) based upon observations throughout the season.

Expectations	
Professional Standards	
	Adheres to the district's policies, the school's rules and regulations, and the ethical standards of the coaching profession.
	Pursues professional growth via workshops, conferences, self-study, or formal course work.
	Demonstrates knowledge and competency about the fundamentals, rules, and game strategies.
	Maintains a positive rapport with college coaches as appropriate.
	Works cooperatively with the Athletic Director and collaboratively with the athletic staff to improve the quality of the sports program.
	Acts as a positive role model in attitude, sportsmanship, leadership, and communication.
	Plans and implements practice time appropriately to meet the developmental needs, skills, and experience of athletes.
	Establishes routines to analyze the performance of athletes and develops techniques to improve performance.
	Develops a spirit of teamwork.
	Enforces team rules in a fair and equitable manner.
	Consistently maintains positive communication with athletes in order to improve individual and team results.
	Demonstrates the knowledge and techniques for conditioning and the care, prevention and rehabilitation of injuries.
	Establishes a positive rapport with parents and community members.
Administrative Responsibilities	
	Meets deadlines related to awards, budget, scheduling, CIAC policies and regulations, and participation forms.
	Cares for equipment and manages the distribution and collection of equipment, requisitions and inventory.
	Interprets and communicates CIAC guidelines and information to staff, athletes, and parents as necessary.
	Transportation
	Postponements
	Award ceremonies

Summative Evaluation Form: Coaching

Evaluator Comments (optional):

Evaluatee Comments (optional):

Evaluator Signature _____ Date: _____

Evaluatee Signature: _____ Date: _____

A sample regulation developed by Newington to consider/modify.

Personnel -- Certified

Evaluation

Coaches

Head Coaches and Assistants

Comprehensive evaluations shall be completed annually by the assigned administrators for each staff member and/or head coach.

A minimum of one formal observation of games and/or practices including post conferences shall be scheduled for each appraisal.

Each head coach, will complete a preliminary appraisal of each assistant coach and submit this to the administrator for approval.

A number of additional visits and discussions shall take place between the administrator and coach in order to build a frame of reference for the supervision and appraisal responsibility.

General Guidelines

The evaluation process includes an obligation for supervisory assistance in the improvement of professional performance.

A cooperative plan of supervisory assistance will be developed and implemented for each person with one or more identified areas for planned improvement.

The administrator will discuss the appraisal procedures with staff members prior to the start of their sport's season to insure that they understand the form and process to be used.

Evaluation Instrument

Form I

The primary evaluation instrument shall be the Evaluation of Coaching Performance, Form I. This form shall be completed by all members of the coaching staff. Worksheets shall be provided so that each staff member may complete a self-evaluation and each administrator may complete a worksheet evaluation prior to the final conference. The conference will result in the completion of the formal Evaluation of Coaching Performance Form. A copy of the Evaluation for Coaching Performance, Form I, is included in this bulletin.

Regulation approved: May 23, 2001

NEWINGTON PUBLIC SCHOOLS
Newington, Connecticut

cps 6/04

_____, Connecticut

PUBLIC SCHOOLS

APPRAISAL OF COACHING PERFORMANCE

Name

Sport

Administrator

Date

Directions:

1. Each statement presented in this form has been worded to represent the expected performance of District's Athletic Coaches. Consistently performing as the statement indicates means that District Expectations are being met.

In completing the self-appraisal, staff members should be guided by the following:

- A. If you feel that you are consistently performing as the statement indicates, you should check "Meets District Expectations."
 - B. If you feel that the statement represents a particular strength for you, check "Strong Characteristics" where appropriate.
 - C. If you feel that the statement represents an area in which you plan to work toward improvement and/or more consistent performance, check "Areas for Concentration."
 - D. If you check a statement either "Strong Characteristics" or "Meets District Expectations" but also plan to concentrate on that area for additional improvement during the next school year, place a second check in the "Areas for Concentration" column.
2. In completing the administrative appraisal, the administrator shall appraise each individual in terms of the total staff for whom he/she has supervisory responsibility.
 3. Use of the comments section by both parties is voluntary but encouraged.

**4115.3
Form**

SELF-APPRAISAL				ADMINISTRATOR'S APPRAISAL		
Strong Characteristics	Meets District Expectations	Areas for Concentration	V. PROFESSIONAL SKILLS	Strong Characteristics	Meets District Expectations	Areas for Concentration
			A. Acts prudently and appropriately in the care and prevention of injuries			
			B. Understands and demonstrates knowledge and techniques of conditioning and rehabilitation.			
			C. Creates an atmosphere conducive to learning.			
			D. Disciplines in a fair and positive manner, striving toward the athlete's self control.			
			E. Seeks and uses the advice and assistance of supportive staff.			
			F. Guides the athlete toward effective use of practice time.			
			G. Develops and plans practice time and strategies that recognize developmental needs, skills and experience of athletes.			
			H. Maintains positive communication with athletes through regular discussion of individual and team achievement, for the purpose of improving individual and team results and continual analysis of athletes regarding development of their skills and techniques.			
			I. Provides opportunities for individual athletes to develop their leadership qualities.			
			J. Presents practice drills and situations in a clear, logical manner stressing the responsibility of each athlete.			
			K. Demonstrates knowledge of fundamentals, game, rules and strategies.			
			L. Maintains a competitive performance level.			
Comments:						

Name: _____

Additional sheets may be added if the available space for comments is insufficient.

Administrator's Comments:
or
Head Coach's Comments:

Head Coach's Comments:
or
Assistant Coach's Comments:

Head Coach's Signature: _____
(When doing Asst. Coach Evaluation)

Date: _____

Administrator's Signature _____

Date _____

I have read and discussed this report with the administrator/head coach responsible for my appraisal.

Head Coach's Signature: _____

Assistant Coach's Signature: _____

ATHLETIC COACHES

It is the policy of the Newtown Board of Education (the "Board") that an athletic coach employed by the Board shall:

1. adhere to all Board policies, rules and regulations
2. shall conduct himself or herself in a professional manner, and
3. service as a role model for students;
4. demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term "athletic coach" means any person holding a coaching permit who is hired by a local or regional board of education to act as a coach for a sport season. This term "coach" under this policy shall include only coaches who have direct responsibility for one or more teams (including assistant coaches who serve as coach to a team (e.g., JV), and the term shall not include other assistant coaches and volunteer coaches.

Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the coach's immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

Employment of an Athletic Coach

Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching positions (e.g., basketball, golf) may be non-renewed or terminated at anytime except as follows.

If the athletic coach has served in the same coaching position for three or more consecutive school years, the following procedures shall apply. The Superintendent may non-renew the employment of any such athletic coach by providing written notification of that action within ninety (90) calendar days of the end of the season. The Superintendent may terminate the employment of any such athletic coach at anytime for 1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or 2) because the sport has been canceled. If a decision to terminate a coach's employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.

Hearing Procedures

An athletic coach who has served in the same coaching position for three or more consecutive years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Board of Education in accordance with the following procedures:

- A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.
- B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.
- C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.
- D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.
- E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Legal References: Public Act 04-243

**Newtown Public Schools
Evaluation of Athletic Coaching Performance**

Name _____ **Sport**

Administrator _____ **Date**

Directions:

1. Each statement presented in this form has been worded to represent the expected performance of District's Athletic Coaches. Consistently performing as the statement indicates means that District Expectations are being met.

In completing the self-appraisal, staff members should be guided by the following:

- A. If you feel that you are consistently performing as the statement indicates, you should check "Meets District Expectations."
 - B. If you feel that the statement represents a particular strength for you, check "Strong Characteristics" where appropriate.
 - C. If you feel that the statement represents an area in which you plan to work toward improvement and/or more consistent performance, check "Areas for Concentration."
 - D. If you check a statement either "Strong Characteristics" or "Meets District Expectations" but also plan to concentrate on that area for additional improvement during the next school year, place a second check in the "Areas for Concentration" column.
2. In completing the administrative appraisal, the administrator shall appraise each individual in terms of the total staff for whom he/she has supervisory responsibility.
 3. Use of the comments section by both parties is voluntary but encouraged.

SEASONAL APPOINTMENT OF COACHES

The Superintendent of Schools shall recommend the employment of coaches who possess valid certificates or permits to the Board prior to the beginning of each season. When a coaching vacancy exists after the last regularly scheduled Board meeting prior to the beginning of a season, the Superintendent of Schools is authorized to fill this coaching vacancy.

Reference: 10-149

Adopted 2/10/87

Amended 10/10/95

COACHING STUDENTS OUT OF SEASON

It is the policy of the Newtown Board of Education to follow the CIAC regulations, which do not permit a coach to instruct or otherwise coach individuals on their teams during the off season.

It is the policy of the Newtown Board of Education that if a Newtown coach is coaching a team sport for an organization other than the school system, such as American Legion baseball, that team may only have on it three members of that coach's school team.

Adopted 7/7/98