

2025-2026
Negotiated Agreement

Between
The Beresford Education
Association
and
The Beresford Board of
Education

5/12/2025

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Professional Agreement

This professional agreement is entered into **May 12, 2025**, by and between the Beresford Education Association, hereinafter called the "BEA" and the School Board of Beresford School District #61-2, hereinafter called the "Board."

Recognition

The Board hereby recognizes the BEA as the exclusive bargaining representative, pursuant to SDCL 3-18-3 for classroom teachers, counselors, librarians, special education teachers, paraprofessionals, educational aides, library aides, directors of building maintenance, and other teachers whose position requires South Dakota State Department of Education certification. Such recognition shall be continuous from year to year unless otherwise challenged. The term "teacher" when used hereinafter shall refer to any employee represented by the BEA in the bargaining unit as above defined. Classified personnel (support staff) who hold South Dakota teaching certificates are not included in the bargaining unit unless previously specified. Administrative personnel who hold South Dakota teaching certificates are not included in the bargaining unit. The Board and BEA will negotiate the following items: wages, salary, fringe benefits, and other conditions of employment.

Negotiations Goals

We recognize that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the young people of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

We believe that the best interests of public education will be served by establishing procedures that provide an orderly method for the Board and BEA to discuss matters of common concern.

It is further recognized that nothing in negotiations should compromise the Board's legal responsibilities, nor should any employee's statutory rights and privileges be impaired.

Professional Staff Sick Leave

When a teacher begins their employment with the district, they will receive ten (10) sick days available for the school year and for each subsequent year of employment will receive an additional ten (10) sick days per year. Sick leave may not be taken for less than one-half day at a time.

A certificated staff member may not accumulate more than 10 days sick leave for any one school year. No more than 120 days sick leave may be accumulated during the term of employment. One (1) mental health day will be allowed the following school year for perfect attendance (no sick leave taken) – per negotiated agreement April 2005.

Payments received by an employee from worker's compensation will be subtracted from sick leave payments. Each employee will be responsible to report all payments received from worker's compensation to the superintendent.

Part-time certificated instructional employees will earn cumulative sick leave pro-rated to their hours of employment.

Per Negotiated Agreement April, 2018—For purposes of the Sick Leave policy, “Immediate Family” means the certified employee’s: spouse, children, parents, brothers, sisters, grandparents, grandchildren, and dependents living in the employee’s household. Also included are the foster, step, half, in-law relationships, and/or any individual related by blood or affinity whose close relationship with the certified employee is the equivalent of a family membership.

Sick leave may be used for:

- 1) Any actual period of temporary disability caused by or contributed to by personal illness or injury, which prevents an employee from performing his or her usual duties.
- 2) Medical appointments of the employee.
- 3) Illness in the immediate family and medical appointments related to the illness that necessitates the employee’s attendance.
- 4) Whenever possible, employees should give 30 days advance notice of plans to take sick leave for elective medical or surgical procedures or for childbirth.
- 5) In the case of a normal delivery of a grandchild, the District will allow certified staff the use of one sick leave day per birth of a grandchild. Additional days requested will need to be personal leave and/or days without pay.

Sick leave is not to be used to provide daycare for children/grandchildren in situations when a daycare is closed, not available, or when the child’s/grandchild’s parents have work, vacation, appointments, and/or other commitments. In these cases, personal leave and/or days without pay should be requested by a staff member.

If a staff member initiates sick leave and there is a snow day with no school—the snow day would be a non-contract day to be made up at a later date, therefore, a staff member would not have a sick leave day deducted from their total leave.

If a staff member initiates sick leave and there is a late start/early dismissal for inclement weather, in-service, or other special event, the day counts as a full contract day, therefore, a staff member would have a sick leave day deducted from their total leave.

The superintendent or his or her designee may require a physician's statement certifying disability or illness if an employee has an extended illness or is frequently ill. The Board may require an examination by a doctor designated by the Board, and it may grant or deny sick leave on the basis of a recommendation resulting from the examination. The fees charged by the Board-designated doctor will be paid by the school district.

Advance sick leave for employees that have worked for the school district at least three full years and signed a fourth contract (continuing contract teachers) will be provided if they plan to return the following year. The employee may borrow the number of days necessary with Board approval; however, when the employee leaves the school district and if he or she has not paid back all the borrowed advance sick leave days, it will be necessary that the remaining sick leave days borrowed be deducted from his or her final school payments based on the contract days of the employee’s present contract.

Staff members will be allowed to donate sick leave days per individuals on an as needed basis*. An “as needed basis” means when a staff member has exhausted all of their own accumulated sick leave, personal leave, and vacation leave due to long-term illness, catastrophic event, extended illness, or disability of the staff member, spouse, children or parents**, and/or any individual related by blood or affinity whose close relationship with the certified employee is the equivalent of a family membership***. In such case, the superintendent will send out a request to staff to see if they would like to donate sick leave days to the employee who has exhausted all leave.

* per negotiated agreement April 2008

** per negotiated agreement April 2009

*** per negotiated agreement April 2014

Use of the donated sick days may not begin until after a staff member’s accumulated leave has been exhausted, at which time the participating staff member may draw up to thirty (30) work days due to a long-term illness, catastrophic event, extended illness, or disability of the staff member, spouse, children, or parents during the school year.

Per Negotiated Agreement April 2019—Parental Leave: In the case of a normal pregnancy and delivery, adoption, or foster placement of a child, a staff member who has exhausted all leave will be granted upon request a maximum of ten (10) days of donated sick days. This is granted provided days are donated and the ten (10) days fall within the twelve (12) weeks covered by FMLA leave.

Professional Staff Personal Leave

In addition to sick leave, other leave may be granted by the superintendent for personal or family emergencies or for personal business.

Request for personal leave must be made to the superintendent in advance of taking such leave. Employees with 1-9 years of employment will receive three (3) days per year at no cost. Employees with ten (10) years of employment will receive four (4) days per year at no cost. Employees with twenty (20) years of employment will receive five (5) days per year at no cost. Effective for the 2019-20 school year and beyond, unused personal leave may be accumulated to a maximum of six (6) days – per negotiated agreement May 2023. Staff members who request leave for five or six consecutive days must obtain pre-approval from their building-level principal.

Employee may request a payout annually of unused personal days at the substitute teacher pay rate. Request must be made by April 30th or days will carry over to the next year to a maximum of ~~six~~ (6) total – per negotiated agreement April 2019.

Additional unpaid personal leave may be granted by the superintendent in excess of the three days allowed. Denial of this leave is not subject to the grievance procedure.

Per Negotiated Agreement April 2018—If a staff member initiates personal leave and there is a snow day with no school—the snow day would be a non-contract day to be made up at a later date, therefore, a staff member would not have a personal leave day deducted from their total leave.

If a staff member initiates personal leave and there is a late start/early dismissal for inclement weather, in-service, or other special event, the day counts as a full contract day, therefore, a staff member would have a personal leave day deducted from their total leave.

Bereavement Leave

In the case of the death of a family member or friend of an employee, up to three (3) days per incident may be used at no cost to the employee. These days will not be taken from accumulated sick leave days.

Additional days for funeral/bereavement may be requested by the staff member. If the superintendent approved these additional days, they would be taken from the accumulated sick leave days and/or recorded as days without pay.

Long Term Leave

A leave of absence without pay not to exceed one (1) year may be granted at the discretion of the Board of Education to teachers(*) in the Beresford School District for:

1. Serious medical reasons with specific verification in writing from a Board approved medical doctor.
2. For the purpose of caring for their child, spouse, parent and/or any individual related by blood or affinity whose close relationship with the certified employee is the equivalent of a family membership—per negotiated agreement April 2014 who is seriously ill. (Must have medical verification in writing).
3. The purpose of satisfying an adoptive agency requirement that an adopting parent remain at home.
4. The purpose of engaging in advanced study at an accredited college or university reasonably related to professional responsibilities in their job.

*A teacher must have five continuous years of experience in the Beresford Schools to qualify for consideration of a Long Term Leave of Absence unless special circumstances exist as determined by the Board of Education.

The teacher, granted a leave of absence, at his or her option may continue premium payments on the school health, dental, life insurance for the duration of such leave at his or her expense (subject to the approval of the insurance carrier). The teacher will also retain all accumulated sick leave days for use following his or her return to the school system.

Upon return, a teacher on leave of absence shall be granted a position (subject to the staff reduction policy) for which he or she is qualified, and shall be placed on the salary schedule at the same position he or she was entitled to at the time the leave was granted. Return shall be at the beginning of the school year or at the beginning of the second semester or as mutually agreed in writing with the Superintendent. Such leave may be granted provided a suitable replacement is found and may be granted to no more than two teachers in any one year. Suitable replacement is determined by the Board and the Superintendent. Requests for leave of absence must be made in writing to the Superintendent no later than March 1st, if the request is for the first semester or entire year; and no later than October 1st if the request is for the second semester.

Any exception to the conditions as outlined can only be approved by the Board of Education.

Long Term Catastrophic Illness / Injury

The Board will address individual requests for long term sickness due to catastrophic illness / injury as per written request when the employee's accumulated sick leave is exhausted.

Professional Staff Jury Leave

Any teacher called for jury duty during school hours, or who is subpoenaed to testify in a hearing during school hours on a matter in which he or she is not a named party, will be granted leave with pay for the days or parts of days such absence is required. Any per diem received for jury duty or the designated subpoena absence will be deducted from the regular salary. The teacher will notify the superintendent as soon as practical to make the necessary arrangements for a substitute teacher when jury leave must be taken.

LEGAL REFS.: SDCL 16-13-41

Military Leave of Absence

Employees are entitled to military leave under the Uniformed Services Employment and Reemployment Act of 1994. The Act applies to military service that began on or after December 12, 1994 or military service that began before December 12, 1994 if the employee was a reservist or National Guard member who provided notice to the employer before leaving work.

Reemployment rights extend to persons who have been absent from work because of "service in the uniformed services." The uniformed services consist of the following military branches: Army, Navy, Marine Corps, Air Force or Coast Guard, Army Reserve, Navy Reserve, Marine Corps Reserve, Air Force Reserve or Coast Guard Reserve, Army National Guard or Air National Guard, Commissioned corps of the Public Health Service, or any other category of persons designated by the President in time of war or emergency.

"Service" in the uniformed services means duty on a voluntary or involuntary basis in a uniformed service, including:

- Active duty.
- Active duty for training.
- Initial active duty for training.
- Inactive duty training.
- Full-time National Guard duty.
- Absence from work for an examination to determine a person's fitness for any of the above types of duty.

The employee may be absent for up to five (5) years for military duty and retain reemployment rights. There are, however, exceptions which can exceed the five (5) year limit. Reemployment protection does not depend on the timing, frequency, duration or nature of an individual's service. The GARID law enhances protections for disabled veterans including a requirement to provide reasonable accommodations and up to two (2) years to return to work if convalescing from injuries received during service or training.

Employment Protection

The returning employee is entitled to be reemployed in the job that they would have attained had they not been absent for military service, with the same seniority, status and pay, as well as other rights and

benefits determined by seniority. If necessary, the employer must provide training or retraining that enables the employee to refresh or upgrade their skills so they can qualify for reemployment. While the individual is performing military service, he or she is deemed to be on a furlough or leave of absence and is entitled to the non-seniority rights accorded other individuals on non-military leaves of absence.

Health Benefits

Individuals performing military duty of more than 30 days may elect to continue employer sponsored health care for up to 18 months at the full premium cost plus normal increases in premium. For military service of less than 31 days, health care coverage is provided as if the individual had never left. After notification by the employee to the school district of Military activation of more than 30 days, the school district shall inform the employee of the health benefits available under "COBRA" and furnish the employee with the enrollment forms for "COBRA".

Upon entering active military duty for more than 30 days, the individual and dependents are covered by what the military calls "Tri-Care". There are several different plans that are offered which offer different levels of managed care. The most managed of the plans are at no cost to the service member. Not all medical costs are covered by "Tri-Care". It is not possible to make a recommendation in this document that will be best for every individual.

If an employee leaves and enters active duty for more than 30 days and discontinues health coverage for themselves and the employee's dependents, and the employee returns to the school district in the time frame stated in this document, they will be placed back on the health plan as if they had never left employment.

Retirement Benefits

A participating SDRS member called to active duty will continue to earn credited service in SDRS while serving in the armed forces if he or she meets the following requirements:

- Secures authorization in advance from his or her employer for a leave of absence for military service
- Returns to the employment of an SDRS participating unit within one year of discharge from his or her initial period of military service
- Remains in the employment of that same employer for at least one year upon his or her return
- This credited service does not require a contribution from either the employer or employee.

Survivor and Disability Benefits

The continuation of SDRS survivor and disability benefits, however, depends upon the continued classification of an employee as contributing SDRS member during his or her leave of absence. To meet this requirement, both the employee and employer contributions must be made to the system for each of the employee's pay periods. This may be accomplished in at least four ways.

1. An employer may make both employee and employer contributions to SDRS, which is allowed under SDCL 3-12-85.
2. The employer may compensate the employee for vacation, sick and other accumulated personal leave at something less than 40 hours per week. This method will extend the period of compensation allowing contributions to continue which will have the effect of continuing SDRS survivor and disability benefits until all personal leave is exhausted.

3. An employee may make the full employee and employer contributions to the system during his or her leave of absence.
4. Employers and employees may develop a method that combines Options 1, 2 and 3.

Defining the Status of Temporary Replacements

To be a member of SDRS, an employee must be a "permanent full-time employee." SDCL 3-12-47 (54) specifies three criteria that must be met before an employee is considered permanent and full-time. He or she must:

- o Be placed in a permanent classification
- o Work 20 or more hours per week
- o Work six months or more per year

In general, temporary replacements will not meet these criteria and, therefore, are not eligible for membership in SDRS. No one knows, however, how long any call-up will last. Consequently, it is possible that if the call-up is for an extended period of time, temporary replacements may become permanent employees as set forth in SDCL 3-12-47 (54). For temporaries working 20 or more hours per week, this point may come after six months of employment. As your temporary employees approach this length of service, please contact SDRS to discuss this situation.

Individuals must provide advance written or verbal notice to their employers for all military duty. Notice may be provided by the employee or by the branch of the military in which the individual will be serving. Notice is not required if military necessity prevents the giving of notice; or, the giving of notice is otherwise impossible or unreasonable.

Accrued vacation or annual leave may be used (but is not required) while performing military duty. The individual's timeframe for returning to work is based upon the time spent on military duty.

RETURN TO WORK OR APPLICATION FOR REEMPLOYMENT

Less than 31 days: Must return at the beginning of the next regularly scheduled work period on the first full day after release from service, taking into account safe travel home plus an eight (8) hour rest period.

More than 30 but less than 181 days: Must submit an application for reemployment within 14 days of release from service.

More than 180 days: Must submit an application for reemployment within 90 days of release from service. The individual's separation from service must be under honorable conditions in order for the person to be entitled to reemployment rights. Documentation showing eligibility for reemployment can be required. The employer has the right to request that an individual who is absent for a period of service of 31 days or more provide documentation showing:

- o the application for reemployment is timely;
- o the five-year service limitation has not been exceeded; and
- o separation from service was under honorable conditions.

If documentation is not readily available or it does not exist, the individual must be reemployed. However, if after reemploying the individual, documentation becomes available that shows one or more reemployment requirements were not met, the employer may terminate the individual, effective immediately. The termination does not operate retroactively.

Once the employee has made application for re-employment the employee is entitled to employment and benefits as if the employee had never left. For example, a teacher makes application for re-employment on June 1 (after school is out). If you normally pay the single premium health for the other employees during the summer, you will need to reinstate the returning employee and pay the single premium. If the employee has family coverage, they are responsible for that payment.

Questions should be directed first to Employer Support of the Guard and Reserve for an informal resolution at 605-737-6785 and then to Veterans' Employment and Training Service, U.S. Department of Labor 605-626-2325.

Legal Ref.: SDCL 3-12-47 (54), Uniformed Services Employment and Reemployment Act of 1994

Family and Medical Leave (FMLA Leave for Professional Staff)

The District shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Superintendent shall administer leave policies adopted by the Board, setting forth the rights and procedures granted by the Act, and shall ensure compliance with those policies personally, by delegation, or by some combination of personal oversight and delegation. An eligible employee must have been employed by the District for at least one thousand two hundred fifty (1,250) hours during the previous twelve (12) months, or as current law requires.

Legal Ref.: P.L. 103-3, "Family and Medical Leave Act of 1993."

An eligible employee is entitled to up to a combined total (paid and unpaid) of twelve (12) weeks of FMLA Leave per year for:

1. The birth and first year care of a child;
2. The adoption or foster placement of a child;
3. The illness of an employee's spouse, parent, or child; or
4. The employee's own illness.

The employee must first use and count all available accrued paid leave, including vacation, sick leave, and personal leave, before using the unpaid leave. During the period of FMLA Leave, the employee is entitled to the continuation of all fringe benefits. Employees will still earn sick days and vacation days while on FMLA Leave. The District will continue to pay its portion of the health insurance, and it will be the employee's responsibility to continue to pay for his or her portion. Upon return to work, the employee will be entitled to his or her same position or an equivalent position with equivalent pay, except that return to work during the last two (2) or three (3) weeks of a semester is subject to certain restrictions.

See Special Rules below.

In the case of birth, adoption or foster placement, the FMLA Leave entitlement for child-care ends after: (1) the child reaches the age of one, or (2) 12 months after adoption or placement. FMLA Leave to care for a child would include leave for a stepparent or a person in loco parentis.

In cases where both spouses are employed by the District, the combined amounts (both employees) of FMLA Leave for birth, adoption or foster placement, or family illness is limited to twelve (12) weeks. Personal illness is not limited to this combined total.

The District, at the request of the employee, may agree that the employee may take leave intermittently or on a reduced hours basis in connection with the birth, adoption or foster placement of a child. This is subject to the recommendations of the administrator or supervisor and is at the request of the employee. When FMLA Leave is in connection with birth, adoption or foster placement, and is foreseeable, the employee must provide at least thirty (30) days notice of the date when FMLA Leave is to begin. When FMLA Leave is in respect to family or employee illness, which is foreseeable, the employee must make a reasonable effort to schedule treatment, including intermittent and reduced hour leave, so as to not unduly disrupt the operations of the District.

In case of employee illness, in addition to current sick leave policy requirements, the District may require the employee to provide certification by his or her health care provider that the employee is able to return to work and is able to meet the essential functions of the job.

If an employee fails to return to work after the leave period has expired, unless the absence is due to continued family or personal illness or other circumstances beyond the employee's control, the District will require the employee to reimburse the District's share of the health insurance premiums paid while the employee was on FMLA Leave.

Special Rules:

Rules Applicable to Instructors in Periods Near the Conclusion of an Academic Term (School Semester). The following rules apply to any employee who takes FMLA Leave under this policy and who is employed principally in an instructional capacity:

- If FMLA Leave begins more than five (5) weeks before the end of an academic term, the principal may require the employee to continue taking leave until the end of that academic term if:
 - The leave is of at least three (3) weeks duration; and
 - The return to work would occur during the three-week period before the end of the academic term.
- If FMLA Leave begins within the five (5) weeks before the end of an academic term, the principal may require the employee to continue taking leave until the end of that term, if:
 - The leave is of more than two (2) weeks duration; and
 - The return to work would occur during the two (2) week period before the end of the academic term.
- If FMLA Leave begins within three (3) weeks before the end of the academic term, the principal may require the employee to continue taking leave until the end of that term, if the leave is for more than five (5) working days.

If the school system requires a teacher to extend leave under these rules, the extended leave is counted against the teacher's FMLA Leave allotment. If the teacher's FMLA Leave allotment expires during the extension, the additional time is nevertheless deemed FMLA Leave.

Questions on these special rules should be addressed to the superintendent or designee.

The superintendent or designee will work individually with an employee who wants to apply for FMLA Leave. FMLA request forms are available from the Central Office.

Legal Ref.: P.L. 103-3, "Family and Medical Leave Act of 1993."

Sick Leave Payment Upon Resignation or Retirement of Certified Staff

Effective for the 2021-22 school year and beyond, employees with fifteen (15) years of service to the Beresford School District will be paid upon resignation or retirement for one-third (1/3) of unused sick leave at his or her current salary rate.

Early Retirement Policy

Certified staff members who had a minimum of 15 years of local teaching service at the conclusion of the 2015-16 school year but are not eligible for the early retirement benefit during the five-year phase out (2017-2021) are eligible for a one-time early retirement benefit payout in the amount of \$15,000 at the age of 55 (retirement age as of September 1) only.

Professional Staff Time Schedules

Teachers

Generally, the working day for teachers will be 8:00 a.m. to 4:00 p.m. Teachers will arrive by 8:00 a.m. and be available until 4:00 p.m. for conferences with students, parents, and administrators, as well as to take care of other professional responsibilities. Exceptions to the after-school time requirements will be permitted on days preceding weekends, holidays, and recess periods. Teachers may leave the building early with administrative approval and by signing out on the building office check out sheet.

Every effort will be made by the administration to provide a uniform workday for teachers at the various levels. The working day will include free lunch period, whenever possible.

The work year for teachers will be established by the Board's adoption of the school calendar.

Flex Schedule

For the 2013-2014 school year and beyond, certified staff members will make a request to their building principals by selecting one of three daily work schedules for each school semester—either 7:30 a.m. to 3:30 p.m., 7:45 a.m. to 3:45 p.m., or 8:00 a.m. to 4:00 p.m. In the event that too many certified staff members select one time slot over another, the principal will have authority to approve or deny the request. If a certified staff member is denied their choice of flex schedule for the first semester, they will receive preference for the second semester.

Regardless of which daily schedule each teacher chooses, each teacher will continue to be expected to attend scheduled staff meetings, IEP meetings, committee meetings, meetings with parents, and provide assistance as needed for students.

Preparation Time

During a regular weekly schedule, teachers in the Elementary, Middle School, and High School will be provided preparation time of 200 minutes per week.

Teacher Work Load

A full-time teaching load is defined as one that occupies a teacher's time in the classroom, including preparation time, study hall, or groups for instruction during school hours.

Professional Staff Assignments and Transfers

Professional personnel will be assigned on the basis of their qualifications and the needs of the school district.

The superintendent or designee shall post through an all staff email a list of all existing vacancies two (2) days prior to being advertised to candidates outside the school district.

Current teachers will be given a two (2) day notice to apply for vacant positions including those that may be filled or were filled by mentees through the University of South Dakota Professional Development Center (PDC) program. If there is a co-curricular opening due to a resignation or retirement, new hires to the District and other District teachers will be given a two (2) day notice to apply for open co-curricular positions.

The assignment and transfer of teachers to positions in other schools of the district or within the teacher's assigned school will be made by the superintendent giving consideration, but not limited to the following criteria:

1. The contribution that the teacher would make to students in the new assignment.
2. The qualifications of the teacher as compared to those of other candidates for the position to be filled.
3. The opportunity for professional growth.
4. The desire of the teacher regarding the new assignment.
5. The length of service in the school district.
6. The availability of a qualified replacement for the position vacated by the transferring teacher.

Any teacher who desires a transfer in assignment should request such a transfer in writing to the principal with a copy to the superintendent. Every effort will be made to honor this request.

If a change of assignment is deemed necessary by the Board, then the new assignment will be as nearly similar to the desired assignment as possible. The teacher's contract will stipulate the area of certification for which the teacher is employed.

An involuntary transfer or reassignment shall be made only after a meeting between the certified teacher and the principal(s) involved. At this meeting the certified teacher shall be notified of the reason(s) for the transfer or reassignment.

In-service Banking Hours

Staff may begin to bank their 8 hours for the January in-service starting June 1 of the summer preceding the in-service provided the teacher has submitted a summer banking hour plan to their building principal for approval and that the principal has verified alignment of the plan to district and/or school level building goals and priorities. An in-house mentoring program matching a veteran teacher and a first-year teacher/new teacher to the District that is approved by the superintendent and building principals can be considered as "bankable" in-service time.

Evaluation Committee

A district evaluation instrument committee will include six (6) certified teachers—2 elementary, 2 middle school, and 2 high school, including at a minimum one representative of the BEA. The 6 certified staff members will join the principals and superintendent on the district evaluation instrument committee. The committee's purpose will be to provide input into the district's certified staff evaluation instrument. The committee's input and recommendations will be provided to the school board who will take their input into consideration. The school board will have final approval on the evaluation instrument to be used for certified staff evaluations.

Teacher Plan of Assistance

Name: _____
Assignment: _____

School: _____
School Year: _____

A Plan of Assistance/Improvement Plan **shall be** developed for a teacher who receives an overall rating of **"Below Expectations" (!)** on the Summative Effectiveness rating.

A Plan of Assistance/Improvement Plan **shall be** developed for a teacher who receives a rating of **"Unsatisfactory"** on any of the "Integrated 8, Plus 2" components.

A teacher **may be** placed on a Plan of Assistance/Improvement Plan for components that fall outside the "Integrated 8, Plus 2," but prior to being placed on a Plan, the following steps will be followed:

1. Informal conversation between the teacher and administrator to address the concern(s). This can be verbal and/or written.
2. Follow-up Informal conversation (2nd) serving as a progress check. If corrected, no further steps are needed.
3. If the pattern continues, a Formal, written reprimand will be given to the teacher that spells out the concern(s) and the teacher is given a timeline to make the correction.
4. If the pattern is not corrected, a Plan of Assistance will be implemented for the teacher.

Continuation of contract is dependent upon successful completion of the Plan of Assistance/Improvement Plan.

The plan shall include:

1. A statement of deficiencies (Domain number(s) and Component letter(s) must be listed).
2. Desired results—precise directives describing what the teacher must do, not do, or change.
3. A time line stating beginning and ending dates of the plan and progress checks, for the performance standards that are deemed deficient.
4. A list of resources for each area defined as a deficiency. This may include books, video clips, professional development programs and events, classes, other professionals, etc.
5. A statement of who will be involved in both the improvement process and the evaluation of results.
6. Clearly defined performance standards; the basis for determining whether conditions of the plan have been met.

There shall be opportunity for input by the teacher; however final determination of the plan resides with the building administrator.

Successful completion of the plan will result in a reinstatement for the teacher. Unsuccessful completion of the plan will result in termination proceedings.

Signatures below indicate a conference between teacher and administrator was held. The signature indicates the teacher has read the Plan of Assistance/Improvement Plan. It does not necessarily indicate concurrence. A refusal to sign will require a third party signature.

Teacher

Date

Administrator

Date

Staff Reduction Policy

Should it become necessary in the judgment of the Board of Education to reduce the professional staff of the Beresford School District, the following procedure shall be used:

1. The primary method of staff reduction shall be through normal attrition of staff members.
2. In the event that a teaching position is eliminated, efforts will be made to place the teacher in a position opened by attrition, if the teacher is certificated, qualified, and has sufficient experience in the teaching position left open, as recommended by the administration.
3. No professional staff member protected by statutory continuing contract provisions will be non-reemployed while qualified and certificated for a position held by a person temporarily or not fully certificated by the State Board of Education.
4. When none of the above apply in the district, the following criteria (not necessarily in order of priority) are established for staff reduction: student needs and program priorities, administrative staff recommendations based on evaluation records, certification and educational qualifications and competency, seniority [total service time rendered to the school district], and State and Federal requirements.
5. The board will communicate in writing the situation confronting the school district to **BEA** and the employees affected and allow **BEA** and affected employees reasonable opportunity (ten (10) working days) to present possible alternatives such as early retirement, part-time contract, contract for substitute teaching, or any other alternatives which could accomplish the same goals.
6. In making staff reduction involving professional staff members on continuing contract status, the Board will follow the provisions of state law.
7. A teacher who has been staff reduced shall have the opportunity for an interview with the building principal for any open teaching position for which they are certificated and qualified provided that the teacher makes written application for said position within a reasonable time period.
8. A teacher who has been staff reduced shall have the conversion privilege of obtaining an individual health insurance policy at their own expense subject to the conditions and approval of the school insurance carrier.

LEGAL REFS: SDCL 13-43-6.4

Staff Complaints and Grievances

(Grievance Procedure)

Article I

Definitions:

- A. A "grievance" is a complaint by a person or group of persons employed by the Beresford School District #61-2, made either individually or by a duly authorized and recognized employee association through its representative, that there has been a violation, misinterpretation or inequitable application of any existing agreement, contract, policy, rule, or regulation of the School Board. Negotiations for, or a disagreement over, a non-existing agreement, contract, policy, rule, or regulation is not a "grievance."
- B. An "aggrieved person" is the person or group of persons filing the grievance.
- C. "Board" means the School Board of the district.
- D. "Days" shall mean calendar days unless otherwise specified.

Article II

Purpose:

- A. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems which may from time to time arise between employees and the district and to facilitate this purpose these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.
- B. Nothing herein contained shall be construed as limiting the rights of any employee having a grievance to discuss the matter informally with any appropriate member of the administration, and having the grievance adjusted without the intervention of the employee association, provided the adjustment is not inconsistent with the terms of any settlement with the employee association then in effect. The employee or the administrator involved in the grievance may be represented by a representative at such an informal discussion only by the mutual consent of the employee and the appropriate member of the administration.

Article III

Procedure:

- A. It is important the grievances be processed as rapidly as possible. The number of days indicated at each level shall be the maximum and every effort should be made to expedite the process.
- B. If appropriate action is not taken by the employee within the time limit specified the grievance will be deemed settled on the basis of the disposition at the preceding level. The time limits specified herein may be extended by mutual agreement, provided the time extension is requested within the time limits provided in the Article.
- C. If an employee does not file a grievance in writing with the principal or other supervisor within 21 calendar days after the employee knew, or should have known, of the act or condition on which the grievance is based, the grievance shall be considered as having been waived.
- D. A supply of the grievance forms shall be on file with the building principal, and/or the immediate supervisor.

Article IV

Informal Procedures:

If an employee feels he or she has a grievance, he or she shall first discuss the matter with his or her supervisor, principal or other administrator, to whom he or she is directly responsible in an effort to resolve the problem.

Article V

Formal Procedures:

LEVEL ONE - School Principal, Immediate Supervisor or Other Administrator

- A. If an aggrieved person is not satisfied with the disposition of his or her problem through informal procedures, he or she shall submit his or her grievance in writing.
- B. Signed copies of the written grievance shall be delivered by the employee to each of the following: supervisor, principal or other administrator, the superintendent of schools, and the president of the School Board.
- C. An employee who is not directly responsible to a building principal may submit his or her formal written grievance to the administrator or supervisor to whom he or she is directly responsible.
- D. The administrator, within five days of the filing of the grievance shall render his or her decision in writing to the aggrieved person.

LEVEL TWO - Superintendent of Schools

- A. If an aggrieved person or the Board is not satisfied with the decision concerning his or her grievance at Level One, or if no written decision has been rendered within five days, he or she shall, within three days after the decision is rendered, or within eight days after filing at level one, resubmit his or her grievance in writing to the superintendent of schools.
- B. The superintendent of schools shall within five days from the filing of the written grievance meet with the aggrieved person for the purpose of resolving the grievance. The superintendent shall, within five days after this meeting, render his or her decision in writing to the aggrieved person.

LEVEL THREE - Board of Education

- A. If the aggrieved person or the Board is not satisfied with the disposition of the grievance at Level Two, or if no written decision has been rendered within five days, he or she shall within five days thereafter resubmit the grievance to the business manager and the president of the Board.
- B. At its next meeting, or at a time mutually agreed upon by the parties, the Board or its designated agent shall hold a hearing on the grievances. The decision of the Board shall be rendered in writing within five days after the hearing.

LEVEL FOUR

If the aggrieved person is not satisfied with the disposition of the grievance at Level Three or if no written decision has been rendered within the time period set forth in the preceding paragraph, he or she may, within 10 days after receipt of the written decision is due, whichever is earlier, appeal to the Department of Labor, pursuant to statute. The inclusion of this paragraph in this grievance procedure shall not constitute a waiver by either party of its rights to dispute the authority of the Department of Labor to hear the appeal and/or render any particular decision.

Article VI

Miscellaneous:

- A. If, in the course of investigation of any grievance by representatives of the complainant, such investigation requires their presence in a school building; they shall report immediately to the principal of such building being visited and state the purpose of the visit.
- B. Interruption of regularly assigned classes or activities shall be avoided and students shall not be included in any phase of the grievance procedure except with the mutual consent of both parties.
- C. Any party or parties in interest shall appear and may be represented at formal Levels One and Two of the grievance procedure by one representative. When the representative is not a member of the employee organization, the employee organization shall have the right to have one spokesperson present and to have that spokesperson state its views at the formal Levels One and Two of the grievance procedure except when the aggrieved person specifically requests the exclusion of all but the parties in interest and their respective representatives. At Level Three a maximum of three representatives, one of whom will be the spokesperson, may represent the aggrieved person or persons involved in a grievance.
- D. If, in the judgment of the employee organization a grievance affects a group or class of employees, the organization may submit such grievance in writing to the superintendent directly and the processing of such a grievance shall be commenced at Level Two. The employee organization shall designate not more than two spokespersons for the organization in processing such a grievance through the remaining levels of the grievance procedure. Provided, however, that the employee organization shall not be permitted to file or process a grievance with respect to an incident or occurrence on which an employee or group has already initiated a grievance.
- E. Meetings and hearings under this procedure shall not be conducted in public and shall include such parties and only such parties in interest and their designated or selected representatives heretofore referred to in this grievance procedure. The vote on the Board's decision on Level Three grievances shall be made in open session but the name of the aggrieved party shall not be disclosed.
- F. When it is necessary for a party or parties in interest to attend a board meeting or a hearing called during the working day, the superintendent's office shall so notify the party or parties in interest, principals or immediate supervisor, and the party or parties in interest shall be released without loss of pay for such time as their attendance is required at such meeting or hearing.
- G. At all hearings conducted under this procedure, the aggrieved person and the administrative representative may call witnesses and present evidence that is relevant to the matter being considered. The Board may request that other witnesses be called for questioning by the parties.

Salary for 2025-2026

Base Salary: There will be a \$700 increase in the District's base salary for the 2025-2026 school year, moving the base from \$50,700 to \$51,400.

Step: All certified staff who have the ability to move on their current column will receive a \$400 step increase. Those teachers who are not full-time will receive a pro-rated step increase if they have the ability to move on their current column.

Bonus: All certified staff who are frozen on their current step will receive a one-time bonus of \$400. Those teachers who are frozen on their current step and not full-time will receive a pro-rated one-time bonus.

Educational Advancements: The Board will honor all educational advancements made by teachers for BA+12 (\$500), BA+24 (\$500), MA (\$1000), MA+12 (\$600), MA+24 (\$600), and Specialist/Doctorate (\$1200) as long as their educational advancements are verified with official transcripts provided by the teacher to the business office on or before September 1, 2025.

Stipend to Certified Teachers That Substitute Teach During Their Prep Period

A \$30 stipend will be paid to certified staff members at the Elementary School, Middle School, and High School who cover class periods during their prep time for teachers absent from school and there are no substitute teachers available. The \$30 stipend would not be paid to teachers if classes and/or study halls are combined due to special events (field trips, class trips, etc.) when students are absent in large numbers from school. Teachers who would not be instructing their regular classes may be utilized to help cover other class periods, combined classes, or study halls and would not receive the \$30 stipend.

If the Middle School/High School (MS/HS) continues with the AB Block Schedule for the 2022-23 school year and/or beyond, a \$60 stipend will be paid to certified staff members at the MS/HS who cover class periods during their prep time for teachers absent from school and there are no substitute teachers available. The \$60 stipend would not be paid to teachers if classes and/or study halls are combined due to special events (field trips, class trips, etc.) when students are absent in large numbers from school. Teachers who would not be instructing their regular classes may be utilized to help cover other class periods, combined classes, or study halls and would not receive the \$60 stipend.

Beresford School District Salary Schedule for 2025-2026

Beresford School District Salary Schedule for 2025-2026														
		500>		500>		1000>		600>		600>		1200>		
Step #	BA		BA+12		BA + 24		MA		MA+12		MA+24		Spec/Doct	Step #
1	\$ 51,400	\$ 500	\$51,900	\$500	\$52,400	\$1,000	\$53,400	\$600	\$54,000	\$600	\$54,600	\$1,200	\$55,800	1
2	\$ 51,400	\$ 500	\$51,900	\$500	\$52,400	\$1,000	\$53,400	\$600	\$54,000	\$600	\$54,600	\$1,200	\$55,800	2
3	\$ 51,400	\$ 500	\$51,900	\$500	\$52,400	\$1,000	\$53,400	\$600	\$54,000	\$600	\$54,600	\$1,200	\$55,800	3
4	\$ 51,400	\$ 500	\$51,900	\$500	\$52,400	\$1,000	\$53,400	\$600	\$54,000	\$600	\$54,600	\$1,200	\$55,800	4
5	\$ 51,800	\$ 500	\$52,300	\$500	\$52,800	\$1,000	\$53,800	\$600	\$54,400	\$600	\$55,000	\$1,200	\$56,200	5
6	\$ 52,200	\$ 500	\$52,700	\$500	\$53,200	\$1,000	\$54,200	\$600	\$54,800	\$600	\$55,400	\$1,200	\$56,600	6
7	\$ 52,600	\$ 500	\$53,100	\$500	\$53,600	\$1,000	\$54,600	\$600	\$55,200	\$600	\$55,800	\$1,200	\$57,000	7
8	\$ 53,000	\$ 500	\$53,500	\$500	\$54,000	\$1,000	\$55,000	\$600	\$55,600	\$600	\$56,200	\$1,200	\$57,400	8
9	\$ 53,400	\$ 500	\$53,900	\$500	\$54,400	\$1,000	\$55,400	\$600	\$56,000	\$600	\$56,600	\$1,200	\$57,800	9
10	\$ 53,800	\$ 500	\$54,300	\$500	\$54,800	\$1,000	\$55,800	\$600	\$56,400	\$600	\$57,000	\$1,200	\$58,200	10
11			\$54,700	\$500	\$55,200	\$1,000	\$56,200	\$600	\$56,800	\$600	\$57,400	\$1,200	\$58,600	11
12			\$55,100	\$500	\$55,600	\$1,000	\$56,600	\$600	\$57,200	\$600	\$57,800	\$1,200	\$59,000	12
13			\$55,500	\$500	\$56,000	\$1,000	\$57,000	\$600	\$57,600	\$600	\$58,200	\$1,200	\$59,400	13
14			\$55,900	\$500	\$56,400	\$1,000	\$57,400	\$600	\$58,000	\$600	\$58,600	\$1,200	\$59,800	14
15			\$56,300	\$500	\$56,800	\$1,000	\$57,800	\$600	\$58,400	\$600	\$59,000	\$1,200	\$60,200	15
16					\$57,200	\$1,000	\$58,200	\$600	\$58,800	\$600	\$59,400	\$1,200	\$60,600	16
17					\$57,600	\$1,000	\$58,600	\$600	\$59,200	\$600	\$59,800	\$1,200	\$61,000	17
18					\$58,000	\$1,000	\$59,000	\$600	\$59,600	\$600	\$60,200	\$1,200	\$61,400	18
19					\$58,400	\$1,000	\$59,400	\$600	\$60,000	\$600	\$60,600	\$1,200	\$61,800	19
20					\$58,800	\$1,000	\$59,800	\$600	\$60,400	\$600	\$61,000	\$1,200	\$62,200	20
21							\$60,200	\$600	\$60,800	\$600	\$61,400	\$1,200	\$62,600	21
22							\$60,600	\$600	\$61,200	\$600	\$61,800	\$1,200	\$63,000	22
23							\$61,000	\$600	\$61,600	\$600	\$62,200	\$1,200	\$63,400	23
24							\$61,400	\$600	\$62,000	\$600	\$62,600	\$1,200	\$63,800	24
25							\$61,800	\$600	\$62,400	\$600	\$63,000	\$1,200	\$64,200	25
26							\$62,200	\$600	\$62,800	\$600	\$63,400	\$1,200	\$64,600	26
27							\$62,600	\$600	\$63,200	\$600	\$63,800	\$1,200	\$65,000	27
28							\$63,000	\$600	\$63,600	\$600	\$64,200	\$1,200	\$65,400	28
29							\$63,400	\$600	\$64,000	\$600	\$64,600	\$1,200	\$65,800	29
30							\$63,800	\$600	\$64,400	\$600	\$65,000	\$1,200	\$66,200	30
31									\$64,800	\$600	\$65,400	\$1,200	\$66,600	31
32									\$65,200	\$600	\$65,800	\$1,200	\$67,000	32
33									\$65,600	\$600	\$66,200	\$1,200	\$67,400	33
34									\$66,000	\$600	\$66,600	\$1,200	\$67,800	34
35									\$66,400	\$600	\$67,000	\$1,200	\$68,200	35
36											\$67,400	\$1,200	\$68,600	36
37											\$67,800	\$1,200	\$69,000	37
38											\$68,200	\$1,200	\$69,400	38
39											\$68,600	\$1,200	\$69,800	39
40											\$69,000	\$1,200	\$70,200	40
41													\$70,600	41
42													\$71,000	42
43													\$71,400	43
44													\$71,800	44
45													\$72,200	45

Educational Advancement

As per the Negotiated Agreement (April, 2009) and beginning with 2009-2010 school year, the following educational advancement will be in effect for certified teachers in the Beresford School District 61-2.

Educational advancement on the certified teacher's salary shall be twelve (12) hours of college/university graduate level course work in K-12 related educational fields. Education advancement on the salary shall take place by meeting the following requirements:

1. All college/university course work, master's, specialist's, or doctorate program shall be graduate level education courses in K-12 related educational fields.
2. Intent of educational advancement must be submitted to the superintendent's office in writing **on or before June 1** on the specified form.
3. Written validation of such educational advancement (in the form of official transcripts) must be in the superintendent's office **by September 1**.

Educational Advancement*

BA + 12	\$500
BA + 24	\$500
MA (Master's)	\$1000
MA + 12	\$600
MA + 24	\$600
Specialist's or Doctorate (but not both)	\$1200

*Those certified staff members who were unable to move vertically on their current educational column when the new salary schedule was put into place during spring, 2009 negotiations will have the opportunity to make a \$500 and/or \$1000 educational advancement from the BA to BA + 12 column and/or from the BA + 12 to BA + 24 column and/or BA + 24 to MA column.

Teacher Contract Days

One (1) teacher contract day will be added to the 2015-2016 school year and beyond. The one (1) contract day will move the total teacher contract days from 178 to 179 days. The pre-school in-service day/open house will become a teacher contract day. Staff will not be compensated \$90 for that day. The in-service, along with the evening open house will total an eight (8) hour day. The 2022-2023 salary increase also reflects the move in the certified teacher contract from 179 to 180 days to allow for one additional inservice day (day increase is effective for the 2023-2024 school year and beyond). District administration and building-level leaders will work with CORE team members to review the current year's professional development plans and use the CORE team to provide input regarding ideas for the upcoming year's professional development plans (e.g., CORE team membership includes at least one BEA member from each Campus). The practice would allow for an alignment between District priorities, inservice plans, and emerging needs in the field.

Extended Contracts (Summer)

1/36 of basic salary per week limited to the 5th step on schedule. The number of weeks on each extended contract must be approved by the Board of Education. Positions such as, but not limited to Vo-Ag, Library, Instrumental Music, Guidance, Activities Director, and Family and Consumer Science.

Stipend Payment for Hosting Co-Teachers

The Beresford School District will provide a stipend payment for hosting co-teachers. The stipend is to be paid at the end of the semester at the amount of \$500 (i.e., the \$500 will come from District and non-District funds).

Termination Clause Policy

If a teacher initiates the termination of his or her teaching contract prior to its termination date, it is agreed that the School District may suffer damages which would be impractical or extremely difficult to fix and therefore the School Board may withhold from any monies due the teacher, or the teacher may pay a sum as liquidated damages as per the following schedule if such termination occurs:

From the contract due date through May 31 st	\$1,000.00
From June 1 st through June 30 th	\$2,000.00
From July 1 st through the contract start date	\$4,000.00
From the contract start date through the duration of the contract period {requires a two-week notice}	\$4,500.00

It is hereby agreed that the amounts herein specified are fair and reasonable damages for breach of contract as provided in SDCL 53-9-5. In the event that liquidated damages are not collected or waived by the Board, the school district may utilize the provisions of SDCL 13-42-9 on revocation of certification.

Coaches Education Requirements

Effective for the 2014-2015 school year, all Beresford School District coaches for all athletic activities must complete the following courses online at www.NFHSLearn.com.

- Fundamentals of Coaching (One-time requirement): \$35
- First Aid, Health, & Safety for Coaches (Required every 2 years): \$35
- Concussion in Sport: What You Need to Know (Required Annually): Free

The classes must be completed prior to the start of the school year or prior to the start of the sport in-season. Upon successful completion of each class, the coach will print out the completion certificate, turn it into the district office, and fill out a voucher for reimbursement from the District. The South Dakota Department of Education has approved the courses as continuing education units (CEU's) for certified teachers.

Co-curricular Schedule

The co-curricular index factors and stipends are in consideration for hours outside the normal 8:00 a.m. to 4:00 p.m. school hours during the week or for extra duties assigned by the administration. The index factors below are to be applied on the appropriate step based on the coach's or director's activity years of experience but are limited to the BA column only which extends up to 40 steps. A move of one step per year for experience will be allowed on the BA column.

The BA column on the teacher salary schedule will no longer be used to calculate co-curricular pay for 2016-17 and beyond. A separate co-curricular salary schedule will be maintained for the 2016-17 school year and beyond. All other steps in the co-curricular salary schedule will increase in \$400 increments through year 40.

Should the need arise, the administration will notify BEA of its intent to recommend the addition or adjustment of co-curricular duty amounts. It is to be understood that some extra duty areas may not be assigned during a given year as determined by the administration and/or Board of Education.

Co-curricular Schedule Index Factors and Stipends

Base Salary: There will be a \$1000 increase in the District's co-curricular schedule base for the 2025-2026 school year, moving the base from \$41,400 to \$42,400 with \$400 increments through year 40.

Beresford School District		
Adopted Co-curricular Schedule		
2025-2026		
Years of Coaching Experience		
1	\$	42,400
2	\$	42,800
3	\$	43,200
4	\$	43,600
5	\$	44,000
6	\$	44,400
7	\$	44,800
8	\$	45,200
9	\$	45,600
10	\$	46,000
11	\$	46,400
12	\$	46,800
13	\$	47,200
14	\$	47,600
15	\$	48,000
16	\$	48,400
17	\$	48,800
18	\$	49,200
19	\$	49,600
20	\$	50,000
21	\$	50,400
22	\$	50,800
23	\$	51,200
24	\$	51,600
25	\$	52,000
26	\$	52,400
27	\$	52,800
28	\$	53,200
29	\$	53,600
30	\$	54,000
31	\$	54,400
32	\$	54,800
33	\$	55,200
34	\$	55,600
35	\$	56,000
36	\$	56,400
37	\$	56,800
38	\$	57,200
39	\$	57,600
40	\$	58,000

Beresford School District (2025-2026)

Board Adopted Co-curricular Schedule ~ Index Factors & Stipends

{Academic Bowl}	.02	Junior Magazine Sales	.005
Agricultural Education-FFA	.11	Junior/Senior Prom	.03
Agriculture - FFA Assistant	.08	{Kennel Club Advisor}	.005
Annual	.08	MS DAWGS	.02
{AP Coordinator}	.015	MS Oral Interp	.045
Assistant Fall Activities Director	.12	Music - Vocal (K-5)	.05
Art Fair	.005	Music - Vocal (6-12)	.11
Band - A	.11	Musical - Director	.09
Band - B	.08	{Musical - Instrumental}	.04
BB - Boys Head	.12	Musical - Vocal	.04
BB - Boys Varsity Assistant (2)	.08	Musical/Festival - JH	.015
BB - Boys 8th Grade	.05	National Honor Society Advisor	.025
BB - Boys 7th Grade	.05	Peer Helpers Advisor	.005
BB - Girls Head	.12	Play - One Act	.06
BB - Girls Varsity Assistant (1)	.08	Play - Three Act	.08
BB - Girls 8th Grade	.05	Quiz Bowl - MS/HS	.04
BB - Girls 7th Grade	.05	Robotics Advisor - MS/HS	.05
Fall Cheer Advisor	.03	Robotics Co-Advisor - MS/HS	.05
Competitive Dance	.09	School Paper	.055
Cross Country - Head	.09	Softball -Head	.10
Cross Country - Assistant	.06	Softball -Assistant	.07
Debate	.08	Student Congress/Speech	.01
{Declam - Grade (3)}	.01	Student Council Advisor - HS	.03
{Destination Imagination}	.02	Student Council Advisor - MS	.02
Family & Consumer Science - FCCLA	.055	Testing Coordinator	.05
FB - Head	.12	THRIVE Coordinator	.02
FB - 1st Assistant (3)	.08	Track - Head Boys	.12
FB - 2nd Assistant (JH) (2)	.05	Track - Head Girls	.12
\Gifted Activities\	.08	Track - Combined Boys & Girls (HEAD)	.16
Golf - Boys Head	.09	Track - Assistant (5)	.08
Golf - Boys Assistant	.06	Track - Assistant Head Coach B & G	.10
Golf - Girls Head	.09	{Track - Grade Field Day}	.01
Golf - Girls Assistant	.06	VB - Head	.12
Homecoming Variety Show	.01	VB - Assistant (2)	.08
HOSA Advisor	.025	VB - 8th Grade	.05
HS Oral Interp	.045	VB - 7th Grade	.05
{JH Yearbook Advisor}	.02	/Webmaster/	.07
JK-5 SPED Coordinator	0.1	{Weight Room Advisor}	.015
6-12 SPED Coordinator	0.1	Wrestling - Head	.12
SPED Teacher Summer - \$35/hour		Wrestling - Assistant	.08
Spectator Bus Supervisor - \$25/trip		CTE Coordinator	.02
Concessions - \$30/session		Xello Coordinator	.02
(tournaments are double sessions -		Educator's Rising Advisor	.02
morning/afternoon or afternoon/evening)		Color Guard - Marching Band	.02
Driver's Ed - \$28/hour driving time			

*text in red -reductions from 24-25 school year

{ } reductions from 05-06 school year

// eliminated in 18-19 school year
\\ eliminated in 19-20 school year

[] reductions from 11-12 school year

Insurance Benefit

The monthly insurance benefit will be \$640.00 for full-time teachers. The benefit dollars are to be used for the school system group health, vision and/or dental insurance plan. Part-time teachers below 35 hours per week will receive the insurance benefit on a pro-rated basis equal to their teaching contract time. Example: If a teacher is hired at 60%, she/he will receive a 60% insurance benefit. Certified teachers working 35-40 hours per week will receive the district's full-time monthly insurance benefit.

Customizing Instruction (CI) Plan

The Customizing Instruction Plan will NOT be enacted for the 2025-2026 school year due to the lack of available dollars. As per negotiations for 2024-2025 and 2025-2026, plan language will remain in the Negotiated Agreement.

The Customizing Instruction Plan will continue for the 2023-24 school year and beyond if dollars are available in the budget.

The CI Plan will address four key areas:

- 1) ~~Our District's Vision—Creating Servant Leaders through Quality Academic and Activity Programs.~~
- 2) ~~Our District's Goals—Must support one or more of the 4 Pillars in Academics/Achievement, Fine Arts, Athletics, and Servant Leadership.~~
- 3) ~~Our Teachers as Educational Leaders—Utilizing our staff as in-house resident experts to advance instruction for our teachers and increase learning opportunities for our students.~~
- 4) ~~Gifted Activities—Gifted Activities will be integrated into core and elective content classes. Staff who create, support, and supervise these advanced learning opportunities for students will be compensated for their efforts through the District CI Plan.~~

~~Examples of Gifted Activities may include but are not limited to: National History Day, Geography Bee, Math Competitions, Science Fairs, Technology Competitions, Coding Competitions, Video Production Competitions, Writing Contests, Speech Contests, Project-based Learning, etc. Personalized/Customized Learning allow our students the opportunity to be challenged so they continue to develop their 21st century learning skills in communication, collaboration, critical thinking, problem solving, and creativity.~~

Program Budget Summary:

The Board will set the dollar amount available for Customizing Instruction (CI) /Teacher Initiated Leave (TIL) through its budget.

The leadership roles to be paid at the hourly rate set by the CI/TIL Committee include but are not limited to the following examples: data retreats, common core curriculum development, development of assessments, book study facilitators, and teachers as advisors program development. The leadership roles to be paid at a stipend set by the CI/TIL Committee and the applicant include but are not limited to the following examples: committee chairs and coordinators for the AdvancED/Cognia school improvement process, RtI, literacy coaches/mentors, and technology coaches/mentors.

Compensation for CI will be based on a competitive request for proposal application linked to the District's vision and goals and teachers as educational leaders. Teachers whose applications have been approved will receive compensation for activities beyond their contractual obligations for work performed outside the normal school day once the plan/project has been completed and the artifacts created have been approved by their building principal.

In order to meet the three key areas above, a three-fold approach will be taken:

First, we will have hours available through a competitive request for proposal application linked to our District's vision and goals.

Second, we will have hours available for our "teachers as educational leaders" through a competitive request for proposal application linked to our District's vision and goals. In regards to teachers as educational leaders, payment will be determined by the number of approved hours spent outside the normal school day on leadership functions. These leadership roles will be funded to develop, increase, and utilize the skills and talents of teachers that we have on staff.

Third, Teacher Initiated Leave (TIL) will continue as is and teachers will be able to submit professional development requests for leave to attend events outside of our District during the fall and spring as dollars are available. TI Leave applications must be submitted by the teacher and linked to our District's vision and goals. Teachers who attend professional development opportunities through TIL will also be required to submit to their principal a summary of the event and plan for implementation and a sharing session with other staff members.

Application Approval and Evaluation of CI / TIL Program: A committee of appointed teachers, a BEA representative, and school administrators will serve on the CI/TIL Committee whose function will be to review applications to make sure applicants meet the program's purpose and if so will approve of the applications.

Upon completion of the project/plan, the teacher will present their artifacts to the principal and the principal will evaluate the project/plan and determine if it met the intended expectations. If the project/plan met the intended expectations, the principal will submit the request for board approval at the next regularly scheduled board meeting. Payment will then be processed during the next available payroll period.

Advanced Learning Program—Tuition Reimbursement

BERESFORD SCHOOL DISTRICT ADVANCED LEARNING PROGRAM FOR CERTIFIED STAFF PROCESS TO OBTAIN TUITION REIMBURSEMENT

Are you interested in going back to school to pursue an advanced degree? The Beresford School District (BSD) offers Tuition Reimbursement for certified staff members who qualify. Please review the guidelines below to learn more about our Tuition Reimbursement benefit.

If you have questions, please contact Superintendent Dustin Degen or Business Manager Jared Olson at 605-763-4293 or by email at Dustin.Degen@k12.sd.us or Jared.Olson@k12.sd.us.

TUITION REIMBURSEMENT

For the 2019-20 school year, the cost of a graduate credit at a South Dakota Regental institution was \$350. For certified staff that qualify, the Beresford School District is willing to reimburse \$250 per graduate credit through its Tuition Reimbursement program. Most programs of study and advanced degrees require a minimum of 36 graduate credits.

36 graduate credits x \$350 = \$12,600 (Cost without Tuition Reimbursement)

36 graduate credits x \$250 = \$9000 (Eligible for Tuition Reimbursement)

Provided there are applications for Tuition Reimbursement, one eligible certified staff member will be selected each school year to pursue an advanced degree. Preference will be given to staff members who currently do not have an advanced degree.

The District Admin Team will review all applications and together will make a decision based on overall district and student needs and program priorities.

The District will set a three-year timeline for completion of an advanced degree—three summer sessions, three fall semesters, and three spring semesters. Exceptions may be considered on a case-by-case basis.

ELIGIBILITY REQUIREMENTS

- Employed two or more years with the Beresford School District.
- Coursework must be taken at a SD DOE approved College/University.
- Must be accepted and enrolled in a College/University program of study.
- Program of study and coursework must be relevant to current job assignment and toward an advanced degree (Master's, Specialist, or Doctorate) in education or education-related field.
- Staff member will receive three full years to complete their advanced degree (3 summer sessions, 3 fall semesters and 3 spring semesters). Exceptions may be considered on a case-by-case basis (ex. course availability and/or personal circumstances).
- Must receive a grade of "B" or better in courses to be eligible for tuition reimbursement.

- Must submit a letter of recommendation from a teacher colleague speaking to the applicant's leadership and capacity to affect change.
- Must complete the District's Application for Tuition Reimbursement.
- Must sign the District's Tuition Reimbursement Agreement.
- Must submit an official transcript upon completion of courses.
- Must remain an active employee of the District for three (3) full academic years after completion of courses and advanced degree for which tuition reimbursement was received.
- If a staff member separates on their own accord from the district prior to the three (3) years, he/she will be required to reimburse the district the full amount of tuition reimbursement received.
- If a staff member does not complete their advanced degree, he/she will be required to reimburse the district the full amount of the tuition reimbursement received for all of the courses taken.
- Tuition reimbursement payment will not be processed or received until all documentation, including transcripts, have been received.

PROCESS

Step 1: COMPLETE APPLICATION FOR TUITION REIMBURSEMENT PROGRAM

- Submit a letter of recommendation from a teacher colleague speaking to the applicant's leadership and capacity to affect change.
- Submit a fully completed, signed and dated Beresford School District Application for Tuition Reimbursement by February 1 to the school superintendent.
 - Applications must state a brief description of course work purpose and/or career benefit.
 - District admin team will review all applications and together make a decision based on overall district and student needs and program priorities.
 - Please allow up to one month for application review and approval.

Step 2: APPROVAL TO ENROLL IN COURSES

- Once application is approved, certified staff member will be informed and given authorization to register/begin class(es).
- Submit a Beresford School District invoice, tuition bill and signed Tuition Reimbursement Agreement to the business office.

Step 3: PAYMENT FOR TUITION REIMBURSEMENT

- Upon completion of the course(s), official transcripts must be sent directly to Beresford School District, attention Tuition Reimbursement, 301 W. Maple St., Beresford, SD 57004. Please note: incomplete forms will not be processed.
 - A grade of "B" or higher is required in order to receive Tuition Reimbursement payment.
- If approved, the invoice for Tuition Reimbursement will be processed in the business office and approved at the next regularly scheduled board meeting.
- If not approved, communication via email and/or face-to-face meeting will be provided indicating the reasons for denial.

Beresford School District
301 W. Maple St.
Beresford, SD 57004
Telephone: 605-763-4293

**ADVANCED LEARNING PROGRAM FOR CERTIFIED STAFF
TUITION REIMBURSEMENT AGREEMENT**

I, _____ agree to accept the dollar amount designated by my tuition bill as tuition reimbursement subject to the following conditions:

1. I acknowledge that I have been employed by the Beresford School District for two or more years.
2. I acknowledge that I have been accepted in a college/university program of study, pursuing an advanced degree (Master's, Specialist, or Doctorate) in education or education-related field.
3. I acknowledge that my coursework must be taken at a South Dakota Department of Education (SD DOE) approved college/university.
4. I acknowledge that my program of study and coursework is relevant to my current job assignment and toward my advanced degree.
5. I acknowledge that I must receive a grade of "B" or better in my courses to be eligible for tuition reimbursement.
6. I agree to submit an official transcript promptly upon completion of my courses at the end of the summer, fall, and/or spring sessions.
7. I acknowledge that I have three full years to complete my advanced degree (3 summer sessions, 3 fall semesters, and 3 spring semesters). Exceptions may be considered on a case-by-case basis (ex. course availability and/or personal circumstances).
8. I agree that I must remain an active employee of the District for three (3) full academic years after the completion of my courses and advanced degree for which tuition reimbursement was received.
9. I agree that I am responsible for repayment of the full amount of the tuition reimbursement received if I do not complete the full employment requirement after completion of my courses and advanced degree, except if dismissed for cause or non-renewal.
10. I agree that if I do not complete my advanced degree, I am responsible for repayment of the full amount of the tuition reimbursement received for all of my courses taken, except if dismissed for cause or non-renewal.
11. I understand and agree that my tuition reimbursement payment will not be processed or received until all documentation, including transcripts, have been received.

Employee's Signature

Date

Business Manager's Signature

Date

Print Name

Superintendent's Signature

Date

Duration

The language and financial provisions of this agreement shall be effective from July 1, **2025**, to June 30, **2026**, barring any change in state or federal mandates or funding sources. Unless otherwise specified, the contents of this agreement may not be re-negotiated during the term of the agreement except by mutual consent.

Authorization

This agreement shall be the accepted guide and policy for the BEA and the Board of Education and these agreements shall take precedence and priority over all other policies and regulations made by the Board. In witness whereof the parties thereto caused this agreement to be signed by their respective presidents and attested by their respective secretaries on the day and year written:

Beresford Board of Education

By Chris Sany
Board Vice-President

By Jason Or
Business Manager

Date 5-12-2025

Beresford Education Association

By Michelle Andrews
BEA President

By Dina B. Neuman
BEA Secretary

Date 5/22/2025

Appendix I

Page 1	Intent/Validation of Educational Advancement Form
Page 2	Customizing Instruction Application Form
Page 3	Customizing Instruction Plan—Verification of Hours Form
Page 4	Insurance and Benefits Summary Sheet
Pages 5-6	Family and Medical Leave Request Form
Pages 7-14	Formal Written Grievance Procedure Form

Appendix II

Pages 1-29	Teacher Evaluation Policies and Procedures (negotiable)
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Appendix III

Pages 1-11	Teacher Evaluation Instrument (non-negotiable)
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Appendix IV

Pages 1-2	Head and Assistant Coaching Evaluation Policies and Procedures (negotiable)
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Appendix V

Pages 1-8	Head Coaching Evaluation Instrument (non-negotiable)
Pages 1-10	Assistant Coaching Evaluation Instrument (non-negotiable)

APPENDIX I

Beresford School District #61-2 INTENT/VALIDATION OF EDUCATIONAL ADVANCEMENT

The **intent** of educational advancement must be submitted to the superintendent's office in writing **on or before June 1**. **Written validation** of such educational advancement (including **official transcripts**) must be in the superintendent's office **by September 1**.

Name:					
Date:					
Current Educational Level (Please circle): BA, BA + 12, BA + 24, MA, MA + 12, MA + 24, Specialist/Doctorate					
Proposed Educational Advancement (Please circle): BA + 12, BA + 24, MA, MA + 12, MA + 24, Spec./Doct.					
Credits to be used toward educational advancement (official transcripts must be attached)					
DATE OF COURSE	COURSE PREFIX (EDAD, EDER, etc.)	COURSE NUMBER	COURSE NAME	UNIVERSITY	CREDITS

Customizing Instruction Application

Please complete the following application to be reviewed by members of our Customizing Instruction (CI) / Teacher-Initiated Leave (TIL) Committee.

Name: _____ Date of Application: _____

Grade Level and/or Subject Areas Taught: _____

Describe your Customizing Instruction (CI) Plan and how it will enhance your classroom instruction process and increase learning opportunities for our students.

Explain how your Customizing Instruction (CI) Plan meets one or more of the following three target areas: 1) District's Vision; 2) District's Goals; and/or 3) Teachers as Educational Leaders.

What artifacts and data will you collect and share to show that the intended expectations or desired result(s) have been met through your Customizing Instruction (CI) Plan?

How will you share your Customizing Instruction Plan, growth as an educator, and results with other teachers in the District?

Please include any other information about your Customizing Instruction Plan that would be helpful to the CI/TIL Committee.

Anticipated Hours to Accomplish CI Plan: _____

Anticipated Compensation/Hourly Rate: _____

Teacher's Signature

Beresford School District
Customizing Instruction (CI) Project/Plan

Verification of Hours

Teacher's Name: _____

CI Project/Plan Name: _____

Hours Approved by the CI/TIL Committee: _____

Hourly Rate Approved by the CI/TIL Committee: \$35.00

The following "Artifacts" were submitted to the Principal for review:

Signature of Teacher _____ Date

~~*Upon completion of the project/plan, the teacher will present their artifacts to the principal and the principal will evaluate the project/plan and determine if it met the intended expectations. If the project/plan met the intended expectations, the principal will submit the request for board approval at the next regularly scheduled board meeting. Payment will then be processed during the next available payroll period.*~~

Artifacts Reviewed by Principal (initial): _____

Hours Approved and Verified by Principal: _____ x \$35.00 = \$ _____

Signature of Principal _____ Date

BERESFORD SCHOOL DISTRICT 61-2
301 West Maple
BERESFORD, SD 57004

BENEFIT PACKAGE

Social Security	7.65% (matching)
Retirement	6.00% (matching)
Insurance	\$640.00/month*
Workmen's Compensation	As required by State law
Unemployment Insurance	As required by State law
Group Life Insurance	As part of health insurance (\$15,000.00)

* Part time employees below 35 hours per week will receive the insurance benefit on a pro-rated basis equal to their contracted time. Example: If a teacher is hired at 60%, she/he will receive a 60% insurance benefit. Certified teachers working 35-40 hours per week will receive the district's full-time monthly insurance benefit.

Health coverage begins on the first day of the first full month following your first paycheck. (For example: With September 20th paycheck, insurance is effective October 1st.)

WELLMARK BLUE CROSS AND BLUE SHIELD

	\$1,000 Deductible	\$1,500 Deductible	\$2,500 Deductible (HSA)
Single	\$ 856.95	\$ 783.32	\$ 704.73
Family	\$2,601.75	\$2,375.76	\$2,134.58
Emp/Spouse	\$1,740.74	\$1,589.93	\$1,428.98
Emp/Children	\$1,610.03	\$1,470.63	\$1,321.86

VISION (Mandatory with Health Insurance)

Single	\$7.72
Family	\$20.32
Emp/Spouse	\$12.35
Emp/Children	\$12.60

DENTAL

Single	\$ 66.58
Emp/Spouse	\$ 128.24
Emp/Children	\$ 127.08
Family	\$ 185.02

LEAVE

Sick Leave	10 days/year-cumulative to 120 days
Personal Leave (1-9 years)	3 days
Personal Leave (10-19 years)	4 days
Personal Leave (20+ years)	5 days

All benefits will be prorated by hours worked.

Beresford School District
FMLA Leave Request Form

{The following request is to be completed and returned to the Business Office.}

*The Beresford School District will utilize applicable Federal Forms regarding FMLA Leave -please contact
Jared.Olson@k12.sd.us for the appropriate FMLA Leave Forms.*

EMPLOYEE REQUEST

Employee's Name

Date

Request for Full-Time Leave

I request a leave of absence from _____ (date) to _____ (date) for the following reason:

- ☐ For birth of my child and/or to care for the newborn child.
- ☐ For placement of a child with me for adoption or foster care.
- ☐ To care for my (circle one): spouse, child or parent with a serious health condition.
Name: _____
- ☐ Because my own serious health condition makes me unable to perform one of the essential functions of my job.
- ☐ For another reason. (Please specify):

Request for Intermittent or Reduced-Schedule Leave

- ☐ I request intermittent leave or reduced-schedule leave at the following times:

Schedule: _____

Reason: _____

Substitution of Paid Leave

- ☐ I request to use (check all that apply)

<input type="checkbox"/> Personal Leave	<input type="checkbox"/> Sick Leave	<input type="checkbox"/> Unpaid Leave	<input type="checkbox"/> Other _____
____ # days	____ # days	____ # days	____ # days

Location During Leave

I can be reached at the following address and phone number during my leave:

Employee's Signature

Approved By

Date

FORMAL WRITTEN GRIEVANCE PROCEDURE

(This form is designed to facilitate the Grievance Procedure)

- NOTE 1: If a grievance can be discussed with the person or administrator informally and resolved, this attempt should be made instead of using this procedure.
- NOTE 2: The building administrator, superintendent, school board, and BEA should photocopy this original to keep a record of the grievance as it moves from level to level until resolved.
- NOTE 3: A teacher or any certificated personnel must file this form within twenty-one (21) calendar days after the alleged violation, misinterpretation or inequitable application of existing board policy. Disagreement with existing policy or request for adoption of a policy is not a grievance, and should be sent to the officers of BEA or teachers' organization for consideration as an item for policy review by the board.

~~~~~  
~~~~~

PLEASE STATE THE GRIEVANCE MATTER BRIEFLY AND SUCCINCTLY. (This statement may not be changed in the processing of the grievance).

(Attach additional sheets of paper, if necessary)

Signed: _____ Bldg: _____ Date: _____
(Person aggrieved)

~~~~~  
~~~~~

Request for Settlement of Grievance
LEVEL ONE – Principal {Immediate Supervisor}
(To be completed by aggrieved person)

Date of Presentation to Principal _____

Name of Aggrieved Person _____ School _____

Home Address _____ Principal _____

Nature of Grievance:

Settlement Requested:

Signed: _____ (Aggrieved Person)
Reply to Level One Grievance

Date Reply Sent to Aggrieved Person _____

Name of Aggrieved Person _____ School _____

Home Address _____

Date of Presentation of Grievance to Principal _____

Signed _____ (Principal)

~~~~~  
~~~~~

Request for Settlement of Grievance

LEVEL TWO – Superintendent

(Copies of Request for Settlement of Grievance — Level One and Reply must be attached).

Date of Presentation to Superintendent _____

Name of Aggrieved Person _____ School _____

Home Address _____

Date of Reply to Level One Grievance _____

State Reasons for Submission of Grievance to Level Two:

Settlement Requested:

Signed: _____ (Aggrieved Person)

Reply to Level Two Grievance

(Copies of Request for Settlement of Grievance -- Level One and Reply must be submitted).

Date Reply of Superintendent Sent to Aggrieved Person _____

Name of Aggrieved Person _____ School _____

Home Address _____

Date of Submission of Grievance to Superintendent _____

Decision of Superintendent with Rationale:

Signed _____ (Superintendent)

~~~~~  
~~~~~

Request for Settlement of Grievance

LEVEL THREE – Board

(Copies of all previous Requests for Settlement and Replies must be attached).

Date of Presentation to Board President _____

Name of Aggrieved Person _____ School _____

Home Address _____

Date of Reply of Superintendent to Level Two Grievance _____

State Reasons for Submission of Grievance to Level Three:

Settlement Requested:

Signed: _____ (Aggrieved Person)
Reply to Level Three Grievance

Date Reply of Board Sent to Aggrieved Person _____

Name of Aggrieved Person _____ School _____

Home Address _____

Date of Request for Settlement of Grievance—Level Three _____

Decision of Board with Rationale:

Signed _____ (Board President)

~~~~~  
~~~~~

BERESFORD EDUCATION ASSOCIATION GRIEVANCE COMMITTEE ACTION

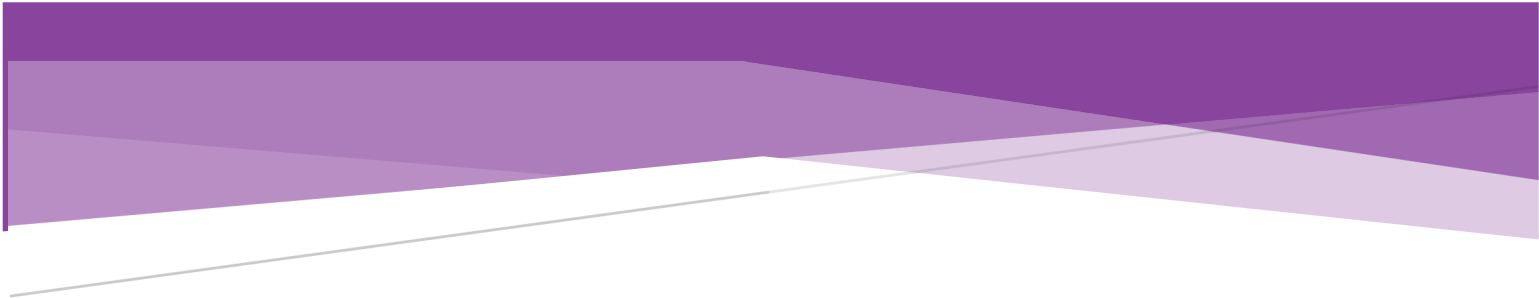
Received _____ Date _____
(Signature of Grievance Officer)

DISPOSITION:

Signed _____ Date _____
(Signature of Grievance Officer)

~~~~~  
~~~~~

LEVEL FOUR: Arbitration by State Labor Commissioner



APPENDIX II

TEACHER EVALUATION

POLICIES AND PROCEDURES

Beresford School District #61-2

April 9th, 2015
March 13th, 2023*
(*SD DOE Accreditation Updates)

301 West Maple
Beresford, SD 57004

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Evaluation System Requirements

By implementing professional evaluation systems and providing teachers with evidence-based feedback on a regular basis, the Beresford School District can expect to improve student learning, generate data to assist in the developing of professional support systems and create shared accountability for student learning.

Objectives of Teacher Evaluation

A clear set of objectives establishes a foundation for implementing meaningful evaluations that provide regular opportunities for educators to engage in professional conversations focused on improving instructional practice.

1. The purpose of the teacher evaluation is to continually improve instruction and student learning.
2. The evaluation process encourages professional teacher-administrator relationships as a basis for structuring meaningful, in-depth dialogue focused on student learning.
3. The evaluation process uses multiple measures of teaching practice and student growth to meaningfully differentiate teacher performance.
4. The evaluation process communicates clearly defined expectations and provides regular, timely and useful feedback that guides professional growth for teachers.
5. The evaluation process is a fair, flexible, and research-based mechanism to create a culture in which data drives instructional decisions.

State and Federal Requirements

The Beresford School District's Teacher Evaluation system must conform to broad state and federal requirements. To provide a foundation for the minimum requirements, this section of the Teacher Evaluation Policies & Procedures describes state and federal requirements.

Consistent Evaluation Cycle

The Beresford School District must regularly evaluate teachers, but the frequency varies based on the amount of time a teacher has been employed with a district. The minimum requirements, set forth in SDCL 13-42-34: Teacher evaluations. Any public school district seeking state accreditation shall evaluate the performance of each certified teacher in years one through three not less than annually, and each certified teacher in the fourth contract year or beyond, not less than every other year. Each school district shall adopt procedures for evaluating the performance of certified teachers employed by the school district that: (1) Are based on the minimum professional performance standards established by the Board of Education Standards pursuant to § 13-42-33; (2) Require multiple measures; (3) Serve as the basis for programs to increase professional growth and development of certified teachers; and (4) Include a plan of assistance for any certified teacher, who is in the fourth or subsequent year of teaching, and whose performance does not meet the school district's performance standards.

Multiple Measures of Teacher Effectiveness, Including Student Growth

The Beresford School District must use multiple measures to determine and differentiate teacher effectiveness. The evaluation process must rely on qualitative and quantitative evidence and be based on measures of both professional teaching practice and student growth.

Measures of Professional Practice

In accordance with state law and administrative rule, professional practice evaluations must be based on professional teaching standards outlined by the South Dakota Framework for Teaching (Danielson Model). Evaluations are supported by evidence gathered through observations (formal and informal) and by other evidence demonstrating performance relative to teaching standards.

Quantitative Measures of Student Growth

To comply with requirements of the ESEA Flexibility Waiver, quantitative measures of student growth must be one significant factor in determining and differentiating teacher effectiveness. Data from state standardized testing must be one of the quantitative measures used to evaluate the performance of teachers providing instruction in tested grades and subjects.

Summative Teacher Effectiveness Ratings and Performance Categories

To comply with requirements of South Dakota's ESEA Flexibility Waiver, the Beresford School District's evaluation system must meaningfully differentiate teacher performance using at least three performance levels. Evaluations of professional teaching practice and student growth must be combined to form a summative teacher effectiveness rating that differentiates teacher performance into one of three performance categories: *Below Expectations*, *Meets Expectations* or *Exceeds Expectations*.

Professional Growth Plans and Plans of Assistance

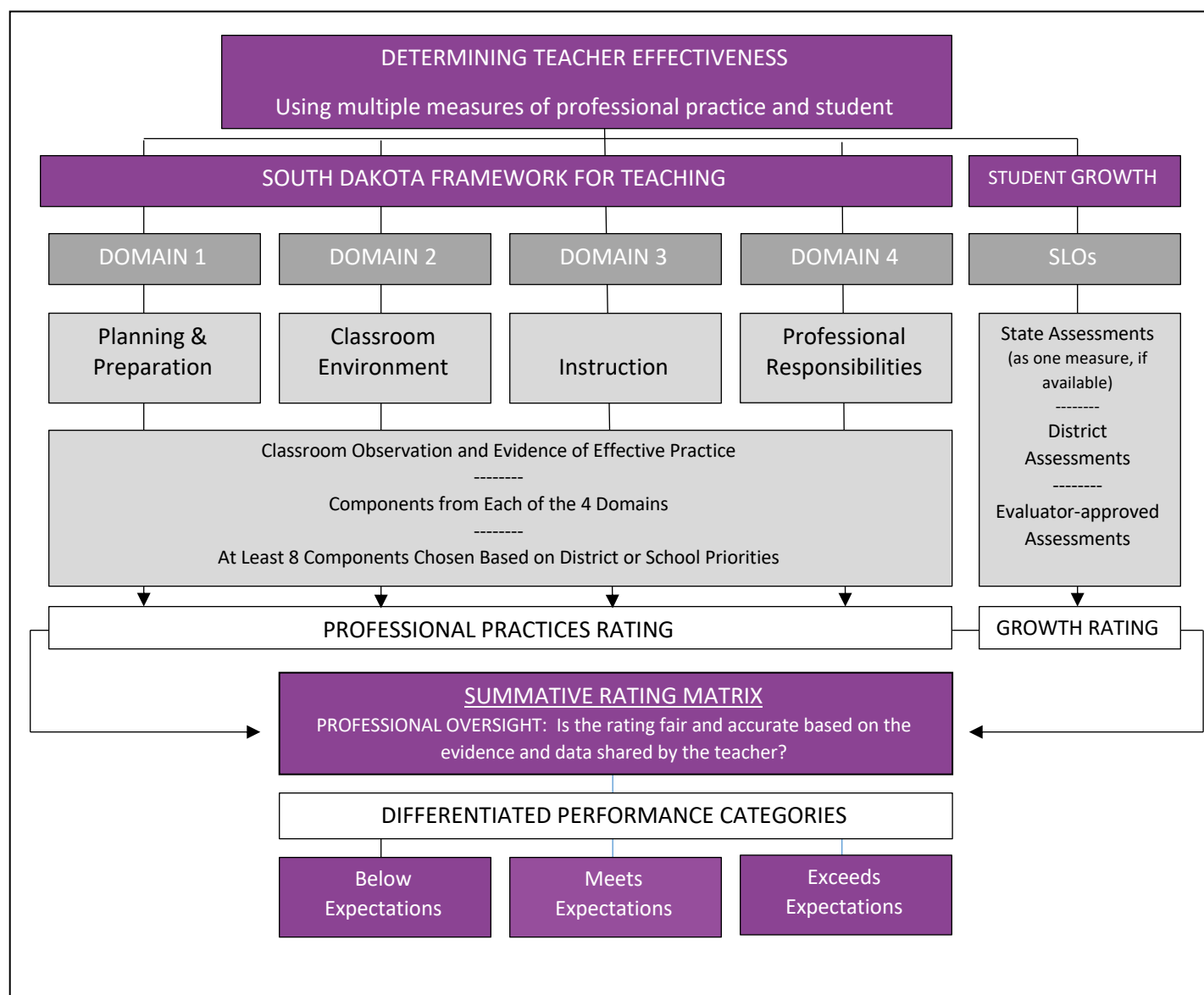
State law requires the Beresford School District to use teacher evaluations as a foundation for professional support systems focused on improving teaching performance. According to SDCL 13-42-34, the Beresford School District must adopt evaluation procedures that:

1. Serve as the basis for programs to increase professional growth and development of certified teachers; and
2. Include a plan of assistance for any certified teacher, who is in or beyond the fourth year of teaching, and whose performance does not meet school district performance standards.

Overview: Teacher Effectiveness Model

The following model will be used to determine teacher effectiveness (Figure 1) that conforms to both state and federal requirements.

Figure 1: Overview of Method to Determine Teacher Effectiveness



Using the above model, the Beresford School District will separately determine a **Professional Practice Rating** and a **Student Growth** Rating. The two separate ratings are combined through the use of a summative rating matrix, a mechanism that allows for professional judgment to be exercised in the process of classifying teacher performance into one of three performance categories. The recommended method does not rely on a uniform formula to calculate effectiveness ratings. Instead, the method prioritizes evaluations relative to the South Dakota Framework for Teaching while incorporating evaluations of student growth as one significant factor in determining final teacher effectiveness ratings.

The Professional Practices Rating, Student Growth Rating, and Summative Effectiveness Rating is to be completed on/or before May 15th.

Training to Support the Teacher Effectiveness Model

Training teachers and administrators on how to conduct evaluations using the recommended teacher effectiveness model is critical to successful implementation.

Required: Training to Support Evaluations of Professional Practice

Training to support professional practice evaluations will be delivered through **Frontline Professional Growth (or other SD DOE approved/provided platform)**, a comprehensive web-based training program aligned to the South Dakota Framework for Teaching (Danielson Model). *Frontline Professional Growth (or other SD DOE approved/provided platform)* provides in-depth training for both teachers and evaluators. *Frontline Professional Growth (or other SD DOE approved/provided platform)* is a web-based evaluation management system that teachers and evaluators will be trained in as well.

Teacher Training through Frontline Professional Growth (or other SD DOE approved/provided platform) (15-20 hours)

Frontline Professional Growth (or other SD DOE approved/provided platform) includes approximately 15-20 hours of training to help teachers develop a deeper understanding of South Dakota's professional teaching standards and standards-based evaluations of professional practice. The training also helps teachers apply the South Dakota Framework for Teaching to improve instructional practice. The software allows training to be deployed as self-guided learning or structured as part of a facilitated learning group.

Evaluator Training through Frontline Professional Growth (or other SD DOE approved/provided platform) (30 hours)

An **evaluator** is a person charged with conducting teacher evaluations. In the Beresford School District, principals will serve as evaluators, though other individuals may be assigned responsibility for conducting evaluations. All individuals charged with conducting evaluations must complete evaluator training through *Frontline Professional Growth (or other SD DOE approved/provided platform)*. This training prepares evaluators to conduct accurate assessments of professional practice relative to the South Dakota Framework for Teaching. *Frontline Professional Growth (or other SD DOE*

approved/provided platform) promotes accurate, consistent and evidence-based evaluations that limit evaluator bias. In-depth evaluator training takes approximately 30 hours to complete and concludes with a rigorous evaluator proficiency assessment.

Teacher and Evaluator Training through Frontline Professional Growth (or other SD DOE approved/provided platform) (4 hours)

Frontline Professional Growth (or other SD DOE approved/provided platform) is a web-based evaluation management system that supports evaluations of professional practice relative to the South Dakota Framework for Teaching. The software program contains necessary rubrics, supports evidence collection and assists with the calculation of the Professional Practice Rating.

Required: Training to Support Evaluations of Student Growth

Evidence of student growth will play a significant role in the overall teacher evaluation process. It will be essential that evaluators and administrators are able to guide teachers through the process of setting meaningful, rigorous, and achievable student growth goals for their students.

While guidance and training will be available to support the implementation of student growth measures, teachers and administrators will need to work carefully and collaboratively to implement student growth measures.

Training: Evaluating Student Growth

School-level teams, which may include both administrators and teachers, will receive training on how to incorporate student growth into professional evaluations. Building-level instructional leaders will then work to ensure teachers understand how to set student learning objectives, how to assess student learning between two points in time, and how the student growth rating will influence the final teacher effectiveness rating.

Evaluating Professional Practice

The process of improving teacher performance begins with a clear definition of effective teaching. The South Dakota Framework for Teaching offers a description of professional practices that, based on research and empirical evidence, have been shown to promote student learning. Evaluations of professional practice relative to the framework contribute to the teacher's effectiveness rating and serve as a basis for developing individual professional growth plans focused on improving instructional practice.

The South Dakota Framework for Teaching

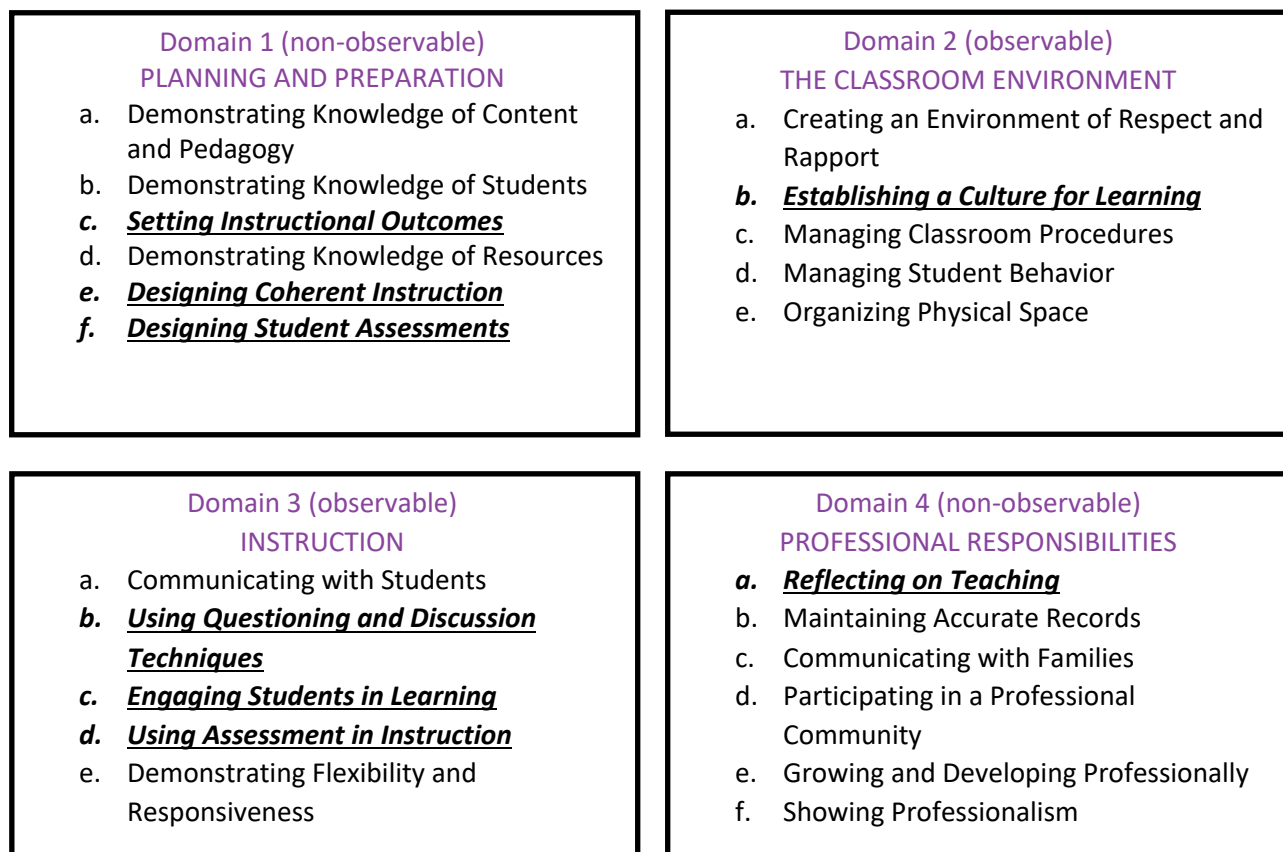
South Dakota's Framework for Teaching is divided into four *domains* of teaching practice. Nested underneath the four domains are 22 *components* and 76 *elements* that identify the skills and knowledge associated with that domain. Figure 2 provides an overview of the full framework down to the component level, and an outline including all 76 elements is provided in **Appendix E**.

State Requirements for Evaluating Professional Practice

State law and administrative rule require that districts base professional practice evaluations on the South Dakota Framework for Teaching. School districts have freedom to examine and select the components most critical to advancing district and school goals, provided that each evaluation contains at least one component from each domain.

The Beresford School District will focus evaluations on the "Integrated 8" components – four observable and four non-observable – (1c, 1e, 1f, 2b, 3b, 3c, 3d, and 4a) and two additional components that the teacher and principal agree on. See Figure 2 below.

Figure 2: South Dakota Framework for Teaching – Domains and Components Overview, 2011

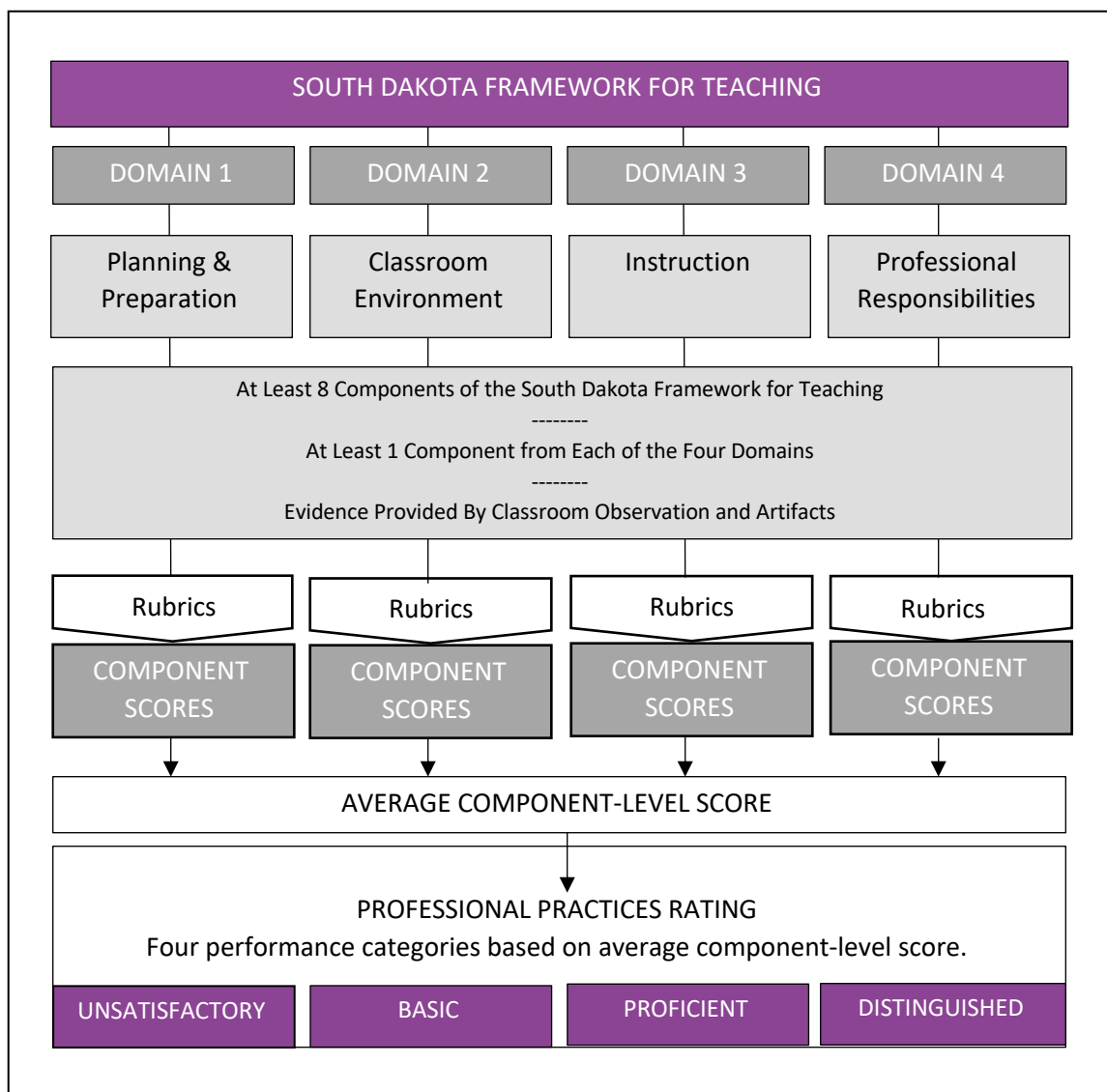


Method to Determine the Professional Practice Rating

A teacher's overall Professional Practice Rating represents aggregate performance on all evaluated components. Evaluations are guided by standards-based rubrics and supported by evidence gathered by the evaluator and teacher. Once component-level performance is determined, the evaluator assigns scores to component-level performance and calculates the average component-level score. The average component-level score translates into one of four levels of performance: Unsatisfactory, Basic, Proficient and Distinguished.

The process of determining a teacher's overall professional Practice Rating is presented in Figure 3 and described in greater detail in the following sections.

Figure 3: Determining the Professional Practice Rating



Using Standards-Based Rubrics to Evaluate Performance

A collection of standards-based rubrics aligned to the South Dakota Framework for Teaching guide evaluators in making accurate and consistent judgments about teaching performance. Each rubric contains performance indicators and critical attributes that differentiate performance across a four-tiered continuum of performance: Unsatisfactory, Basic, Proficient and Distinguished. Evaluators compare evidence collected to the established performance expectations to determine a teacher's performance relative to each component evaluated.

All rubrics necessary to conduct professional practice evaluations are available through *Frontline Professional Growth* (or other SD DOE approved/provided platform) or are available for download on the South Dakota Department of Education's website.

Evaluating Practice using Evidence Provided by Classroom Observation

Evaluating professional practice relative to the Classroom Environment (Domain 2) and Instruction (Domain 3) domains of South Dakota Framework for Teaching is supported primarily by evidence collected through formal and informal observations of practice.

A **formal observation** is at least 15 minutes in length, is conducted by the teacher's evaluator, and may include structured conversations – or conferences – before and/or after the observation takes place. A **pre-observation conference** may be held and provides the evaluator and teacher time to discuss the upcoming formal observation, including any lesson standards, assessment tools, instructional strategies or differentiation needed. A **post-observation conference**, which may occur following a formal observation, is an opportunity for reflection and analysis, giving the evaluator and teacher time to engage in a professional dialogue about effective strategies that support teaching and learning. An **informal observation**, commonly referred to as a drop-in, is an observation that is at least 5 minutes in length and results in feedback to the teacher. Informal observations may or may not be announced.

Observation Schedule for Probationary (non-Continuing Contract) Teachers

For a teacher in years one through three of continuous employment, the Beresford School District requires as a minimum:

- One (1) formal observation of professional practice per year; and
- Two (2) informal observations per year.

Observation Schedule for Non-Probationary (Continuing Contract) Teachers

For a teacher in his or her fourth contract and beyond, the Beresford School District requires as a minimum:

- One (1) formal observation of professional practice every year; and
- Two (2) informal observations per year.

Evaluating Practice using Evidence Provided by Artifacts

Professional practice evaluations also require the consideration of evidence that cannot be collected through classroom observation. Components that are not observable are supported by the collection of artifacts.

Artifacts are documents, materials, processes, strategies, and other information that demonstrate performance relative to a standard of professional teaching practice. To ensure expectations are established and artifact collection is focused, evaluators and teachers should discuss which artifacts will support the evaluation. Please refer to **Appendix A** for examples of artifacts aligned to domains of professional practice.

Assembling Artifacts in a Teacher Portfolio

All evidence collected to support non-observable components of professional practice should be collected in a comprehensive teacher portfolio. Assembling artifacts for the

portfolio is the responsibility of the teacher, but evidence collection should be focused and based upon a common understanding of appropriate evidence sources. To start the year, a teacher's portfolio should include items that help the teacher and evaluator establish goals and trajectory for the year. A teacher should add artifacts to his or her portfolio throughout the evaluation period to ensure a smoother summative process at the end of the evaluation period.

Frontline Professional Growth (or other SD DOE approved/provided platform) allows artifacts to be uploaded and housed within the online management system, but some teachers or evaluators may be more comfortable with assembling traditional, paper-based portfolios.

Determining the Overall Professional Practices Rating

After using standards-based rubrics to determine teacher performance for each component evaluated, the evaluator must determine an overall Professional Practice Rating of Unsatisfactory, Basic, Proficient, or Distinguished. The Beresford School District will use a three-step process to score, calculate, and determine a teacher's summative performance relative to the South Dakota Framework for Teaching. Each of the three steps is described below.

Step 1: Score Component-Level Performance

Point values are assigned to performance for each component evaluated: A Distinguished rating is assigned 4 points; a Proficient rating is assigned 3 points; a Basic rating is assigned 2 points; and an Unsatisfactory rating is assigned 1 point.

Step 2: Calculate an Average Score for All Components Evaluated

An average component-level score is calculated by dividing the total of all points earned by the number of components evaluated. The average will range from 1 to 4, and is rounded to the nearest hundredth of a point. Using the recommended method, all components are given equal weight.

Step 3: Determine the Overall Professional Practice Rating

The average component-level score is used to assign a Professional Practice Rating of Unsatisfactory, Basic, Proficient or Distinguished. Figure 4 presents recommended scoring ranges aligned to the four performance categories.

Figure 4: Overall Professional Practice Rating Scoring Ranges

Score Range	1.0 to 1.49	1.50 to 2.49	2.50 to 3.49	3.50 to 4.0
Rating	Unsatisfactory	Basic	Proficient	Distinguished

Please refer to **Appendix B** for an example of how to determine the Professional Practice Rating.

Professional Practice Rating Descriptions

The summative Professional Practice Rating reflects a teacher's demonstrated level of experience and expertise across all components evaluated. Each of the four final Professional Practice Ratings – Unsatisfactory, Basic, Proficient and Distinguished – is defined in general terms to illustrate the continuum of possible performance relative to the rigorous professional teaching standards outlined in the South Dakota Framework for Teaching.

- **Unsatisfactory:** A teacher performing at the Unsatisfactory level does not appear to understand the underlying concepts represented by the South Dakota Framework for Teaching. Performance at this level requires significant intervention and coaching to improve the teacher's performance.
- **Basic:** A teacher performing at the Basic level appears to understand the framework conceptually but struggles to implement the standards into professional practice. Performance at this level is generally considered minimally competent for teachers early in their careers and improvement is expected to occur with experience.
- **Proficient:** A teacher performing at the Proficient level clearly understands the concepts represented by the framework and implements them well. Teachers performing at this level have mastered the work of teaching while working to improve practice.
- **Distinguished:** A teacher performing at the Distinguished level is a master teacher and makes a contribution to the field, both inside and outside the classroom. While all teachers strive to attain Distinguished-level performance, this level is generally considered difficult to attain consistently.

Evaluating Student Growth

Efforts to improve instructional practice are driven by the common goal of improving student learning. Many teachers regularly use assessment data to drive instructional decisions, modify practice, intervene when students struggle and differentiate instruction. However, using assessment data as one component of the evaluation process is a new practice for many teachers.

A teacher's final effectiveness rating must be based in part upon evidence of student growth. **Student growth** is defined as a positive change in student achievement between two or more points in time. Using a measure of student growth – as opposed to using student achievement results from a single test delivered at a single point in time – is more reflective of the impact an individual teacher has on student learning.

State Requirements for Measuring Student Growth

According to the requirements stipulated in the ESEA Flexibility Waiver, quantitative measures of student growth must be one “significant factor” in determining teacher effectiveness. For grade levels and subjects in which it is available, the statewide summative assessment must be used as one measure of student growth, but districts are encouraged to use multiple assessments to measure student growth. For grades and subjects in which no statewide assessment is available, districts must determine student growth using assessments matched to the teacher’s instructional assignment.

Recommended Growth Measure: Student Learning Objectives

Beresford School District teachers will engage in a collaborative goal-setting process and the establishment of Student Learning Objectives, or SLOs, to serve as the foundation for evaluating a teacher’s impact on student growth. The teacher’s final student growth rating is determined by the degree to which his or her goal(s) is/are attained.

Student Learning Objectives: Definition and Purpose

A **Student Learning Objective** is a teacher-driven goal or set of goals that establish expectations for student academic growth over a period of time. The specific, measurable goals must be based on baseline data and represent the most important learning that needs to occur during the instructional period. SLOs are aligned to applicable state* or national standards and typically also reflect school or district priorities.

- *SDCL 13-33-1 Conformity to standards adopted by state board: All the public schools in the state shall provide instruction in substantial conformity to the accreditation standards adopted by the South Dakota Board of Education Standards.*

Using SLOs to Measure Student Growth

Developing SLOs promotes reflective teaching practice by embedding best practices into a formal, common, collaborative and transparent process. Educators, or teams of educators, review standards, identify core concepts and student needs, analyze baseline data to establish learning objectives, monitor student progress and, at the end of the process, examine and reflect on outcomes. Evaluators support the work by guiding and approving SLOs, providing structured feedback, and scoring the final results.

Recommended Method to Determine the Student Growth Rating

A teacher’s Student Growth Rating quantifies the impact a teacher has on student learning during the evaluation period. Once SLOs have been established and student growth has been measured

between two points in time, the teacher's student growth rating is assigned based on the extent to which the SLOs have been attained.

The Beresford School District will utilize the following scoring method that classifies a teacher's impact on student growth into three performance categories: Low, Expected or High. Each category is described in Figure 5.

Figure 5: Student Growth Performance Categories

PERFORMANCE CATEGORY	DESCRIPTION
Low	The teacher's SLO(s) was/were less than 65 percent attained.
Expected	The teacher's SLO(s) was/were 65 to 85 percent attained.
High	The teacher's SLO(s) was/were 86 to 100 percent attained.

Teacher Effectiveness Ratings

The ***Summative Teacher Effectiveness Rating*** differentiates teacher effectiveness into one of three performance categories: *Below Expectations*, *Meets Expectations* and *Exceeds Expectations*.

Teacher Effectiveness Rating Requirements

Measures of professional practice and student growth must be combined to form a summative teacher effectiveness rating aligned to the three established performance categories. Student growth must be one significant factor in determining the final teacher effectiveness rating.

Method to Determine Teacher Effectiveness Ratings

To combine the Professional Practice Rating and Student Growth Rating to form the teacher effectiveness rating, the Beresford School District will make use of a summative rating matrix (Figure 6) that differentiates teacher effectiveness into one of the three required performance categories.

Figure 6: Summative Teacher Effectiveness Rating Matrix and Performance Categories

		PROFESSIONAL PRACTICE RATING			
		UNSATISFACTORY 1.00 – 1.49	BASIC 1.50 – 2.49	PROFICIENT 2.50 – 3.49	DISTINGUISHED 3.50 – 4.00
STUDENT GROWTH RAITNG	HIGH .86 – 1.00	!			
	EXPECTED .65 - .85	!			
	LOW less than .65	!	!		

SUMMATIVE EFFECTIVENESS RATING CATEGORIES	
	EXCEEDS EXPECTATIONS
	MEETS EXPECTATIONS
!	BELOW EXPECTATIONS (Requires Plan of Assistance)

Using a Matrix Model to Determine Teacher Effectiveness Ratings

The summative matrix model does not rely on uniform, prescriptive formulas to calculate a teacher's summative effectiveness rating. By default, evaluations of professional practice account for two-thirds of the final rating, and the final one-third of the rating is influenced by evaluations of student growth. However, the matrix design also provides opportunity for professional judgment to be used in cases where the professional practice and student growth ratings appear to conflict.

Possible professional practice and student growth ratings are represented in the columns and rows of the matrix. The final rating, determined by the intersection of the two individual ratings, translates into one of three required performance categories.

Glossary of Terms

Artifacts

Documents, materials, processes, strategies and other information that demonstrate performance relative to a standard of professional teaching practice.

Evaluator

Any person charged with conducting formal teacher evaluations.

Formal Observation

A scheduled observation of teaching practice conducted by an evaluator that is at least 15 minutes in length and includes structured conversations before and after the observation takes place.

Goal-setting Conference

A step in the annual evaluation cycle in which the teacher and evaluator agree upon professional practice goals, discuss appropriate sources of evidence to support professional practice evaluations, and agree upon Student Learning Objectives that will serve as the basis for evaluation of student growth.

Informal Observation

An observation of teaching practice, which may or may not be announced, that is conducted by an evaluator, is at least 5 minutes in length, and results in feedback to the teacher.

Observer

A qualified person who conducts a classroom observation to provide feedback or support.

Post-observation Conference

A meeting held after a formal observation that enables the teacher and evaluator to reflect upon the observation and engage in dialogue about effective strategies that support teaching and learning.

Pre-observation Conference

A meeting held prior to a formal observation that enables the teacher and evaluator to discuss the formal observation, including any lesson standards, assessment tools and instructional strategies that will be used during the lesson.

Professional Practice Rating

A rating of either Unsatisfactory, Basic, Proficient or Distinguished that is calculated and assigned following an evaluation of professional practice relative to the South Dakota Framework for Teaching.

Self-Assessment

A step in the annual evaluation cycle in which the teacher assesses his or her professional practice and analyzes student achievement data for the purpose of establishing professional practice and student growth goals for the evaluation period.

South Dakota Framework for Teaching

A comprehensive, research-based definition of effective teaching practice that serves as the foundation of professional practice evaluations. The full framework, also known as the Charlotte Danielson Framework for Teaching, is organized into four domains of practice. The four domains contain 22 components and 76 elements that collectively describe the complex teaching profession.

Student Growth

A positive change in student achievement between two or more points in time.

Student Growth Rating

A rating of either Low, Expected, or High that reflects the degree to which goals for student growth, as documented in a Student Learning Objective, are attained.

Student Learning Objective (SLO)

A teacher-driven goal or set of goals that establish expectations for student academic growth over a specified period of time.

Summative Conference

A step in the evaluation cycle in which the teacher and evaluator meet face-to-face to reflect upon all evidence collected to support the evaluation and discuss the teacher's summative teacher effectiveness rating.

Summative Teacher Effectiveness Rating

A single rating that combines multiple measures of professional practice and student growth to differentiate teacher performance into one of three performance categories: Below Expectations, Meets Expectations or Exceeds Expectations.

Frontline Professional Growth (or other SD DOE approved/provided platform)

A web-based software package that provides in-depth training for teachers and evaluators to support evaluations of professional practice relative to the South Dakota Framework for Teaching.

Frontline Professional Growth (or other SD DOE approved/provided platform)

A web-based evaluation management system that supports evaluations of professional practice relative to the South Dakota Framework for Teaching. The software program contains necessary rubrics, supports evidence collection and assists with the calculation of the Professional Practice Rating.

Appendix

Appendix A: Examples of Artifacts Aligned to Domains of Professional Practice

ARTIFACT	DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
Stakeholder Surveys	X	X	X	X
Teacher lesson plans	X			
Discipline referrals		X		
Parent newsletters				X
Class website			X	X
School improvement goals	X			
Professional growth plan	X	X	X	X
Student enrollment (electives)		X		
Community partnerships				X
Teacher journal	X	X	X	X
Safety report		X		
Positive feedback portfolio	X	X	X	X
Parental contact log				X
Transcript	X			X
Demonstration of professional behavior (dress, punctuality, attendance)				X
Community involvement				X
Demonstration of high expectations		X		
Discipline plans or contracts		X		
Substitute teacher folder	X			X
Leadership opportunities				X
Curriculum maps	X		X	
Committee assignments				X
Grade book				X
Video lesson	X	X	X	X
Professional organizations				X
Individual Lesson Plans (students)	X	X	X	
Differentiated lesson plans	X		X	
Mentoring	X	X	X	X
Action research	X	X	X	X
Professional development activities	X	X	X	X
Performance rubrics	X	X	X	

Appendix B: Determining the Professional Practice Rating

Appendix B presents an example of how the Professional Practice rating is calculated for an evaluation based on 8 components. The recommended method can be applied to evaluations based on any number of components.

		COMPONENT LEVEL PERFORMANCE				Points
		Unsatisfactory	Basic	Proficient	Distinguished	
		(1 point)	(2 points)	(3 points)	(4 points)	
COMPONENTS SELECTED	1c. Setting Instructional Outcomes			✓		3
	1e. Designing Coherent Instruction				✓	4
	2b. Establishing a Culture for Learning		✓			2
	2d. Managing Student Behavior		✓			2
	3b. Using Questioning & Discussion Techniques			✓		3
	3c. Engaging Students in Learning			✓		3
	4a. Reflecting on Teaching			✓		3
	4c. Communicating with Families				✓	4
Total Points						24
Average Component-Level Score						3.00
OVERALL PROFESSIONAL PRACTICE SCORING RANGES					OVERALL PROFESSIONAL PRACTICE RATING PROFICIENT	
1.00 to 1.49	1.50 to 2.49	2.50 to 3.49	3.50 to 4.00			
Unsatisfactory	Basic	Proficient	Distinguished			

Appendix C: State Laws Related to Teacher Effectiveness

SOUTH DAKOTA CODIFIED LAW: TEACHER EVALUATIONS

SDCL 13-42-33. Promulgation of rules on performance standards. The Board of Education Standards shall, no later than July 1, 2011, promulgate rules pursuant to chapter 1-26 to establish minimum professional performance standards for certified teachers in South Dakota public schools, and to establish best practices for the evaluation of the performance of certified teachers that may be used by individual school districts. Source: SL 2010, ch 94, § 1; SL 2017, ch 81, § 57.

SDCL 13-42-34. Teacher evaluations. Any public school district seeking state accreditation shall evaluate the performance of each certified teacher in years one through three not less than annually, and each certified teacher in the fourth contract year or beyond, not less than every other year. Each school district shall adopt procedures for evaluating the performance of certified teachers employed by the school district that: (1) Are based on the minimum professional performance standards established by the Board of Education Standards pursuant to § 13-42-33; (2) Require multiple measures; (3) Serve as the basis for programs to increase professional growth and development of certified teachers; and (4) Include a plan of assistance for any certified teacher, who is in the fourth or subsequent year of teaching, and whose performance does not meet the school district's performance standards. Source: SL 2010, ch 94, § 2; SL 2017, ch 81, § 57.

SDCL 13-42-35. Work group to develop model evaluation instrument. A work group appointed by the secretary of education shall provide input in developing the standards and shall develop a model evaluation instrument that may be used by school districts. The work group shall consist of the following: (1) Six teachers: two from an elementary school, two from a middle school, and two from a high school; (2) Three principals: one from an elementary school, one from a middle school, and one from a high school; (3) Two superintendents; (4) Two school board members; (5) Four parents who have students in various levels of the K12 system; (6) One representative of the South Dakota Education Association; (7) One representative of the School Administrators of South Dakota; and (8) One representative of the Associated School Boards of South Dakota. Source: SL 2010, ch 94, § 3.

SDCL 13-42-70. Evaluation records and documents not open to inspection or copying. Any record or document, regardless of physical form, created by a public school, public school district, or any other school in connection with the evaluation of an individual teacher, principal, or other school employee constitutes personnel information and is not open to inspection or copying pursuant to subdivision 1-27-1.5(7). Source: SL 2014, ch 94, § 1.

SDCL 13-3-62. State accountability system established. A single, statewide state accountability system is established. The system shall hold public schools accountable for the academic achievement of their students and shall ensure that all public schools make yearly progress in continuously and substantially improving the academic achievement of their students. Source: SL 2003, ch 90, § 1; SL 2012, ch 89, § 1.

SDCL 13-3-69. Promulgation of rules to establish state accountability system. The South Dakota Board of Education Standards may promulgate administrative rules pursuant to chapter 1-26 to establish the state accountability system based on achievement and other indicators including: (1) A definition of academic progress; (2) The method of calculating yearly progress in mathematics and reading for all public schools, including methods for determining both the status and growth; (3) A definition of four levels of student achievement, including a proficient level; (4) Determination of cut scores in mathematics and reading for each level of student achievement; (5) Establishment of the measurable objectives for academic progress; (6) Establishment of a system of sanctions, rewards, and recognition; (7) Establishment of the process for teacher and principal evaluation; (8) Determination of the criteria to demonstrate student preparedness for college and career for each public high school; (9) Determination of the method for calculating the attendance rate for each public elementary and middle school; (10) Establishment of an appeal process for public schools; and (11) Establishment of a process whereby the state accountability system will be periodically reviewed. Source: SL 2003, ch 90, § 8; SL 2012, ch 89, § 6; SL 2017, ch 81, § 57.

For ongoing updates beyond manual revisions, please reference <https://doe.sd.gov/Effectiveness/Teacher.aspx>.

Appendix D: Administrative Rules Related to Teacher Effectiveness

ARTICLE 24:57: TEACHER PERFORMANCE STANDARDS AND EVALUATION AR 24:57:01:01. Definitions. Terms used in this article mean: (1) "Danielson framework," the twenty-two components, clustered into domains one through four, inclusive, in The Framework for Teaching Evaluation Instrument (2013 edition) by Charlotte Danielson; (2) "Department," the South Dakota Department of Education; (3) "Evaluation," a process to assess objectively the performance of a teacher; (4) "Professional practice rating," the rating assigned to a teacher using at least one component from each of the four domains of the Danielson framework; (5) "State assessments," the academic achievement tests referenced in SDCL 13-3-55 and the science achievement test provided by the Department pursuant to 20 U.S.C. § 6311(b)(1)(C), as amended through December 1, 2013; (6) "State minimum evaluation requirements," the model for evaluating teacher performance which, for each teacher: (a) Assigns a professional practice rating; (b) Assigns a student growth rating based on attainment of student learning objectives; (c) Will be used to guide professional growth; and (d) Provides clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; The ratings in (a) and (b) may be combined into a summative effectiveness rating; (7) Student growth," a change in student achievement between two or more points in time; (8) Student growth rating," the rating assigned to a teacher based on student growth; (9) "Student learning objectives," target goals of student growth which: (a) Reflect a rigorous, yet realistic expectation of student growth that can be achieved during the instructional period; (b) Are written by a teacher and approved by an evaluator; and (c) Include district, school, or teacher-developed assessments; (10) "Summative effectiveness rating," the combination of a teacher's professional practice rating and student growth rating into one of the following categories: Below Expectations, Meets Expectations, or Exceeds Expectations; (11) "Teacher," for purposes of this article, an individual who: (a) Provides instruction to any kindergarten through grade twelve student; (b) Maintains daily student records; (c) Has completed an approved teacher education program at an accredited institution or completed an alternative certification program; (d) Has been issued a South Dakota certificate; and (e) Is not serving as a principal, assistant principal, superintendent, or assistant superintendent. Source: 40 SDR 102, effective December 4, 2013; 41 SDR 109, effective January 12, 2015; 43 SDR 176, effective July 3, 2017. General Authority: SDCL 13-3-69(7), 13-42-33. Law Implemented: SDCL 13-3-69(7), 13-42-33 to 13-42-35, inclusive. Reference: Charlotte Danielson, The Framework for Teaching Evaluation Instrument, published by the Danielson Group, 2013 edition. The materials are available for viewing at the South Dakota Department of Education, 800 Governors Drive, Pierre, South Dakota. Copies may be obtained from www.danielsongroup.org.

AR 24:57:02:01. Teacher performance standards. Beginning in the 2014- 15 school year, the minimum professional performance standards to be used as a basis for evaluating teacher performance shall be aligned with the Danielson framework. Source: 38 SDR 58, effective October 17, 2011; 39 SDR 32, effective September 3, 2012; transferred from § 24:08:06:01, 40 SDR 102, effective December 4, 2013. General Authority: SDCL 13-3-69(7), 13-42-33, 13-42-34. Law Implemented: SDCL 13-3-69(7), 13-42-33, 13-42-34.

AR 24:57:02:02. State minimum evaluation requirements. Beginning in the 2014-2015 school year, each school district must, at a minimum, use all the state minimum evaluation requirements when evaluating

teachers in the district. Source: 40 SDR 102, effective December 4, 2013. General Authority: SDCL 13-3-69(7), 13-42-33. Law Implemented: SDCL 13-3-69(7), 13-42-33 to 13-42-35, inclusive.

AR 24:57:02:03. Alternative evaluation model. Notwithstanding § 24:57:02:02, a school district may use a model of professional practice other than the Danielson framework to evaluate its teachers if it proves to the department that this model is aligned with the Danielson framework. A school district may also choose not to use student learning objectives as a measure of student growth if it proves to the department that the district's method of measuring student growth for all teachers in the district reflects a rigorous, yet realistic expectation of student growth that can be achieved during the instructional period and includes district, school, or teacher-developed assessments. Source: 40 SDR 102, effective December 4, 2013; 43 SDR 176, effective July 3, 2017. General Authority: SDCL 13-3-69(7), 13-42-33. Law Implemented: SDCL 13-3-69(7), 13-42-33 to 13-42-35, inclusive.

AR 24:57:02:04. Alternative evaluation application. If a district chooses to use the options provided in § 24:57:02:03, it must apply on forms provided by the department. The department may require additional documents and information necessary to enable the department to make the determinations referenced in § 24:57:02:03. Source: 40 SDR 102, effective December 4, 2013. General Authority: SDCL 13-3-69(7), 13-42-33. Law Implemented: SDCL 13-3-69(7), 13-42-33 to 13-42-35, inclusive.

AR 24:57:02:05. Application timelines. All materials specified in § 24:57:02:04 must be received by the department by January thirty-first before the school year in which the district intends to implement the alternative evaluation model. By April 1 of that year, the department shall review the application and all documentation and issue a decision on the application. If a district's model is approved by the department, the district must submit any subsequent revisions for review and approval pursuant to this chapter. Source: 40 SDR 102, effective December 4, 2013. General Authority: SDCL 13-3-69(7), 13-42-33. Law Implemented: SDCL 13-3-69(7), 13-42-33 to 13-42-35, inclusive.

AR 24:57:02:06. Effect of application denial. The department may deny the application if the district fails to submit all materials specified in § 24:57:02:04 by the deadline or if the department determines that the proposed model does not meet the requirements of § 24:57:02:03. If the application is denied, the district shall comply with all state minimum evaluation requirements for the upcoming school year. Nothing in this chapter requires the department to provide a hearing on the district's application. Source: 40 SDR 102, effective December 4, 2013. General Authority: SDCL 13-3-69(7), 13-42-33. Law Implemented: SDCL 13-3-69(7), 13-42-33 to 13-42-35, inclusive.

For ongoing updates beyond manual revisions, please reference
<https://doe.sd.gov/Effectiveness/Teacher.aspx>.

Appendix E: The South Dakota Framework for Teaching

The South Dakota Framework for Teaching provides a comprehensive definition of effective teaching practice. An overview of the entire framework, including all four domains, 22 components, and 76 elements, is provided below. The South Dakota Framework for Teaching is aligned to the Charlotte Danielson Framework for Teaching. For more information and resources related to the framework, visit www.danielsongroup.org.

DOMAIN 1: PLANNING AND PREPARATION

1a. Demonstrating Knowledge of Content and Pedagogy

- Knowledge of Content and Structure of the Discipline
- Knowledge of Prerequisite Relationships
- Knowledge of Content-related Pedagogy

1b. Demonstrating Knowledge of Students

- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
- Knowledge of Students' Skills, Knowledge, and Language Proficiency
- Knowledge of Students' Interests and Cultural Heritage
- Knowledge of Students' Special Needs

1c. Setting Instructional Outcomes

- Value, Sequence and Alignment
- Clarity
- Balance
- Suitability for Diverse Students

1d. Demonstrating Knowledge of Resources

- Resources for Classroom Use
- Resources to Extend Content Knowledge and Pedagogy
- Resources for Students

1e. Designing Coherent Instruction

- Learning Activities
- Instructional Materials and Resources
- Instructional Groups
- Lesson and Unit Structure

1f. Designing Student Assessments

- Congruence with Instructional Outcomes
- Criteria and Standards
- Design of Formative Assessments
- Use for Planning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a. Creating an Environment of Respect and Rapport

- Teacher Interactions with Students Including Both Words and Actions
- Student Interactions with Other Students, Including Both Words and Actions

2b. Establishing a Culture for Learning

- Importance of the Content and of Learning
- Expectations for Learning and Achievement
- Student Pride in Work

2c. Managing Classroom Procedures

- Management of Instructional Groups
- Management of Transitions
- Management of Materials and Supplies
- Performance of Non-Instructional Duties

2d. Managing Student Behavior

- Expectations
- Monitoring of Student Behavior
- Response to Student Misbehavior

2e. Organizing Physical Space

- Safety and Accessibility
- Arrangement of Furniture and Use of Physical Resources

DOMAIN 3: INSTRUCTION

3a. Communicating with Students

- Expectations for Learning
- Directions for Activities
- Explanations of Content
- Use of Oral and Written Language

3b. Using Questioning and Discussion Techniques

- Quality of Questions/Prompts
- Discussion Techniques
- Student Participation

3c. Engaging Students in Learning

- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

3d. Using Assessment in Instruction

- Assessment Criteria

- Monitoring of Student Learning
 - Feedback to Students
 - Student Self-Assessment and Monitoring of Progress
- 3e. Demonstrating Flexibility and Responsiveness
- Lesson Adjustment
 - Response to Students
 - Persistence

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a. Reflecting on Teaching
- Accuracy
 - Use in Future Teaching
- 4b. Maintaining Accurate Records
- Student Completion of Assignments
 - Student Progress in Learning
 - Non-instructional Records
- 4c. Communicating with Families
- Information about the Instructional Program
 - Information about Individual Students
 - Engagement of Families in the Instructional Program
- 4d. Participating in a Professional Community
- Relationships with Colleagues
 - Involvement in a Culture of Professional Inquiry
 - Service to the School
 - Participation in School and District Projects
- 4e. Growing and Developing Professionally
- Enhancement of Content Knowledge and Pedagogical Skill
 - Receptivity to Feedback from Colleagues
 - Service to the Profession
- 4f. Showing Professionalism
- Integrity and Ethical Content
 - Service to Students
 - Advocacy
 - Decision Making
 - Compliance with School and District Regulations

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

Teacher _____ Evaluator(s) _____

School _____ Date of Conference _____

Grade(s) _____ Subject Area(s) Observed _____

Observation Date(s) _____

☐ Non-continuing Contract Teacher

☐ Continuing Contract Teacher

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

DOMAIN 1: PLANNING AND PREPARATION

☐ **1a. Demonstrating Knowledge of Content and Pedagogy:** Indicators include: lesson and unit plans that reflect important concepts in the discipline, lesson and unit plans that accommodate prerequisite relationships among concepts and skills, clear and accurate classroom explanations, accurate answers to students' questions, feedback to students that furthers learning, and interdisciplinary connections in plans and practice.

Criterion 1a. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☐ **1b. Demonstrating Knowledge of Students:** Indicators include: formal and informal information about students gathered by the teacher for use in planning instruction, student interests and needs learned by the teacher for use in planning, teacher participation in community cultural events, teacher-designed opportunities for families to share their heritages, and database of students with special needs.

Criterion 1b. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☒ **1c. Setting Instructional Outcomes:** Indicators include: outcomes of a challenging cognitive level, statements of student learning—not student activity, outcomes central to the discipline and related to those in other disciplines, outcomes permitting assessment of student attainment, and outcomes differentiated for students of varied ability.

Criterion 1c. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☐ **1d. Demonstrating Knowledge of Resources:** Indicators include: materials provided by the district, materials provided by professional organizations, a range of texts, internet resources, community resources, ongoing participation by the teacher in professional education courses or professional groups, and guest speakers.

Criterion 1d. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☒ **1e. Designing Coherent Instruction:** Indicators include: lessons that support instructional outcomes and reflect important concepts, instructional maps that indicate relationships to prior learning, activities that represent high-level thinking, opportunities for student choice, use of varied resources, thoughtfully planned learning groups, and structured lesson plans.

Criterion 1e. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☒ **1f. Designing Student Assessments:** Indicators include: lesson plans indicating correspondence between assessments and instructional outcomes, assessment types suitable to the style of outcome, variety of performance opportunities for students, modified assessments available for individual students as needed, expectations clearly written with descriptors for each level of performance, and formative assessments designed to inform minute-to-minute decision making by the teacher during instruction.

Criterion 1f. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

Evidence:

DOMAIN 1 PERFORMANCE:

☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

DOMAIN 2: THE CLASSROOM ENVIRONMENT

☐ **2a. Creating an Environment of Respect and Rapport:** Indicators include: respectful talk, active listening, and turn-taking, acknowledgment of students' backgrounds and lives outside the classroom, body language indicative of warmth and caring shown by teacher and students, physical proximity, politeness and encouragement, and fairness.

Criterion 2a. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☒ **2b. Establishing a Culture for Learning:** Indicators include: belief in the value of what is being learned, high expectations, supported through both verbal and nonverbal behaviors, for both learning and participation, expectation of high-quality work on the parts of students, expectation and recognition of effort and persistence on the part of students, and high expectations for expression and work products.

Criterion 2b. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☐ **2c. Managing Classroom Procedures:** Indicators include: smooth functioning of all routines, little or no loss of instructional time, students playing an important role in carrying out the routines, and students knowing what to do, where to move.

Criterion 2c. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☐ **2d. Managing Student Behavior:** Indicators include: clear standards of conduct possibly posted, and possibly referred to during a lesson, absence of acrimony between teacher and students concerning behavior, teacher awareness of student conduct, preventive action when needed by the teacher, absence of misbehavior, and reinforcement of positive behavior.

Criterion 2d. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☐ **2e. Organizing Physical Space:** Indicators include: pleasant, inviting atmosphere, safe environment, accessibility for all students, furniture arrangement suitable for the learning activities, effective use of physical resources, including computer technology, by both teacher and students.

Criterion 2e. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

Evidence:

DOMAIN 2 PERFORMANCE:

☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

DOMAIN 3: INSTRUCTION

☐ **3a. Communicating with Students:** Indicators include: clarity of lesson purpose, clear directions and procedures specific to the lesson activities, absence of content errors and clear expectations of concepts and strategies, and correct and imaginative use of language.

Criterion 3a. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☒ **3b. Using Questioning and Discussion Techniques:** Indicators include: questions of high cognitive challenge, formulated by both students and teacher, questions with multiple correct answers or multiple approaches, even when there is a single correct response, effective use of student responses and ideas, discussion, with the teacher stepping out of the central, mediating role, focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates, and high levels of student participation in discussion.

Criterion 3b. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☒ **3c. Engaging Students in Learning:** Indicators include: student enthusiasm, interest, thinking, problem solving, etc., learning tasks that require high-level student thinking and invite students to explain their thinking, students highly motivated to work on all tasks and persistent even when the tasks are challenging, students actively “working,” rather than watching while their teacher “works,” and suitable pacing of the lesson—neither dragged out nor rushed, with time for closure and student reflection.

Criterion 3c. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☒ **3d. Using Assessment in Instruction:** Indicators include: the teacher paying close attention to evidence of student understanding, the teacher posing specifically created questions to elicit evidence of student understanding, the teacher circulating to monitor student learning and to offer feedback, and students assessing their own work against established criteria.

Criterion 3d. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☐ **3e. Demonstrating Flexibility and Responsiveness:** Indicators include: incorporation of students’ interests and daily events into a lesson, the teacher adjusting instruction in response to evidence of student understanding (or lack of it), and the teacher seizing on a teachable moment.

Criterion 3e. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

Evidence:

DOMAIN 3 PERFORMANCE:

☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

☒ **4a. Reflecting on Teaching:** Indicators include: accurate reflections on a lesson and citation of adjustments to practice that draw on a repertoire of strategies.

Criterion 4a. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☐ **4b. Maintaining Accurate Records:** Indicators include: routines and systems that track student completion of assignments, systems of information regarding student progress against instructional outcomes, and processes of maintaining accurate non-instructional records.

Criterion 4b. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☐ **4c. Communicating with Families:** Indicators include: frequent and culturally appropriate information sent home regarding the instructional program and student progress, two-way communication between the teacher and families, and frequent opportunities for families to engage in the learning process.

Criterion 4c. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☐ **4d. Participating in a Professional Community:** Indicators include: regular teacher participation with colleagues to share and plan for student success, regular teacher participation in professional courses and communities that emphasize improving practice, regular teacher participation in school initiatives, and regular teacher participation in and support of community initiatives.

Criterion 4d. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☐ **4e. Growing and Developing Professionally:** Indicators include: frequent teacher attendance in courses and workshops; regular academic reading, participation in learning networks with colleagues; freely shared insights, and participation in professional organizations supporting academic inquiry.

Criterion 4e. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

☐ **4f. Showing Professionalism:** Indicators include: the teacher having a reputation as being trustworthy and often sought as a sounding board, the teacher frequently reminding participants during committee or planning work that students are the highest priority, the teacher supporting students, even in the face of difficult situations and conflicting policies, the teacher challenging existing practice in order to put students first, and the teacher consistently fulfilling district mandates regarding policies and procedures.

Criterion 4f. Performance: ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

Evidence:

DOMAIN 4 PERFORMANCE:

☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

DOMAIN 5: STUDENT GROWTH BASED ON STUDENT LEARNING OBJECTIVE (SLO)

Student Growth Measure Performance Data:

SLO: Please copy and paste SLO here.

SLO Results: Please input results based on SLO summative meeting.

DOMAIN 5 PERFORMANCE:

☐ **Low (less than .65)**

☐ **Expected (.65 - .85)**

☐ **High (.86 – 1.00)**

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

**CALCULATING THE PROFESSIONAL PRACTICE RATING
INTEGRATED 8, PLUS 2 COMPONENTS**

Components	Unsatisfactory (1 point)	Basic (2 points)	Proficient (3 Points)	Distinguished (4 points)	Points
1c - Setting Instructional Outcomes					0
1e - Designing Coherent Instruction					0
1f - Designing Student Assessments					0
2b - Establishing a Culture for Learning					0
3b - Using Questioning & Discussion Techniques					0
3c - Engaging Students in Learning					0
3d - Using Assessment in Instruction					0
4a - Reflecting on Teaching					0
Other Component -					0
Other Component -					0
Total Points	0	0	0	0	
			Average Component-Level Score		0
Overall Professional Practice Rating	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00	
	Unsatisfactory Range	Basic Range	Proficient Range	Distinguished Range	

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

PERFORMANCE SUMMARY

Professional Practices rating:

- ☐ **Unsatisfactory (1.00 - 1.49)**
- ☐ **Basic (1.50 - 2.49)**
- ☐ **Proficient (2.50 - 3.49)**
- ☐ **Distinguished (3.50 - 4.00)**

Student Growth rating:

- ☐ **Low (less than .65)**
- ☐ **Expected (.65 - .85)**
- ☐ **High (.86 - 1.00)**

Summative Effectiveness rating: Please refer to the Summative Teacher Rating Matrix and Performance Categories on the next page for additional explanation.

- ☐ **Below Expectations**
- ☐ **Meets Expectations**
- ☐ **Exceeds Expectations**

Plan of Assistance/Improvement Plan:

A Plan of Assistance/Improvement Plan **shall be** developed for a teacher who receives an overall rating of “**Below Expectations**” (!) on the Summative Effectiveness rating.

A Plan of Assistance/Improvement Plan **shall be** developed for a teacher who receives a rating of “**Unsatisfactory**” on any of the “Integrated 8, Plus 2” components.

A teacher **may be** placed on a Plan of Assistance/Improvement Plan for components that fall outside the “Integrated 8, Plus 2,” but prior to being placed on a Plan, the following steps will be followed:

1. Informal conversation between the teacher and administrator to address the concern(s). This can be verbal and/or written.
2. Follow-up Informal conversation (2nd) serving as a progress check. If corrected, no further steps are needed.

APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL SUMMATIVE EVALUATION FORM FOR TEACHERS

3. If the pattern continues, a Formal, written reprimand will be given to the teacher that spells out the concern(s) and the teacher is given a timeline to make the correction.
4. If the pattern is not corrected, a Plan of Assistance will be implemented for the teacher.

Continuation of contract is dependent upon successful completion of the Plan of Assistance/Improvement Plan.

Please refer to the Negotiated Agreement for the items required in the Plan of Assistance/Improvement Plan.

Summative Teacher Effectiveness Rating Matrix and Performance Categories

		PROFESSIONAL PRACTICE RATING			
		UNSATISFACTORY 1.00 – 1.49	BASIC 1.50 – 2.49	PROFICIENT 2.50 – 3.49	DISTINGUISHED 3.50 – 4.00
STUDENT GROWTH RAITNG	HIGH .86 – 1.00	!			
	EXPECTED .65 - .85	!			
	LOW less than .65	!	!		

SUMMATIVE EFFECTIVENESS RATING CATEGORIES	
	EXCEEDS EXPECTATIONS
	MEETS EXPECTATIONS
!	BELOW EXPECTATIONS (Requires Plan of Assistance)

Plan of Assistance/Improvement Plan Required for:

- ☐ Domain 1: Planning and Preparation
- ☐ Domain 2: The Classroom Environment
- ☐ Domain 3: Instruction
- ☐ Domain 4: Professional Responsibilities
- ☐ Domain 5: Student Growth

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

Summary of Commendations/Expectations/Recommended Area(s) of Growth:

Additional Evaluator Feedback:

Employment Status:

- ☐ **Recommended for Contract Renewal**
- ☐ **Recommended for Contract Renewal with Plan of Assistance**
- ☐ **Contract Recommendation Withheld Pending Further Evaluation**
- ☐ **Not Recommended for Contract Renewal**

Comments by Teacher (Optional): If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within ten (10) working days of the receipt of this form. This information will become part of the appraisal record.

**APPENDIX III--BERESFORD SCHOOL DISTRICT PERFORMANCE APPRAISAL
SUMMATIVE EVALUATION FORM FOR TEACHERS**

SIGNATURES

The teacher and evaluator shall sign the Summative Evaluation Form. A signature below indicates that the evaluation was read, reviewed and discussed in a conference between the teacher and evaluator. It does not necessarily indicate concurrence.

Teacher's
Signature: _____ Date: _____

Evaluator's
Signature: _____ Date: _____

Appendix IV

Head and Assistant Coaching Evaluation Policies and Procedures

The Board informed BEA that they will adopt a new head coaching and assistant coaching evaluation instrument to be implemented for the 2016-17 school year and beyond.

The supervision and evaluation of coaches is a key element in improving the quality of student co-curricular/athletic experiences in the Beresford School District. It is the goal of the Beresford School District to have students experience high-quality activities/sports as part of their education.

The purpose of this assessment is to assist coaches with understanding the expectations of their positions and to recognize actions that are exemplary, those that meet the standards of expectations, and those areas that may require growth and improvement. This evaluation tool is aligned with the standards established for quality teaching (Charlotte Danielson), and is meant to be utilized as both a form of self-assessment and reflection as well as observation.

Standards addressed through the coaching evaluation will include the following four domains: 1) planning and preparation; 2) program environment; 3) program instruction; and 4) professional responsibilities.

Each of the four final practice ratings—unsatisfactory, basic, proficient, and distinguished—is defined in general terms to illustrate the continuum of possible performance relative to the coaching standards outlined in the four domains. The following indicators will be used to address standards in the four domains:

Unsatisfactory—a coach performing at the “Unsatisfactory” level does not appear to understand the underlying concepts of effective coaching and does not implement the standards into professional practice. Performance at this level requires significant intervention and coaching to improve the coach’s performance.

Basic—a coach performing at the “Basic” level appears to understand the framework conceptually but struggles to implement the standards into professional practice. Performance at this level is generally considered minimally competent for coaches early in their careers and improvement is expected to occur with experience.

Proficient—a coach performing at the “Proficient” level clearly understands the concepts represented by the framework and implements them well. Coaches performing at this level have mastered the art of coaching while working to improve professional practice.

Distinguished—a coach performing at the “Distinguished” level is a master coach and makes a contribution to the field, both inside and outside the coaching arena. While all coaches strive to

attain Distinguished-level performance, this level is generally considered difficult to attain consistently.

- U—Unsatisfactory / Well Below District Standard (Requires an Immediate Plan of Assistance/Improvement Plan)
- B—Basic / Does Not Meet District Standard (Area for Growth and/or Improvement Needed and May Require a Plan of Assistance/Improvement Plan)
- P—Proficient / District Standard Met
- D—Distinguished / Well Above District Standard

Distinguished Practices—Well Above District Standards

- Embedded in practice and habit
- Highly responsible and quality model for student-athletes
- Student-awareness of philosophy, tradition, and expectations
- Focus on individual student-athlete development
- Vision and perspective in program dealings

Proficient Practices—Meets District Standards

- Timely and consistent
- Responsible and appropriate model for student-athletes
- Expectations and implementation of policies and procedures are clear
- Focus on whole-group development and at times specific student-athletes
- Proactive approach in program dealings

Basic Practices—Area for Growth and Improvement Needed to Meet District Standards

- Inconsistency
- Reminders necessary
- Athletes, parents, and Activities department are uninformed or lacking details
- Reactive nature
- Disrespectful or inappropriate modeling for student-athletes

Unsatisfactory Practices—Well Below District Standards

- Frequent pattern of inconsistency
- Frequent reminders are necessary
- Athletes, parents, and Activities department are frequently uninformed or lacking details
- Frequently reactive in nature
- Consistently disrespectful or inappropriate modeling for student-athletes



Beresford High School Athletics

Head Coach Evaluation

Coach: [Click here to enter text.](#)

Sport: [Click here to enter text.](#)

Season: [Click here to enter text.](#)

Total Years Experience: [Click here to enter text.](#)

Years in this assignment at Beresford: [Click here to enter text.](#)

The supervision and evaluation of coaches is a key element in improving the quality of student co-curricular/athletic experiences in the Beresford School District. It is the goal of the Beresford School District to have students experience high-quality activities/sports as part of their education.

The purpose of this assessment is to assist coaches with understanding the expectations of their positions and to recognize actions that are exemplary, those that meet the standards of expectations, and those areas that may require growth and improvement. This evaluation tool is aligned with the standards established for quality teaching (Charlotte Danielson), and is meant to be utilized as both a form of self-assessment and reflection as well as observation.

Standards addressed through the coaching evaluation will include the following four domains: 1) planning and preparation; 2) program environment; 3) program instruction; and 4) professional responsibilities.

Each of the four final practice ratings—unsatisfactory, basic, proficient, and distinguished—is defined in general terms to illustrate the continuum of possible performance relative to the coaching standards outlined in the four domains. The following indicators will be used to address standards in the four domains:

Unsatisfactory—a coach performing at the “Unsatisfactory” level does not appear to understand the underlying concepts of effective coaching and does not implement the standards into professional practice. Performance at this level requires significant intervention and coaching to improve the coach’s performance.

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Proficient—a coach performing at the “Proficient” level clearly understands the concepts represented by the framework and implements them well. Coaches performing at this level have mastered the art of coaching while working to improve professional practice.

Distinguished—a coach performing at the “Distinguished” level is a master coach and makes a contribution to the field, both inside and outside the coaching arena. While all coaches strive to

attain Distinguished-level performance, this level is generally considered difficult to attain consistently.

- U—Unsatisfactory / Well Below District Standard (Requires an Immediate Plan of Assistance/Improvement Plan)
- B—Basic / Does Not Meet District Standard (Area for Growth and/or Improvement Needed and May Require a Plan of Assistance/Improvement Plan)
- P—Proficient / Meets District Standard
- D—Distinguished / Well Above District Standard

Following are characteristics of distinguished, proficient, basic, and unsatisfactory practices:

Distinguished Practices—Well Above District Standards

- Embedded in practice and habit
- Highly responsible and quality model for student-athletes
- Student-awareness of philosophy, tradition, and expectations
- Focus on individual student-athlete development
- Vision and perspective in program dealings

Proficient Practices—Meets District Standards

- Timely and consistent
- Responsible and appropriate model for student-athletes
- Expectations and implementation of policies and procedures are clear
- Focus on whole-group development and at times specific student-athletes
- Proactive approach in program dealings

Basic Practices—Area for Growth and Improvement Needed to Meet District Standards

- Inconsistency
- Reminders necessary
- Athletes, parents, and Activities department are uninformed or lacking details
- Reactive nature
- Disrespectful or inappropriate modeling for student-athletes

Unsatisfactory Practices—Well Below District Standards

- Frequent pattern of inconsistency
- Frequent reminders are necessary
- Athletes, parents, and Activities department are frequently uninformed or lacking details
- Frequently reactive in nature
- Consistently disrespectful or inappropriate modeling for student-athletes

1a. PLANNING & PREPARATION – BUDGET ASSETS				
	<i>U</i>	<i>B</i>	<i>P</i>	<i>D</i>
Review budget with Activities Director by April 1st of prior school year to communicate program needs and set projections for the upcoming year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide program needs and budget projections (3-5 years) for long-range plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with Activities Director and Business Office to secure purchase orders per district policy and guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage trust & agency account appropriately including monitoring of all account activity and never deficit spending.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete program inventory of all assets turned in to Activities Director two weeks after the season has ended to be maintained on file.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. PLANNING & PREPARATION - TRANSPORTATION				
	<i>U</i>	<i>B</i>	<i>P</i>	<i>D</i>
Meet with Activities Director to review transportation needs. Turn in complete bus/school vehicle requests to Business Office one month prior to start of season.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inform Business Office of any transportation changes in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. PLANNING & PREPARATION – PRE-SEASON MEETING				
	<i>U</i>	<i>B</i>	<i>P</i>	<i>D</i>
Develop a program handout that includes the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Program Philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Program Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Practice Schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Competition Schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Expectations of Student-Athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Expectations of Parents & Roles for Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Lettering/Award Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Eligibility Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Co-Curricular Code of Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Join & Promote Booster Club Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct a pre-season meeting with students and parents together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1d. PLANNING & PREPARATION – PRE-SEASON MEETING WITH COACHING STAFF				
Head coaches should conduct a pre-season meeting with their entire program staff (assistants, volunteers, etc.). Topics to be covered include:	U	B	P	D
✓ Program Philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Program Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Skill Development Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Safety Protocol – Emergency Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Clinic/Workshop Opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Booster Club Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Program support between all levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Program support of all activities and athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Review academic expectations of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Review ineligible athletes at all levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	U	B	P	D
✓ Transportation Schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ NFHS & SDHSAA rule changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ 14 Duties defined by law – Liability Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. PLANNING & PREPARATION – STUDENT ELIGIBILITY				
	U	B	P	D
Keep accurate record of eligibility status for all athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regularly review academic progress of student athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. PLANNING & PREPARATION – RULES, POLICIES, PROCEDURES, AND RISK MANAGEMENT				
	U	B	P	D
Coach attends online rules meeting per SDHSAA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach passes online rules exam prior to first practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is knowledgeable about SDHSAA and NFHS rules respective to their sport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach submits and updates online team rosters and game/match/meet results as required by the SDHSAA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is knowledgeable and puts in place prevention plans for addressing risks commonly associated with their program, practice, games, and supervision responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach has thorough knowledge of school policies and procedures and adheres to them; including but not limited to privacy, harassment/bullying, hazing, and the co-curricular code of conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g. PLANNING & PREPARATION – SCHEDULING & FACILITIES				
	U	B	P	D
Full in-season calendar including competitions and practices submitted no later than three months before start of season.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach double-checks online calendar and website information regularly and alerts Activities Director of changes not reflected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2a. PROGRAM ENVIRONMENT - COMMUNICATION				
	<i>U</i>	<i>B</i>	<i>P</i>	<i>D</i>
Coach establishes and communicates skills and techniques to be taught by staff and contacts staff throughout the season for mentoring and assistance as needed (e.g. New Coach Orientation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach communicates expectations, concerns, and roles to athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach promotes sport within the school, media, and community through youth programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach provides information in a timely manner to athletes, parents, Activities Director on any changes in schedules and on special programs (parent/senior night, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is responsive to concerns and follows through with contact to athletes, parents, and the Activities Director appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach submits nightly and weekly game/match/meet results to the media, including articles and pictures when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. PROGRAM ENVIRONMENT - LEADERSHIP				
	<i>U</i>	<i>B</i>	<i>P</i>	<i>D</i>
Coach models good sportsmanship and uses appropriate language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is approachable and maintains an open mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is consistent in applying team philosophy and rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach promotes the benefits of participation in other sport and activity programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach serves as a resource for community programs and parent-coached teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach cultivates a student-driven team atmosphere demonstrated through individual leadership development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. PROGRAM ENVIRONMENT – FACILITIES & EQUIPMENT				
	<i>U</i>	<i>B</i>	<i>P</i>	<i>D</i>
Coach ensures facilities are safe and prepared for all practices and competitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach ensures equipment is safe and prepared for all practices and competitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach reports all facility and equipment concerns in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach ensures practice room, equipment room, locker room, training room, ice room, and coaches' office is organized and free of clutter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach develops short-term and long-range plans for facility and equipment improvement/replacement with Activities Director.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3a. PROGRAM INSTRUCTION - PRACTICES				
	<i>U</i>	<i>B</i>	<i>P</i>	<i>D</i>
Coach is able to instruct athletes in the fundamental skills, strategy, and physical training associated with the sport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice plans and pre-competition routines are specific, detail-oriented, and demonstrate an overall purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach instructs athletes on the rules of the sport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach provides positive and corrective feedback to athletes during practices that is immediate, specific, growth-oriented, cause and effect, and preserves dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is able to modify instruction to meet the developmental needs of all athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach directs assistant coaches, managers, and other program personnel in an efficient and purposeful manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. PROGRAM INSTRUCTION - COMPETITIONS				
	<i>U</i>	<i>B</i>	<i>P</i>	<i>D</i>
Coach provides positive and corrective feedback to athletes during competitions when able.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is approachable and maintains an open mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is consistent in applying team philosophy and rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach promotes the benefits of participation in other sport and activity programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach serves as a resource for community programs and parent-coached teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach cultivates a student-driven team atmosphere demonstrated through individual leadership development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. PROGRAM INSTRUCTION – ASSISTANT COACHES				
	<i>U</i>	<i>B</i>	<i>P</i>	<i>D</i>
Coach communicates with assistant coaches prior to practice or competition to define roles and responsibilities for the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistant coaches are assigned instructional roles that both highlight their strengths and provide an opportunity for growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistant coaches are observed during skill instruction and provided feedback by the head coach on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach involves assistant coaches in practice planning, competition decisions and strategy, and overall program development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4a. PROFESSIONAL RESPONSIBILITIES				
	<i>U</i>	<i>B</i>	<i>P</i>	<i>D</i>
Coach has thorough knowledge of all school and district activities policies and is responsible for their implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach refers all requests for grievances/complaints through the proper channels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach attends professional clinics or workshops and encourages his/her coaching staff to do the same.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach attends all coaches' meetings held by the Activities Director; including but not limited to seasonal meetings, head coaches meetings, and all-coaches meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach attends at least two Booster Club meetings per year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach properly submits tentative Booster Club allocation by July 1, completes all paperwork necessary, and confers with the Activities Director prior to presenting to the Booster Club.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is a member of the SD High School Coaches Association and their respective sport state coaches' association.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach provides documentation of team statistics and awards within two weeks of final competition:				
✓ Year-end Statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Letter Winners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ All-Conference Athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ All-Region Athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ All-State Athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Academic All-State Athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Academic Team Achievement Award	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ SD All-Star Games Athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Other Awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach provides documentation within two weeks of final competition of start/end participation numbers by grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach provides documentation within two weeks of final competition of inventory completion (assets, equipment, and uniforms counted and secured).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach advises Activities Director on any policy, method, or procedural changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach assists athletes in their college or advanced educational selection as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is AED/CPR & First Aid certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach completes officials ranking as requested by Activities Director.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach completes evaluations on assistant and junior high level coaches with Activities Director oversight within two weeks of final competition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activities Director's Summative Statement of Strengths and Improvement Needs:

Strengths: [Click here to enter text.](#)

Areas for Growth/Improvement Needs: [Click here to enter text.](#)

Suggestions to Remediate Improvement Needs: [Click here to enter text.](#)

Summative Evaluation and Recommendation:

- ☐ Satisfactory – is recommended for continued assignment.
- ☐ Probationary – to be recommended for reassignment, provided there is a successful completion to a plan of assistance/improvement plan. Failure to complete plan of assistance/improvement plan will result in non-renewal.
- ☐ Unsatisfactory – is not recommended for continued assignment.

Comments by Coach (Optional – may attach separate sheet):

Signatures below indicate a conference between coach and Activities Director was held. The signature below indicates the coach has read the evaluation, but may not necessarily concur. A refusal to sign will require a third party signature.

Coach's Signature

Date

Activities Director's Signature

Date



Beresford High School Athletics

Assistant Coach Evaluation

Coach: [Click here to enter text.](#)

Sport: [Click here to enter text.](#)

Season: [Click here to enter text.](#)

Total Years Experience: [Click here to enter text.](#)

Years in this assignment at Beresford: [Click here to enter text.](#)

The supervision and evaluation of coaches is a key element in improving the quality of student co-curricular/athletic experiences in the Beresford School District. It is the goal of the Beresford School District to have students experience high-quality activities/sports as part of their education.

The purpose of this assessment is to assist coaches with understanding the expectations of their positions and to recognize actions that are exemplary, those that meet the standards of expectations, and those areas that may require growth and improvement. This evaluation tool is aligned with the standards established for quality teaching (Charlotte Danielson), and is meant to be utilized as both a form of self-assessment and reflection as well as observation.

Standards addressed through the coaching evaluation will include the following four domains: 1) planning and preparation; 2) program environment; 3) program instruction; and 4) professional responsibilities.

Each of the four final practice ratings—unsatisfactory, basic, proficient, and distinguished—is defined in general terms to illustrate the continuum of possible performance relative to the coaching standards outlined in the four domains. The following indicators will be used to address standards in the four domains:

Unsatisfactory—a coach performing at the “Unsatisfactory” level does not appear to understand the underlying concepts of effective coaching and does not implement the standards into professional practice. Performance at this level requires significant intervention and coaching to improve the coach’s performance.

Basic—a coach performing at the “Basic” level appears to understand the framework conceptually but struggles to implement the standards into professional practice. Performance at this level is generally considered minimally competent for coaches early in their careers and improvement is expected to occur with experience.

Proficient—a coach performing at the “Proficient” level clearly understands the concepts represented by the framework and implements them well. Coaches performing at this level have mastered the art of coaching while working to improve professional practice.

Distinguished—a coach performing at the “Distinguished” level is a master coach and makes a contribution to the field, both inside and outside the coaching arena. While all coaches strive to

attain Distinguished-level performance, this level is generally considered difficult to attain consistently.

- NA—Not Applicable
- U—Unsatisfactory / Well Below District Standard (Requires an Immediate Plan of Assistance/Improvement Plan)
- B—Basic / Does Not Meet District Standard (Area for Growth and/or Improvement Needed and May Require a Plan of Assistance/Improvement Plan)
- P—Proficient / Meets District Standard
- D—Distinguished / Well Above District Standard

Following are characteristics of distinguished, proficient, basic, and unsatisfactory practices:

Distinguished Practices—Well Above District Standards

- Embedded in practice and habit
- Highly responsible and quality model for student-athletes
- Student-awareness of philosophy, tradition, and expectations
- Focus on individual student-athlete development
- Vision and perspective in program dealings

Proficient Practices—Meets District Standards

- Timely and consistent
- Responsible and appropriate model for student-athletes
- Expectations and implementation of policies and procedures are clear
- Focus on whole-group development and at times specific student-athletes
- Proactive approach in program dealings

Basic Practices—Area for Growth and Improvement Needed to Meet District Standards

- Inconsistency
- Reminders necessary
- Athletes, parents, and Activities department are uninformed or lacking details
- Reactive nature
- Disrespectful or inappropriate modeling for student-athletes

Unsatisfactory Practices—Well Below District Standards

- Frequent pattern of inconsistency
- Frequent reminders are necessary
- Athletes, parents, and Activities department are frequently uninformed or lacking details
- Frequently reactive in nature
- Consistently disrespectful or inappropriate modeling for student-athletes

1a. PLANNING & PREPARATION – BUDGET/ASSETS					
	NA	U	B	P	D
Review program budget with head coach, specifically how budget allocations and equipment/resources will impact assistant position.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bring new ideas to the head coach's attention as appropriate.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. PLANNING & PREPARATION - TRANSPORTATION					
	NA	U	B	P	D
Review bus schedule with the head coach.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notify Activities Director of changes in a timely manner.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. PLANNING & PREPARATION – PRE-SEASON MEETING					
Align coaching philosophy with the head coach and district policies:	NA	U	B	P	D
✓ Program Philosophy		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Program Expectations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Practice Schedules		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Competition Schedule		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Expectations of Student-Athletes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Expectations of Parents & Roles for Involvement		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Lettering/Award Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Eligibility Requirements		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Co-Curricular Code of Conduct		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ Join & Promote Booster Club Membership		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct a pre-season meeting with head coach for students and parents together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. PLANNING & PREPARATION – STUDENT ELIGIBILITY					
	NA	U	B	P	D
Keep accurate record of eligibility status for all athletes.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regularly review academic progress of student athletes.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. PLANNING & PREPARATION – RULES, POLICIES, PROCEDURES, AND RISK MANAGEMENT					
	NA	U	B	P	D
Complete online rules exam/meeting in accordance with SDHSAA.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is knowledgeable about SDHSAA and NFHS rules respective to their sport.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is knowledgeable and puts in place prevention plans for addressing risks commonly associated with their program, practice, games, and supervision responsibilities.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach has thorough knowledge of school policies and procedures and adheres to them; including but not limited to privacy, harassment/bullying, hazing, and the co-curricular code of conduct.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. PLANNING & PREPARATION – SCHEDULING & FACILITIES					
	NA	U	B	P	D
Collaborate with head coach to arrange practice schedule and update Activities Director of changes as appropriate.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 1 Comments from AD or Coach:

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2a. PROGRAM ENVIRONMENT - COMMUNICATION					
	NA	U	B	P	D
Coach communicates expectations, concerns, and roles to athletes.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach assists in promoting sport within the school, media, and community through youth programs.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach provides information in a timely manner to athletes, parents, Activities Director on any changes in schedules and on special programs (parent/senior night, etc.).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is responsive to concerns and follows through with contact to athletes, parents, head coach, and the Activities Director appropriately.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach submits nightly and weekly game/match/meet results to the media, including articles and pictures when appropriate and requested by the head coach or Activities Director.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. PROGRAM ENVIRONMENT - LEADERSHIP					
	NA	U	B	P	D
Coach models good sportsmanship and uses appropriate language.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is approachable and maintains an open mind.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is consistent in applying team philosophy and rules.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach promotes the benefits of participation in other sport and activity programs.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach serves as a resource for community programs and parent-coached teams.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach cultivates a student-driven team atmosphere demonstrated through individual leadership development.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. PROGRAM ENVIRONMENT – FACILITIES & EQUIPMENT					
	NA	U	B	P	D
Coach ensures facilities are safe and prepared for all practices and competitions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach ensures equipment is safe and prepared for all practices and competitions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach reports all facility and equipment concerns in a timely manner.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach ensures practice room, equipment room, locker room, training room, ice room, and coaches' office is organized and free of clutter.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach provides ideas for improvement.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 2 Comments from AD or Coach:

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3a. PROGRAM INSTRUCTION - PRACTICES					
	NA	U	B	P	D
Coach is able to instruct athletes in the fundamental skills, strategy, and physical training associated with the sport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice plans and pre-competition routines are specific, detail-oriented, and demonstrate an overall purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach instructs athletes on the rules of the sport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach provides positive and corrective feedback to athletes during practices that is immediate, specific, growth-oriented, cause and effect, and preserves dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is able to modify instruction to meet the developmental needs of all athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach directs other coaches, managers, and other program personnel in an efficient and purposeful manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. PROGRAM INSTRUCTION - COMPETITIONS					
	NA	U	B	P	D
Coach provides positive and corrective feedback to athletes during competitions when able.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach stresses positives, learning, and work ethic to athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach maintains discipline and works to increase team morale, cooperation, and teamwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach directs other coaches, manager, and other program personnel in an efficient and purposeful manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach plays athletes in accordance with established team rules and expectations, modeling consistency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach consistently informs athletes of current standing within team structure, depth chart, etc. and how the athlete can increase their playing time or level of competition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. PROGRAM INSTRUCTION – ASSISTANT COACHES					
	NA	U	B	P	D
Coach communicates with head coach prior to practice or competition to define roles and responsibilities for the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 3 Comments from AD or Coach:

A large, empty rectangular box with a thin black border, intended for writing comments. It occupies the upper half of the page below the label.

4a. PROFESSIONAL RESPONSIBILITIES					
	<i>NA</i>	<i>U</i>	<i>B</i>	<i>P</i>	<i>D</i>
Coach has thorough knowledge of all school and district activities policies and is responsible for their implementation.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach refers all requests for grievances/complaints through the proper channels.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach attends professional clinics or workshops.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach attends all coaches' meetings held by the Activities Director; including but not limited to seasonal meetings and all-coaches meetings.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach provides documentation of season ending reports within two weeks of final competition including team awards summary, inventory, and start/end participation numbers by grade level or information as directed by the head coach.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is a member of the SD High School Coaches Association and their respective sport state coaches' association.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach advises Activities Director on any policy, method, or procedural changes as directed by the head coach.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach assists athletes in their college or advanced educational selection as appropriate.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach is AED/CPR & First Aid certified.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach has met all online course requirements set by the SDHSAA.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Domain 4 Comments from AD or Coach:

Head Coach's and/or Activities Director's Summative Statement of Strengths and Improvement Needs:

Strengths: [Click here to enter text.](#)

Areas for Growth/Improvement Needs: [Click here to enter text.](#)

Suggestions to Remediate Improvement Needs: [Click here to enter text.](#)

Summative Evaluation and Recommendation:

- ☐ Satisfactory – is recommended for continued assignment.
- ☐ Probationary – to be recommended for reassignment, provided there is a successful completion to a plan of assistance/improvement plan. Failure to complete plan of assistance/improvement plan will result in non-renewal.
- ☐ Unsatisfactory – is not recommended for continued assignment.

Comments by Coach (Optional – may attach separate sheet):

Signatures below indicate a conference was held with the Assistant Coach, Head Coach, and/or Activities Director. The signature below indicates the Assistant Coach has read the evaluation, but may not necessarily concur. A refusal to sign will require a third party signature.

Assistant Coach's Signature

Date

Head Coach's Signature

Date

Activities Director's Signature

Date