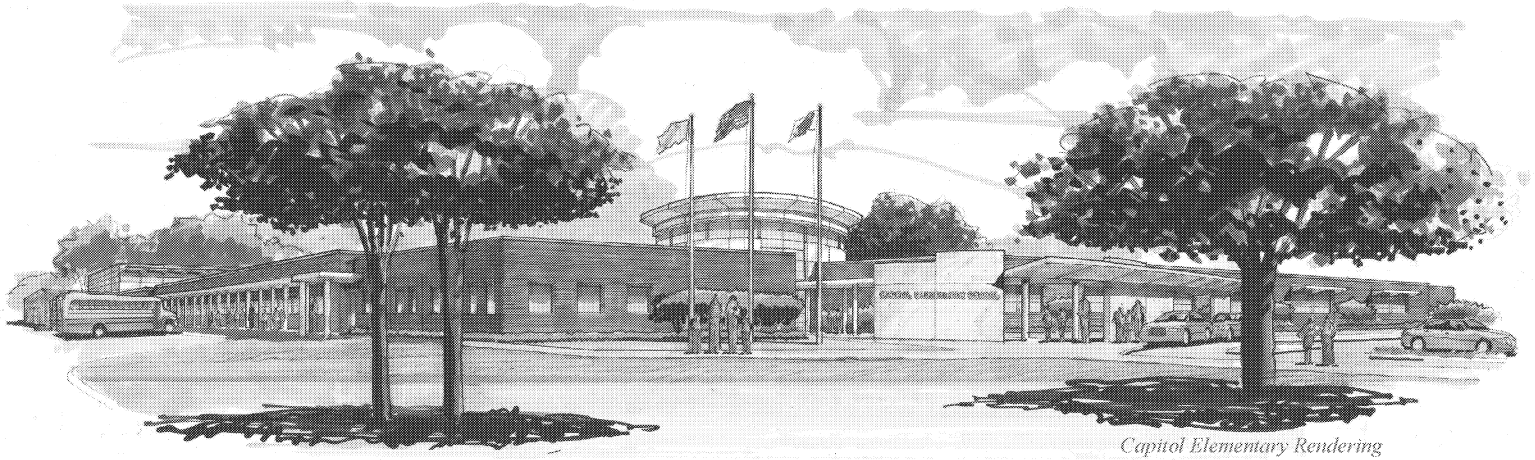


A Plan to Improve Facilities/Technology, Discipline, and Compensation in the East Baton Rouge Parish School System (the "Plan")



East Baton Rouge Parish School Board

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Adopted August 13, 1998

(As Revised through January 17, 2008)



Vision

Our students will graduate with the knowledge, skills, and values necessary to become active and successful members of a dynamic global learning community.

Mission Statement

We, in partnership with our community, educate all students to their maximum potential in a caring, rigorous and safe environment.

EAST BATON ROUGE PARISH SCHOOL SYSTEM
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Table of Contents

	<i>Page Number</i>
I. Introduction	1
<hr/>	
II. Financial Overview	9
<hr/>	
III. Accountability	11
<hr/>	
IV. Proposition 1 – Facilities/Technology	13
<hr/>	
V. Proposition 2 – Discipline/Alternative Education/Truancy	27
<hr/>	
VI. Proposition 3 – Compensation	44
<hr/>	
VII. Exhibit A and B	(For Reference Only)

Introduction

Introduction

This document and appendices that follow constitute a bond with the community of East Baton Rouge Parish. We have expended considerable time and resources to listen to the concerns of the community, to prioritize the concerns of the community, and to allocate the necessary financial and human capital to address those concerns through the structure of our Strategic Accountability Plan (SAP). We are committing to the community: (1) to increase student achievement, (2) to promote a safe and caring environment, (3) to expand student and stakeholder engagement, (4) to promote effective and efficient internal processes, and (5) to maximize employee learning and growth. The document contained herein further enhances the SAP in that it shows what continued support the district needs in order to fulfill our commitment to you, the community.

We believe that the public school system is the foundation of the community and that the community can be no stronger than its public school system. We believe that this community deserves a vibrant public school system that produces responsible citizens who are equipped with the knowledge, skills, and values necessary to become active and successful members of a dynamic learning community. We believe that this community deserves a school system that is accountable for its service to children and their families and one that is accountable to the community for the stewardship of its resources. Our data show that we have made great strides toward becoming that system.

Becoming a vibrant public school system means many things to many people, and we must assure the entire community that we can and will address its needs. All young people must leave this system with the skills to compete in any marketplace, whether here in Baton Rouge or across this nation. They must be able to compete within a global economy using the technologies of today and those not yet imagined in tomorrow's arenas. We must provide these services to your children and families within safe and caring environments today.

We have implemented research-based initiatives to improve leadership at the school level, the quality of teaching and learning in the classroom, and family and community engagement, which have resulted in the recruitment of administrators with reputations for success, improved scores among students who have been traditionally underserved, and partnerships that have provided our students with a spectrum of opportunities from earning college credits to earning industry-based certifications while they are still enrolled in high school.

We have done what we promised during the ten years of our commitment to the community -- we have replaced roofs -- window and central air conditioning systems -- we have installed more energy efficient heating and lighting systems, and we have corrected code violations and made up for years of neglected maintenance needs. We have added millions of dollars in technology, opening windows to the world for our students and teachers. Leveraging federal funds, we have met our goal of having one

networked computer for every five students in the system. Now that we have met this goal, the challenge we now face is to upgrade and replace this inventory of computers.

We have built new state of the art schools, provided major renovations and improvements to facilities, made classroom renovations and additions to many schools, and maintained HVAC systems. We have done all of this on time and within the budget constraints of a pay-as-you-go plan. Each project is a matter of public record, and we have been proud to open both our books and facilities to the public for its inspection. While the first years of the plan were designed to stabilize the system, the second phase, along with this continuation of the plan, is designed to protect the community's investment, maintain discipline, and maintain compensation levels.

Thanks to you, the public, we celebrate the success we have experienced thus far. However, there are more daunting challenges to come.

Within this document you will find three distinct propositions and the materials that support our request of the community. Proposition 1 focuses on Facilities and Technology. Proposition 2 maintains and continues the school system's effort to address discipline, truancy, and alternative education. Proposition 3 continues your support of employee salaries.

Proposition 1 continues to focus on Facilities and Technology. While it specifically lists the major renovations, facility improvements, and maintenance projects planned for the system, it also provides the new facilities, which will allow us to meet the challenges of tomorrow. Inherent in planning for new facilities in systems with declining student numbers is the concept of school consolidation and school closings. Over the "life" of this tax renewal, eight schools will either be closed or repurposed as a result of the actual budgeting process. The actual facilities expected to be closed are dependent upon the accuracy of demographic projections prepared for the system, the condition of specific facilities over time, and the actual location of facilities relative to the services which must be provided by the system within the community. The administration and School Board are committed to reviewing each of the data sets currently available to them as well as looking at new data provided by the community as specific plans to close or eliminate facilities mature. The Board is also committed to appropriately closing facilities when such decisions are necessary, while working with community members to find attractive alternative uses for facilities scheduled to be closed. The Board is sensitive to its obligation to the community with regards to historic sites and properties. Furthermore, the Board understands the impact of abandoned properties on neighborhoods and the quality of life surrounding such properties.

It is critical to point out here that while this tax plan supports the reconstruction and renovation in areas where schools are projected to be either closed or repurposed, the need to close facilities is real and to a large extent, independent of the continuation of the current tax plan. In order to be fiscally responsible and meet the challenges of the twenty-first century, this system must continue to implement a reduction/consolidation plan for school facilities that is commensurate with the size of the student population. In the

business vernacular, this school system must “right-size” itself by allowing operational dollars to flow from supporting underutilized facilities to serving students in the classroom.

Propositions 2 and 3 are continuations of this system’s efforts to improve the classroom experience for this community’s children and young people. Proposition 2 provides alternative instructional approaches for students who may be disruptive in the regular classrooms. Proposition 3 sustains the community’s support to maintain the compensation for its teachers and support employees.

This is a comprehensive plan developed by hundreds of community members, citizens just like yourselves, who have one over-riding belief that this community deserves a vibrant public school system, one which provides a quality education to **all** of its children.

Intent of the Plan

The intent of the East Baton Rouge Parish School Board’s “Plan to Improve Facilities/Technology, Discipline, and Compensation in the East Baton Rouge Parish School System” is to improve education by continuing:

- To upgrade facilities for optimal safety, health and comfort;
- To provide technology for the acquisition of basic skills and tools for the workplace so that students are competitive;
- To reduce disruption in the classroom;
- To provide appropriate learning environments for academically deficient students;
- To reducing truancy;
- To provide more effective alternative education; and
- To improve the recruitment and retention of highly qualified personnel with competitive compensation.

Community Involvement

The Plan is proposed to the taxpayers of East Baton Rouge Parish after extensive consideration of the community’s educational needs today and for the foreseeable future, with the input of many citizens in the community in the areas of facilities and technology, compensation, discipline and alternative education.

The proposed renewal continues the publicly supported desire of this community by providing funds through a 1-cent sales tax. This “pay as you go” plan, when renewed for ten additional years, provides the community an assurance that the school system will use the dollars generated by the sales tax for specific, publicly stated purposes.

The Plan:

- Targets continued, measurable improvement in both facilities and student achievement;
- Focuses on performance standards for students and staff;
- Provides improved services through a more focused, community-based school concept;
- Continues to provide safe/dry facilities for all the parish's young people and enhanced learning environments; and
- Demonstrates that the Board and staff are fiscally responsible and prudent in the application of this community's resources.

The components of the Plan are designed to be measurable, thus holding the School Board accountable for the results of the Plan and the prudent management of taxpayer dollars. Tremendous community input has been received and is inherent in the development of the Plan. The School Board and staff respect the concerns of the community and strive to continue to remain fiscally responsible in its decisions.

Demographics

The East Baton Rouge Parish School System is comprised of nearly 46,000 students: 83.1% black, 11% white, 2.5% Asian, 2.4% Hispanic, and 1% Other. Approximately 75% participate in the free or reduced-priced lunch program. Data from the 2005-2006 school year indicate that the dropout rate was nearly 8% for high school students. Also, for the 2005-2006 school year, the attendance rate was 95.3% for elementary students, 92.5% for middle school students, and 90.2% for high school students. The district experiences a district-wide student mobility rate of 49%, with higher rates of mobility in schools with higher at-risk student populations. The school system operates 52 elementary schools, 15 middle schools, 16 high schools, 1 alternative school, 3 charter schools, and 4 autonomous schools. The district is staffed with over 6,000 employees, including 3,500 teachers.

Accountability Plan for Curriculum and Instruction

Introduction

In 1999, the state of Louisiana implemented a comprehensive accountability plan modeled after similar systems in Texas, Kentucky, and other states. The accountability plan outlines four major goals for all public schools, creates a method for reporting school progress to parents, recognizes schools that make progress toward state goals, and focuses extra resources and attention to schools that are failing. The East Baton Rouge Parish School System has developed curricula to comply with the Louisiana Standards and Benchmarks, has implemented school improvement teams and district assistance teams, and has developed standards-based assessments in an effort to support the achievement of the state's goals.

The federal legislation, *No Child Left Behind Act*, will impact the future direction of the state and district accountability plan.

LOUISIANA ACCOUNTABILITY PLAN

- ***Educational Goals***

A School Performance Score is calculated for each school. This score shall range from 0.0 to 120.0 and beyond, with a score of 120.0 indicating a school has reached Louisiana's 2014 goal.

Each school is also evaluated on the subgroup component. A school shall pass the subgroup component provided that each subgroup of students and the school, as a whole, meet the criteria for improvement. Louisiana's goal for the year 2014 is for 100% of all subgroups to be proficient.

- ***Rigorous State Testing***

Achievement Levels	
ADVANCED:	Superior Performance
MASTERY:	Competency over challenging subject matter
BASIC:	Mastery of fundamental knowledge and skills
APPROACHING BASIC:	Partially demonstrates fundamental knowledge and skills
UNSATISFACTORY:	Does not demonstrate fundamental knowledge and skills

- ***Performance Scores***

ELEMENTARY AND MIDDLE SCHOOL	
PERFORMANCE SCORE INDICATORS AND WEIGHT	
LEAP/iLEAP/LAA1/LAA2:	90%
ATTENDANCE:	10% (K-6) 5% (7-8)
DROPOUT RATE:	5% (7-8)

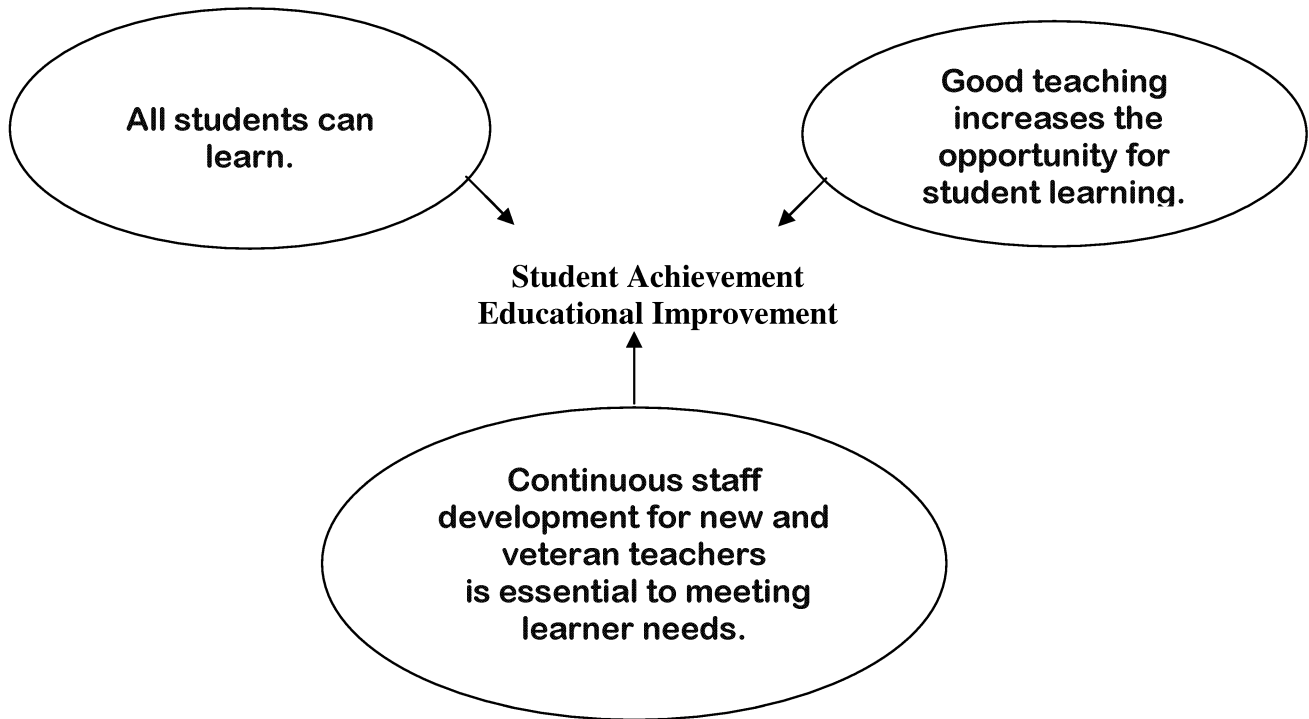
HIGH SCHOOL	
PERFORMANCE SCORE INDICATORS AND WEIGHT	
GEE/iLEAP/LAA1/LAA2:	70%
GRADUATION INDEX:	30%

Performance Standards for Teachers and Students

A foundation for educational improvement in the East Baton Rouge Parish Public School System was the establishment of performance standards for students and staff and the continuous monitoring of outcomes related to the standards. These goals were based on the following indicators:

- performance levels on the LEAP/GEE criterion-referenced tests at grades 4, 8, 10, and 11
- performance levels on the integrated LEAP (iLEAP) tests at grades 3, 5, 6, 7, and 9
- performance levels of Louisiana Alternate Assessment 1 (LAA1)
- performance levels of Louisiana Alternate Assessment 2 (LAA2)
- student attendance rate
- student drop-out rate
- cohort graduation index for high schools.

Philosophically, the beliefs are:



Good teaching and effective supervision are clearly defined in the job descriptions for teachers and principals and in the components for effective teaching that are included in Exhibit B*. The core of these components is expressed below.

Teachers are expected to:

- Plan effectively for instruction;
- Maintain an environment conducive to learning;
- Maximize the amount of time available for instruction content;
- Provide opportunities for student involvement in the learning process; and
- Assess student progress.

* East Baton Rouge Parish Personnel Accountability Plan (Revised April 2006). See Exhibit B. This plan is required by the Louisiana Department of Education and conforms to the specifications of Bulletin 1525, Louisiana Department of Education: Guidelines for Personnel Evaluation.

Also see <http://www.doe.state.la.us> for additional information.

Principals and other professional employees are expected to:

- Provide leadership;
- Exhibit effective human relations skills;
- Involve families and community members in the decision-making process; and
- Provide for the effective management of the school and/or school system.

In addition, the East Baton Rouge Parish School Board holds high expectations for conduct that is in keeping with:

- Professional norms;
- Traditional notions of civility in the workplace; and
- Performance that is directly linked to accountability in student discipline and in student learning.

All employees are expected to accord dignity and respect to:

- Students;
- Families;
- Community Members; and
- One another.

These expectations are monitored regularly. In instances when the performance standards are not met, employees, including teachers and principals, are subjected to progressive discipline as defined in the EBRPSS Personnel Accountability Plan and as described procedurally in the EBRPSS Risk Management Plan. Ultimately, East Baton Rouge Parish School System employees either improve to the point of meeting or exceeding performance standards or, as in other businesses, corporations or industries, they are dismissed from employment.

The system is committed to placing highly qualified teachers in all classrooms who are dedicated to teaching students the next thing they need to know when they need to know it.

The intent is to have all employees provide a seamless array of services to:

- Students;
- Families; and
- Community.

Financial Overview

Tax Plan Financial Overview -- Ten-Year Projected Sales Tax Revenue and General Fund Contribution**Phase III - 2009-2010 Through 2019-2020**

(Proposed Assumptions for the Third Phase @ 2.0 % Annual Growth Compared to 1.5% Annual Growth)

Fiscal Year:	* 08-09	** 09-10	10-11	11-12	12-13	13-14	Subtotal
	Projected	Projected	Projected	Projected	Projected	Projected	Projected
	2nd Phase	1st Year	2nd Year	3rd Year	4th Year	5th Year	Revenue
Phase I & II revenue projections were based on an annual increase of 1.0% and 1.5%, respectively							
1.0c Sales Tax @ 2.0% growth	\$ 39,370,940	\$ 71,309,916	\$ 77,363,000	\$ 78,910,261	\$ 80,488,467	\$ 82,098,236	\$ 429,540,820
Phase II 1.0c Sales Tax @ 1.5% growth	39,370,940	70,938,149	76,606,426	77,755,522	78,921,855	80,105,683	423,698,575
Difference	\$ -	\$ 371,767	\$ 756,574	\$ 1,154,739	\$ 1,566,612	\$ 1,992,553	\$ 5,842,245
Proposition 1 @ .51c							
General Fund Contribution	\$ 20,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 35,000,000
.51c Sales Tax @ 2.0% growth	15,000,000	34,886,768	39,452,384	40,241,432	41,046,261	41,867,186	212,494,031
Phase II - .51c @ 1.5% growth	15,000,000	34,697,166	39,066,544	39,652,542	40,247,330	40,851,040	209,514,622
Difference	\$ -	\$ 189,602	\$ 385,840	\$ 588,890	\$ 798,931	\$ 1,016,146	\$ 2,979,409
Proposition 2 @ .08c							
.08c Sales Tax @ 2.0% growth	\$ 4,072,692	\$ 5,208,853	\$ 6,072,035	\$ 6,193,476	\$ 6,317,346	\$ 6,443,693	\$ 34,308,095
Phase II - .08c @ 1.5% growth	4,072,692	5,179,672	6,012,651	6,102,841	6,194,384	6,287,300	33,849,540
Difference	\$ -	\$ 29,181	\$ 59,384	\$ 90,635	\$ 122,962	\$ 156,393	\$ 458,555
Proposition 3 @ .41c							
.41c Sales Tax @ 2.0% growth	\$ 20,298,248	\$ 31,214,295	\$ 31,838,581	\$ 32,475,353	\$ 33,124,860	\$ 33,787,357	\$ 182,738,694
Phase II - .41c @ 1.5% growth	20,298,248	31,061,311	31,527,231	32,000,139	32,480,141	32,967,343	180,334,413
Difference	\$ -	\$ 152,984	\$ 311,350	\$ 475,214	\$ 644,719	\$ 820,014	\$ 2,404,281

Fiscal Year:	14-15	15-16	16-17	17-18	* 18-19	** 19-20	Grandtotal
	Projected	Projected	Projected	Projected	Projected	Projected	Projected
	6th Year	7th Year	8th Year	9th Year	10th Year	11th Year	Revenue
Phase I & II revenue projections were based on an annual increase of 1.0% and 1.5%, respectively							
1.0c Sales Tax @ 2.0% growth	\$ 83,740,201	\$ 85,415,005	\$ 87,123,304	\$ 88,865,770	\$ 90,643,085	\$ 5,529,557	\$ 870,857,742
Phase II 1.0c Sales Tax @ 1.5% growth	81,307,269	82,526,878	83,764,781	85,021,253	86,296,572	5,238,596	847,853,924
Difference	\$ 2,432,932	\$ 2,888,127	\$ 3,358,523	\$ 3,844,517	\$ 4,346,513	\$ 290,961	\$ 23,003,818
Proposition 1 @ .51c							
General Fund Contribution	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ -	\$ 50,000,000
.51c Sales Tax @ 2.0% growth	42,704,530	43,558,621	44,429,793	45,318,389	46,224,757	4,622,476	439,352,597
Phase II - .51c @ 1.5% growth	41,463,806	42,085,763	42,717,049	43,357,805	44,008,172	4,379,245	427,526,462
Difference	\$ 1,240,724	\$ 1,472,858	\$ 1,712,744	\$ 1,960,584	\$ 2,216,585	\$ 243,231	\$ 11,826,135
Proposition 2 @ .08c							
.08c Sales Tax @ 2.0% growth	\$ 6,572,567	\$ 6,704,018	\$ 6,838,098	\$ 6,974,860	\$ 7,114,357	\$ 907,081	\$ 69,419,076
Phase II - .08c @ 1.5% growth	6,381,610	6,477,334	6,574,494	6,673,111	6,773,208	859,351	67,588,648
Difference	\$ 190,957	\$ 226,684	\$ 263,604	\$ 301,749	\$ 341,149	\$ 47,730	\$ 1,830,428
Proposition 3 @ .41c							
.41c Sales Tax @ 2.0% growth	\$ 34,463,104	\$ 35,152,366	\$ 35,855,413	\$ 36,572,521	\$ 37,303,971	\$ -	\$ 362,086,069
Phase II - .41c @ 1.5% growth	33,461,853	33,963,781	34,473,238	34,990,337	35,515,192	-	352,738,814
Difference	\$ 1,001,251	\$ 1,188,585	\$ 1,382,175	\$ 1,582,184	\$ 1,788,779	\$ -	\$ 9,347,255

NOTES:

In fiscal year 2008-2009 the revenue amounts for propositions 1 and 2 are projected fund balances, ending phase II. The fund balance for proposition 1 includes an estimated amount of \$15 million from phase II and \$20 million from the general fund. An annual \$3.0 million contribution from the general fund over the ten year plan is also reflected in the revenue projections above.

* Sales taxes were collected 3 months in advance for proposition #3, resulting in 25% advance collection in previous phase and 75% collection in last year of collections. For reporting purposes, a full fiscal year of revenue collections are entered in 2019-2020 for proposition 3.

** Approximately 9.8% (5/51) and 12.5% (1/8) of propositions #1 and #2 total percentage allocation of sales tax will be collected one year in arrears if the sales tax is not renewed. This resulted because the full percentage of collection occurred a year after the beginning effective date of collections.

Tax Plan Financial Overview -- Ten-Year Projected Sales Tax Expenditures

Phase III - 2009-2010 Through 2019-2020

Fiscal Year:	08-09 *	09-10	10-11	11-12	12-13	13-14	Subtotal
	Projected	Projected	Projected	Projected	Projected	Projected	Projected
	Phase II	1st Year	2nd Year	3rd Year	4th Year	5th Year	Expenditures
Proposition 1 @ .51c							
General Expenditures	\$ -	\$ 363,252	\$ 370,466	\$ 377,824	\$ 385,330	\$ 392,986	\$ 1,889,858
New Schools/Renov & Improv/Classrms/Mgmt	6,407,849	32,462,987	62,661,191	40,965,580	47,687,396	51,681,244	241,866,247
Technology	-	2,453,482	2,462,462	2,471,573	2,480,819	2,490,207	12,358,543
Subtotal	\$ 6,407,849	\$ 35,279,721	\$ 65,494,119	\$ 43,814,977	\$ 50,553,545	\$ 54,564,437	\$ 256,114,648
Proposition 2 @ .08c							
General Expenditures	\$ -	\$ 56,980	\$ 58,112	\$ 59,266	\$ 60,443	\$ 61,644	\$ 296,445
Elementary Schools	-	2,489,621	2,564,663	2,641,996	2,721,657	2,790,330	13,208,267
Middle and High Schools	-	1,360,301	1,395,215	1,431,176	1,469,962	1,492,900	7,149,554
School for Over-Age Students	-	2,006,641	2,059,957	2,114,903	2,173,525	2,222,633	10,577,659
Truancy	-	405,025	415,696	426,688	439,309	449,027	2,135,745
Subtotal	\$ -	\$ 6,318,568	\$ 6,493,643	\$ 6,674,029	\$ 6,864,896	\$ 7,016,534	\$ 33,367,670
Proposition 3 @ .41c							
General Expenditures	\$ -	\$ 292,526	\$ 298,336	\$ 304,261	\$ 310,306	\$ 316,471	\$ 1,521,900
Recruit/Retain Employee	-	32,585,729	33,736,006	34,926,887	36,159,805	37,436,250	174,844,677
Subtotal	\$ -	\$ 32,878,255	\$ 34,034,342	\$ 35,231,148	\$ 36,470,111	\$ 37,752,721	\$ 176,366,577

Total of Propositions 1, 2, & 3 **\$ 6,407,849** **\$ 74,476,544** **\$ 106,022,104** **\$ 85,720,154** **\$ 93,888,552** **\$ 99,333,692** **\$ 465,848,895**

Fiscal Year:	14-15	15-16	16-17	17-18	18-19	19-20	Grandtotal
	Projected	Projected	Projected	Projected	Projected	Projected	Projected
	6th Year	7th Year	8th Year	9th Year	10th Year	11th Year	Expenditures
Proposition 1 @ .51c							
General Expenditures	\$ 400,794	\$ 408,759	\$ 416,883	\$ 425,170	\$ 433,622	\$ -	\$ 3,975,086
New Schools/Renov & Improv/Classrms/Mgmt	\$ 44,157,845	\$ 43,830,900	\$ 41,487,859	\$ 30,537,637	\$ 36,655,305	\$ 20,803,603	\$ 459,339,396
Technology	2,499,735	2,509,653	2,519,217	2,529,183	2,583,669	-	25,000,000
Subtotal	\$ 47,058,374	\$ 46,749,312	\$ 44,423,959	\$ 33,491,990	\$ 39,672,596	\$ 20,803,603	\$ 488,314,482
Proposition 2 @ .08c							
General Expenditures	\$ 62,869	\$ 64,118	\$ 65,393	\$ 66,693	\$ 68,019	\$ -	\$ 623,537
Elementary Schools	2,848,445	2,896,515	2,940,682	2,994,213	3,032,815	-	27,920,937
Middle and High Schools	1,518,898	1,544,400	1,572,914	1,582,903	1,587,197	-	14,955,866
School for Over-Age Students	2,184,215	2,181,647	2,196,177	2,214,490	2,221,587	-	21,575,775
Truancy	442,906	421,807	432,132	439,704	448,328	-	4,320,622
Subtotal	\$ 7,057,333	\$ 7,108,487	\$ 7,207,298	\$ 7,298,003	\$ 7,357,946	\$ -	\$ 69,396,737
Proposition 3 @ .41c							
General Expenditures	\$ 322,759	\$ 329,173	\$ 335,716	\$ 342,389	\$ 349,196	\$ -	\$ 3,201,133
Recruit/Retain Employee	38,757,744	40,125,895	41,542,342	43,008,783	44,526,994	-	382,806,435
Subtotal	\$ 39,080,503	\$ 40,455,068	\$ 41,878,058	\$ 43,351,172	\$ 44,876,190	\$ -	\$ 386,007,568

Total of Propositions 1, 2, & 3 **\$ 93,196,210** **\$ 94,312,867** **\$ 93,509,315** **\$ 84,141,165** **\$ 91,906,732** **\$ 20,803,603** **\$ 943,718,787**

NOTES

General expenditures are primarily sales tax collection fees charged by the City/Parish, the agency that collects sales tax.

* Advanced funding from the general fund and a projected fund balance from phase II of Proposition #1 supports an advance start in preparation for major projects in phase III.

Accountability

Accountability

Accountability

The East Baton Rouge Parish School Board shall continue the separate accounting funds in connection with all amounts collected pursuant to any tax voted upon in connection with the Plan, or any portion of this Plan, so as to ensure that any amounts collected in connection with any individual proposition will be accounted for in separate accounting funds. If any amounts remain in any such accounting funds upon the conclusion of the period of collection of any such tax, then such remaining amounts will be spent in the future only for a purpose set forth in the original proposition relating to such amounts.

The School Board shall continue to prepare a semi-annual report for each and every semi-annual period during which any tax is collected for purposes of this Plan, or any portion of this Plan. The semi-annual reports shall address the issue of whether the expenditures made by the School Board from the accounting funds referred to above were in accordance with the Plan. The semi-annual reports shall be presented at a public meeting of the School Board, and the School Board shall ensure that each such report is made available to the press and the public in the same manner as any other public record.

The Plan

The provisions of the Plan, or any portion of this Plan, pursuant to each proposition for which taxes are collected, may be modified to accommodate unforeseen events, emergencies, and variations in estimates. Any such modification must be approved by the Oversight Committee.

If the School Board determines that there is need to consider a possible modification of this Plan, or any portion of this Plan, before any possible modification can be considered, the School Board shall at least ten (10) days prior to considering any possible modification:

- 1) Place a prominent notice in the official journal of the East Baton Rouge Parish School Board, indicating that a possible modification to the Plan, or a portion of the Plan, will be considered at a public meeting of the School Board and indicating the specific date of the meeting and the specific possible modification; and
- 2) Notify the members of the Oversight Committee referred to below in writing of the possible modification to the Plan, or a portion of the Plan, and the specific date of the meeting when the same shall be considered.

The Oversight Committee referred to below shall have the right to make any report or written comment in regard to the proposed modification as it deems necessary and any such report or written comment of the Oversight Committee shall be presented at the public meeting of the School Board where the proposed modification is being considered and shall be made available to the press and public in the same manner as any other public record.

Oversight Committee

The School Board shall continue with the established Oversight Committee upon the passage of any tax voted upon in connection with this Plan, or any portion of this Plan.

The Oversight Committee shall continue to be comprised of five individuals who reside in East Baton Rouge Parish, Louisiana. Three of these individuals shall be finance or accounting professionals who shall be appointed by the School Board and, if possible, these three professionals shall consist of:

- 1) A faculty member employed by Louisiana State University;
- 2) A faculty member employed by Southern University; and
- 3) A Certified Public Accountant employed in the private sector (who shall be recommended by the Baton Rouge Chapter of the Society of Louisiana Certified Public Accountants or some other similar organization).

The three members appointed by the School Board shall select the remaining two members of the Oversight Committee.

The functions of the Oversight Committee shall continue as follows:

- 1) To review the semi-annual reports prepared by the School Board which are referred to above and to make any responses to such reports as the Oversight Committee deems appropriate;
- 2) To prepare its own reports whenever, and to the extent that, it deems necessary; and
- 3) To prepare, if it deems necessary, a report or written comment in regard to any possible modification of the Plan, or any portion of this Plan.

The School Board shall ensure that the staff of the East Baton Rouge Parish School System provides sufficient documentation and assistance to the Oversight Committee so as to allow the Oversight Committee to properly and timely perform all of the above functions.

All of the responses of the Oversight Committee which are referred to above and all other reports or written comments prepared by the Oversight Committee shall be presented at public meetings of the School Board, and the School Board shall ensure that each such response, report, or written comment is made available to the press and public in the same manner as any other public record.

The members of the Oversight Committee shall serve without compensation.

Proposition No. 1

EAST BATON ROUGE PARISH
EDUCATIONAL FACILITIES IMPROVEMENT DISTRICT

PROPOSITION NO. 1 (TAX RENEWAL)

SUMMARY: RENEWAL OF A 0.51% SALES AND USE TAX FOR 10 YEARS WITH THE PROCEEDS TO BE EXPENDED WITHIN THE DISTRICT FOR THE PURPOSE OF FUNDING OF REPAIRS AND RENOVATIONS, ENHANCING TECHNOLOGY, CONSTRUCTION OF NEW CLASSROOMS AND CONSTRUCTION OF NEW SCHOOLS IN THE PUBLIC SCHOOL SYSTEM IN EAST BATON ROUGE PARISH?

For the purpose of assisting the East Baton Rouge Parish School Board (the "School Board") in funding repairs and renovations, enhancing technology, construction of new classrooms and construction of new schools in the public school system in the East Baton Rouge Parish Educational Facilities Improvement District, Louisiana (the "District"), as set forth in and subject to "A Plan to Improve Facilities/Technology, Discipline and Compensation in the East Baton Rouge Parish School System" (the "Plan") originally approved by the School Board on August 13, 1998 as revised through January 17, 2008, shall the District, under La. R.S. 33:2740.37 and other constitutional and statutory authority, be authorized to continue to levy and collect a tax of not to exceed fifty-one hundredths of one percent (0.51%) (the "Tax") (an estimated \$38,900,000 is reasonably expected at this time to be collected from the levy of the Tax for an entire year), upon the sale at retail, the use, the lease or rental, the consumption, and the storage for use or consumption of tangible personal property and on sales of services in the District, for a period ending ten (10) years from the Tax's new effective date, except that the sale at retail, use, consumption, distribution, and storage for use or consumption of food and prescription drugs shall be exempted from the Tax, with tax proceeds (after paying costs of collection and administration) to be dedicated for the purposes listed above; provided that the District may only levy so much of the Tax to fund portions of the Plan not requiring approval of the federal court or for which such approval has been received?

Proposition 1

Facilities/Technology

for

New School

Construction

Benefits to Students, Parents and Teachers:

- Provides appropriate educational spaces that are more conducive to teaching and learning;
- Constructs facilities designed to improve safety and security;
- Provides special program and laboratory spaces;
- Provides additional program and teacher / staff areas to accommodate multiple instructional delivery methods; and
- Increases technology implementation and accessibility.

Benefits to Taxpayers:

- Reduces operational cost through energy efficient design;
- Reduces school system liability; and
- Enhances school system assets and investments.

Considering the physical conditions of Baton Rouge Magnet High, Broadmoor Elementary, Park Elementary, Progress Elementary, and Robert E. Lee High School, it is recommended that the current facilities be replaced. Continuing to make minor repairs, the cost to address Americans with Disabilities Act (ADA) compliance impacts and the educational unsuitability render these facilities inefficient and inept for long term operation. In the latter years of this tax plan, as current demographic projections and middle school programming suggest overcrowding at some middle schools, a new middle school is proposed on property that the School System currently owns. If at that time the

demographics and middle school programming do not warrant the construction of a new middle school, consideration will be given to the construction of a new PK-12 magnet school on a donated or School System site. Also, a new elementary school will be constructed in the Brookstown, Claiborne, North Highlands area.

These new facilities will result in the relocation, consolidation, repurpose and closure of existing schools. The final number and locations will be determined by future demographic and enrollment data.

Action Item

Funding

Construction of Eight (8) New Schools

Proposed Tax Continuance

Closing/Repurposing Eight (8) District Operated Facilities

Budget Process

Facilities/Technology for School Renovations and Improvements

Benefits to Students, Parents and Teachers:

- Provides appropriate educational spaces that are more conducive to teaching and learning;
- Improves safety and security;
- Provides special program and laboratory spaces;
- Provides additional program and teacher / staff areas to accommodate multiple instructional delivery methods; and
- Increases technology implementation and accessibility.

Benefits to Taxpayers:

- Reduces operational cost through energy efficient design;
- Reduces school system liability; and
- Enhances school system assets and investments.

The following infrastructure improvements are recommended in order to provide a safe, healthy and comfortable physical environment conducive to the educational process for the students, parents, faculty and staff of the East Baton Rouge Parish School System. In an effort to continue to address many of the deferred maintenance needs throughout the District, this proposal is based on the assumption that current General Fund allocations will continue for maintenance.

Classroom Additions and Renovations

Classroom improvements will consist of a combination of new flooring, painting, ceilings, lighting and specialty items (marker boards, tack boards, projection screens, and cabinetry). New classrooms will also be constructed in the District to accommodate student enrollment increases due to re-districting and shifts with the community's demographic base.

Facility Modifications and Renovations

Facility modifications will consist of a combination of new flooring, painting, ceilings, lighting, specialty items (marker boards, tack boards, projection screens, and cabinetry), moisture proofing, window replacements, and cafeteria and restroom upgrades.

HVAC Maintenance Services

The anticipation of the Heating, Ventilation, and Air Conditioning (HVAC) Maintenance Services will be to protect the more than 11 million dollar investment that has recently been devoted to the HVAC systems by the previous Tax Plan Program. This service will not only alleviate the future cost for major air handling and chiller replacements, but it will also provide energy savings through the method of more efficient controls. Furthermore, it will provide an improved and more consistent delivery of services, which will result in fewer disruptions to the educational process.

Action Item

Funding

Modifications and Renovations

Proposed Tax Continuance

Classroom Additions & Renovations

Proposed Tax Continuance

Facility Modifications & Renovations

Proposed Tax Continuance &
General Fund

Maintenance Services

Proposed Tax Continuance &
General Fund

Facilities/Technology for Technology Projects

Benefits to Students, Parents, and Staff:

- Provide for the addition and replacement of computer workstations for student and staff use;
- Provide for the maintenance, replacement, and upgrading of electronic components of the District's wide-area network;
- Provide for additional network wiring at school and administrative sites; and
- Continue salary funding for technology support services to all campuses in the District.

Proposition 1 of the initial Five Year Plan to Improve Facilities/Technology, Discipline and Compensation provided for the implementation of the school system's wide area computer network serving all schools and administrative sites throughout the East Baton Rouge Parish School System with high-speed data and Internet connectivity. The initial plan has also provided the system with a staff of network specialists to maintain and support this district-wide network.

The continuance of the technology component of Proposition 1 will provide funding to allow the East Baton Rouge Parish School System to:

1. Purchase modern computer workstations to both replace obsolete equipment and to provide additional computer access to students. At current academic pricing, the plan will provide for the purchase and integration of 800 computer workstations annually or 8,000 units over the ten-year period at a cost of \$10,000,000.00
2. Purchase upgraded core routers for each school and administrative site to replace obsolete equipment and to provide network operational redundancy. At current pricing, the plan will provide for the purchase of 15 routers annually or 150 units over the ten-year period at a cost of \$1,312,500.00.
3. Purchase upgraded network switches for each school and administrative site to replace obsolete equipment, to provide additional network connectivity for additional computer workstations, and to provide network operational redundancy. At current pricing, the plan will provide for the purchase of 200 switches annually or 2,000 units over the ten-year period at a cost of \$3,900,000.00.

4. Purchase uninterruptible power supply units for each school and administrative site to provide battery backup and electrical surge protection for the core router, core switch, and other primary network electronics. At current pricing, the plan will provide for the purchase of 20 UPS units annually or 200 units over the ten-year period at a cost of \$190,000.00
5. Provide funding for additional network wiring projects as needed in school and administrative sites. The plan will provide for \$100,000.00 annually or \$1,000,000.00 over the 10-year plan.
6. Provide continued funding for the salaries and benefits of 19 network specialists to maintain and support the operation of the district's wide area computer network at a cost of \$8,597,500.00 over the ten-year period.

<u>Action Item</u>	<u>Funding</u>
Computer Workstations	Proposed Tax Continuance/Other Sources
Core Routers	Proposed Tax Continuance
Network Switches	Proposed Tax Continuance
Uninterruptible Power Supply Units	Proposed Tax Continuance
Network Wiring	Proposed Tax Continuance
Salaries and Benefits for 19 Network Specialists	Proposed Tax Continuance

Technology Funding Schedule

See attached spreadsheet.

PROPOSITION 1

Facilities / Technology Summary

Fiscal Year	2008-2009 1st Year	2009-2010 1st Year	2010-2011 2nd Year	2011-2012 3rd Year	2012-2013 4th Year	2013-2014 5th Year	Total Tax Plan Budget
Facilities							
New School Construction	\$ 4,484,617	\$ 8,573,071	\$ 43,029,978	\$ 27,567,811	\$ 18,839,164	\$ 30,477,862	\$ 132,972,503
Classroom Additions/Renovations	\$538,742	\$12,162,083	\$1,298,258	\$2,320,301	\$15,266,519	\$7,371,038	\$38,956,941
School Renovations & Improvement							
Facility Renovations & Improvements	1,384,490	7,201,581	10,610,063	4,709,066	6,665,306	6,665,306	37,235,812
HVAC Maintenance Services		3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	15,000,000
Subtotal	\$ 1,384,490	\$ 10,201,581	\$ 13,610,063	\$ 7,709,066	\$ 9,665,306	\$ 9,665,306	\$ 52,235,812
Facilities Subtotal	\$ 6,407,849	\$ 30,936,735	\$ 57,938,299	\$ 37,597,178	\$ 43,770,989	\$ 47,514,206	\$ 224,165,256
Management							
Management Fees		639,504	1,093,358	1,146,226	1,201,737	1,260,024	5,340,849
General Expenditures		363,252	370,466	377,824	385,330	392,986	1,889,858
Contingency		886,748	3,629,534	2,222,176	2,714,670	2,907,014	12,360,142
Subtotal	\$ -	\$ 1,889,504	\$ 5,093,358	\$ 3,746,226	\$ 4,301,737	\$ 4,560,024	\$ 19,590,849
Total - Facilities	\$6,407,849	\$32,826,239	\$63,031,657	\$41,343,404	\$48,072,726	\$52,074,230	\$243,756,105
Technology							
Infrastructure		1,640,250	1,640,250	1,640,250	1,640,250	1,640,250	8,201,250
Network Specialists		813,232	822,212	831,323	840,569	849,957	4,157,293
Total - Technology	\$ -	\$ 2,453,482	\$ 2,462,462	\$ 2,471,573	\$ 2,480,819	\$ 2,490,207	\$ 12,358,543
Grand Total Facilities/Technology	\$ 6,407,849	\$ 35,279,721	\$ 65,494,119	\$ 43,814,977	\$ 50,553,545	\$ 54,564,437	\$ 256,114,648

PROPOSITION 1

Facilities / Technology Summary

Fiscal Year	2014-2015 6th Year	2015-2016 7th Year	2016-2017 8th Year	2017-2018 9th Year	2018-2019 10th Year	2019-2020 11th Year	Total Tax Plan Budget
Facilities							
New School Construction	\$ 25,893,347	\$ 20,347,212	\$ 17,566,115	\$ 5,807,725	\$ 31,740,728	\$ 17,520,046	\$ 251,847,676
Classroom Additions/Renovations	\$4,878,761	\$6,026,270	\$6,404,975	\$5,964,201	\$0	\$0	\$62,231,148
School Renovations & Improvement							
Facility Renovations & Improvements	6,665,306	10,680,691	10,680,691	12,667,072	-	-	77,929,572
HVAC Maintenance Services	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	-	30,000,000
Subtotal	\$ 9,665,306	\$ 13,680,691	\$ 13,680,691	\$ 15,667,072	\$ 3,000,000	\$ -	\$ 107,929,572
Facilities Subtotal	\$ 40,437,414	\$ 40,054,173	\$ 37,651,781	\$ 27,438,998	\$ 34,740,728	\$ 17,520,046	\$ 422,008,396
Management							
Management Fees	1,321,225	1,385,486	1,452,961	1,523,809	1,598,199	2,513,695	15,136,224
General Expenditures	400,794	408,759	416,883	425,170	433,622		3,975,086
Contingency	2,399,206	2,391,241	2,383,117	1,574,830	316,378	769,862	22,194,776
Subtotal	\$ 4,121,225	\$ 4,185,486	\$ 4,252,961	\$ 3,523,809	\$ 2,348,199	\$ 3,283,557	\$ 41,306,086
Total - Facilities	\$44,558,639	\$44,239,659	\$41,904,742	\$30,962,807	\$37,088,927	\$20,803,603	\$463,314,482
Technology							
Infrastructure	1,640,250	1,640,250	1,640,250	1,640,250	1,640,250	-	16,402,500
Network Specialists	859,485	869,403	878,967	888,933	943,419	-	8,597,500
Total - Technology	\$ 2,499,735	\$ 2,509,653	\$ 2,519,217	\$ 2,529,183	\$ 2,583,669	\$ -	\$ 25,000,000
Grand Total Facilities/Technology	\$ 47,058,374	\$ 46,749,312	\$ 44,423,959	\$ 33,491,990	\$ 39,672,596	\$ 20,803,603	\$ 488,314,482

PROPOSITION 1

New School Construction

Fiscal Year	2008-2009 Phase II	2009-2010 1st Year	2010-2011 2nd Year	2011-2012 3rd Year	2012-2013 4th Year	2013-2014 5th Year	Subtotal
Plan Components:							
Baton Rouge Magnet High School	-	824,733	30,012,475	22,809,719	2,568,462	-	\$ 56,215,389
New Claiborne/N. Highlands/Brookstown Replacement Elementary School	4,484,617	7,748,338	12,495,597	982,320	-	-	\$ 25,710,872
New Progress Elementary School	-	-	521,906	3,289,569	13,392,496	810,414	\$ 18,014,385
New Robert E. Lee HS 8-12	-	-	-	486,203	2,878,206	29,566,367	\$ 32,930,776
New Career Academy (on current high school site or donated site)	-	-	-	-	-	101,081	\$ 101,081
New Park Elementary School	-	-	-	-	-	-	\$ -
New Broadmoor/Audubon Elementary School (on the Broadmoor Elementary Site)	-	-	-	-	-	-	\$ -
New Jefferson Home Site MS or PK-12 Magnet (on Jefferson Home Site or donated site)	-	-	-	-	-	-	\$ -
Total New School Construction Totals	\$ 4,484,617	\$ 8,573,071	\$ 43,029,978	\$ 27,567,811	\$ 18,839,164	\$ 30,477,862	\$ 132,972,503

Fiscal Year	2014-2015 6th Year	2015-2016 7th Year	2016-2017 8th Year	2017-2018 9th Year	2018-2019 10th Year	2019-2020 11th Year	Total
Plan Components:							
Baton Rouge Magnet High School	-	-	-	-	-	-	\$ 56,215,389
New Claiborne/N. Highlands/Brookstown Replacement Elementary School	-	-	-	-	-	-	\$ 25,710,872
New Progress Elementary School	-	-	-	-	-	-	\$ 18,014,385
New Robert E. Lee HS 8-12	22,901,159	2,679,183	-	-	-	-	\$ 58,511,118
New Career Academy (on current high school site or donated site)	2,436,925	13,680,672	781,391	-	-	-	\$ 17,000,069
New Park Elementary School	555,263	3,987,357	16,229,461	982,320	16,229,461	982,320	\$ 21,754,401
New Broadmoor/Audubon Elementary School (on the Broadmoor Elementary Site)	-	-	-	-	-	-	\$ -
New Jefferson Home Site MS or PK-12 Magnet (on Jefferson Home Site or donated site)	-	-	-	838,048	15,511,267	16,537,726	\$ 32,887,041
Total New School Construction Totals	\$ 25,893,347	\$ 20,347,212	\$ 17,566,115	\$ 5,807,725	\$ 31,740,728	\$ 17,520,046	\$ 251,847,676

PROPOSITION 1

Classroom Additions / Renovations

Fiscal Year	2008-2009 Phase II	2009-2010 1st Year	2010-2011 2nd Year	2011-2012 3rd Year	2012-2013 4th Year	2013-2014 5th Year	Subtotal
Plan Components:							
Classroom Additions / Renovations							
Meiose Elementary School	223,260	7,634,794	714,668	-	-	-	\$ 8,572,722
LaSalle Elementary School	315,482	4,527,289	427,606	-	-	-	\$ 5,270,377
Scotlandville K-8 School		-	72,953	1,409,659	6,583,747	481,689	\$ 8,548,048
Sharon Hills Elementary School		-	37,123	717,328	3,350,245	245,115	\$ 4,349,811
LaBelle Aire Elementary School		-	45,908	137,724	4,219,877	975,593	\$ 5,379,102
Park Forest Middle School		-	-	23,636	456,706	2,127,655	\$ 2,607,997
Westdale Middle School				31,954	617,437	2,743,272	\$ 3,392,663
Scotlandville Magnet High School					38,507	744,068	\$ 782,575
Riveroaks Elementary School						34,392	\$ 34,392
Wedgewood Elementary School						19,254	\$ 19,254
Audubon Elementary School							\$ -
Parkview Elementary School							\$ -
Shenandoah Elementary School							\$ -
Classroom Additions / Renovations Totals	\$ 538,742	\$ 12,162,083	\$ 1,298,258	\$ 2,320,301	\$ 15,266,519	\$ 7,371,038	\$ 38,956,941

Fiscal Year	2014-2015 6th Year	2015-2016 7th Year	2016-2017 8th Year	2017-2018 9th Year	2018-2019 10th Year	2019-2020 11th Year	Total
Plan Components:							
Classroom Additions / Renovations							
Meiose Elementary School	-	-	-	-	-	-	\$ 8,572,722
LaSalle Elementary School	-	-	-	-	-	-	\$ 5,270,377
Scotlandville K-8 School	-	-	-	-	-	-	\$ 8,548,048
Sharon Hills Elementary School	-	-	-	-	-	-	\$ 4,349,811
LaBelle Aire Elementary School	156,059	-	-	-	-	-	\$ 5,379,102
Park Forest Middle School	210,982	-	-	-	-	-	\$ 2,764,056
Westdale Middle School	3,475,132	254,252					\$ 3,603,645
Scotlandville Magnet High School	664,554	3,092,461	227,082				\$ 4,511,959
Riveroaks Elementary School	372,034	1,737,567	127,127				\$ 4,018,489
Wedgewood Elementary School		879,427	4,841,883	355,736			\$ 2,255,982
Audubon Elementary School		29,290	565,962	2,605,734			\$ 6,077,046
Parkview Elementary School		33,273	642,921	3,002,731			\$ 3,200,986
Shenandoah Elementary School							\$ 3,678,925
Classroom Additions / Renovations Totals	\$ 4,878,761	\$ 6,026,270	\$ 6,404,975	\$ 5,964,201	\$ -	\$ -	\$ 62,231,148

PROPOSITION 1

Facility Modifications & Maintenance Improvements

Fiscal Year	2008-2009 Phase II	2008-2009 1st Year	2009-2010 2nd Year	2010-2011 3rd Year	2011-2012 4th Year	2012-2013 5th Year	Subtotal
Plan Components:							
Facility Modifications & Maintenance Improvements	\$ 1,384,490	\$ 7,201,581	\$ 10,610,063	\$ 4,709,066	\$ 6,665,306	\$ 6,665,306	\$ 37,235,812
Facility Modifications & Maint. Improvements	\$ 1,384,490	\$ 7,201,581	\$ 10,610,063	\$ 4,709,066	\$ 6,665,306	\$ 6,665,306	\$ 37,235,812

Fiscal Year	2013-2014 6th Year	2014-2015 7th Year	2015-2016 8th Year	2016-2017 9th Year	2017-2018 10th Year	2018-2019 11th Year	Total
Plan Components:							
Facility Modifications & Maintenance Improvements	\$ 6,665,306	\$ 10,680,691	\$ 10,680,691	\$ 12,667,072	\$ -	\$ -	\$ 77,929,572
Facility Modifications & Maint. Improvements	\$ 6,665,306	\$ 10,680,691	\$ 10,680,691	\$ 12,667,072	\$ -	\$ -	\$ 77,929,572

PROPOSITION 1

HVAC - Maintenance Services

Fiscal Year	2008-2009 Phase II	2008-2009 1st Year	2009-2010 2nd Year	2010-2011 3rd Year	2011-2012 4th Year	2012-2013 5th Year	Subtotal
Plan Components:							
HVAC Maintenance Services *		\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 15,000,000
HVAC - Maintenance Totals		\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 15,000,000

Fiscal Year	2013-2014 6th Year	2014-2015 7th Year	2015-2016 8th Year	2016-2017 9th Year	2017-2018 10th Year	2018-2019 11th Year	Total
Plan Components:							
HVAC Maintenance Services *	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 30,000,000
HVAC - Maintenance Totals	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ -	\$ 30,000,000

* All facilities in operation will be maintained under the HVAC maintenance services package.

PROPOSITION 1

Technology Component

Fiscal Year	Detail	2008-2009 1st Year	2009-2010 2nd Year	2010-2011 3rd Year	2011-2012 4th Year	2012-2013 5th Year	2013-2014 6th Year	2014-2015 7th Year	2015-2016 8th Year	2016-2017 9th Year	2017-2018 10th Year	Total
Computer Workstations Unit Cost Annual Quantity	\$1,250.00 800	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 10,000,000
Core Routers Unit Cost Annual Quantity	\$8,750.00 15	131,250	131,250	131,250	131,250	131,250	131,250	131,250	131,250	131,250	131,250	1,312,500
Switches Unit Cost Annual Quantity	\$1,950.00 200	390,000	390,000	390,000	390,000	390,000	390,000	390,000	390,000	390,000	390,000	3,900,000
UPS for Core Routers Unit Cost Annual Quantity	\$950.00 20	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	190,000
Network Wiring Projects Unit Cost Annual Quantity	Site Specific Site Specific	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	1,000,000
Network Specialists Unit Cost Annual Quantity	Employee Specific Maintain 19	\$ 813,232	\$ 822,212	\$ 831,323	\$ 840,569	\$ 849,957	\$ 859,485	\$ 869,403	\$ 878,967	\$ 888,933	\$ 943,419	\$ 8,597,500

\$ 2,453,482 \$ 2,462,462 \$ 2,471,573 \$ 2,480,819 \$ 2,490,207 \$ 2,499,735 \$ 2,509,653 \$ 2,519,217 \$ 2,529,183 \$ 2,583,669 \$ 25,000,000

Proposition No. 2

EAST BATON ROUGE PARISH
EDUCATIONAL FACILITIES IMPROVEMENT DISTRICT

PROPOSITION NO. 2 (TAX RENEWAL)

SUMMARY: RENEWAL OF A 0.08% SALES AND USE TAX FOR 10 YEARS WITH THE PROCEEDS TO BE EXPENDED WITHIN THE DISTRICT FOR THE PURPOSE OF IMPROVING THE EDUCATIONAL ENVIRONMENT FOR ALL STUDENTS OF THE EAST BATON ROUGE PARISH SCHOOL SYSTEM BY IMPROVING DISCIPLINE, PROVIDING FOR ALTERNATIVE EDUCATION AND REDUCING TRUANCY IN THE PUBLIC SCHOOL SYSTEM IN EAST BATON ROUGE PARISH?

For the purpose of assisting the East Baton Rouge Parish School Board (the "School Board") in improving the educational environment for all students of the East Baton Rouge Parish School System by improving discipline, providing for alternative education and reducing truancy in public schools in the East Baton Rouge Parish Educational Facilities Improvement District, Louisiana (the "District"), as set forth in and subject to "A Plan to Improve Facilities/Technology, Discipline and Compensation in the East Baton Rouge Parish School System" (the "Plan") originally approved by the School Board on August 13, 1998 as revised through January 17, 2008, shall the District, under La. R.S. 33:2740.37 and other constitutional and statutory authority, be authorized to continue to levy and collect a tax of not to exceed eight hundredths of one percent (0.08%) (the "Tax") (an estimated \$6,100,000 is reasonably expected at this time to be collected from the levy of the Tax for an entire year), upon the sale at retail, the use, the lease or rental, the consumption, and the storage for use or consumption of tangible personal property and on sales of services in the District, for a period ending ten (10) years from the Tax's new effective date, except that the sale at retail, use, consumption, distribution, and storage for use or consumption of food and prescription drugs shall be exempted from the Tax, with tax proceeds (after paying costs of collection and administration) to be dedicated for the purposes listed above; provided that the District may only levy so much of the Tax to fund portions of the Plan not requiring approval of the federal court or for which such approval has been received?

Proposition 2

DISCIPLINE ALTERNATIVE EDUCATION TRUANCY

To improve the teaching/learning environment in the East Baton Rouge Parish School System, aggressive steps must continue to address classroom disruptions and create focused instruction to meet individual students' academic needs.

The proposed components that will continue to address such critical matters are:

Elementary Schools:

- Continue a zero tolerance plan for classroom disruptions that prevent the classroom teacher from being effective;
- Continue to provide alternative learning environments for students who are two or more grade levels behind; and
- Reduce the number of students assigned to one teacher in grades K and 1.

Middle and High Schools:

- Continue with two alternative middle schools for 220 students in grades 4 – 8 that are two or more years older than their peers;
- Continue to provide additional space for student discipline centers; and
- Continue to provide additional resources to existing alternative education sites that promote behavioral changes in students.

Truancy:

- Continue to provide additional resources to work with such students and their families; and
- Enforce the legal consequences for non-compliance with the law.

The fulfillment of these aforementioned expectations will require additional classroom space, teachers, specialists, and on-going training for personnel. The specifics of this Plan follow.

DISCIPLINE ALTERNATIVE EDUCATION TRUANCY for Elementary Schools

Benefits to Students, Families and Teachers:

- Immediate short-term removal of disruptive students from the regular education classroom;
- Safe and orderly instructional settings;
- Lower teacher-pupil ratio; and
- More students reading and computing on grade level by the end of their second grade year.

In an effort to provide consistency in all elementary schools with programs focusing on appropriate student behavior, a character education program will continue to be implemented at all sites through the elementary guidance program and continued staff development is ongoing. The purchase of necessary support materials, equipment, and transportation will be provided, but supplemented through the system's General Fund Budget and partnership with the private sector in concert with the mayor's community initiative.

In order to provide for zero tolerance in the classroom with immediate removal of students whose disruptive behavior is preventing the classroom teacher from instructing and other students from learning, **Time Out Rooms (TOR)** will continue to be implemented on all 52 elementary campuses. These Time Out Rooms will be used for emergency removal of disruptive students in grades K-5.

Since Parent Liaisons, serving as Time Out Room Moderators, are in a number of the elementary schools, not to exceed 26, the funding will be continued for the **29 Time Out Room Moderators**. The role of the Moderator is to make immediate contact with parents (families), arrange conferences where written agreements are completed between parents and teachers and coordinate student reentry into the classroom. Counseling in respect to appropriate behavior will continue to be provided and classroom academic assignments will be maintained.

An **Elementary Discipline Center** will continue to be utilized for long-term (10-20 days) and/or expulsion and transportation will continue to be provided. The center consists of two classrooms staffed with **two Teachers, two Instructional Aides, and one Psychologist**. The Teachers and Instructional Aides will be responsible for maintaining an uninterrupted instructional program. The Psychology Extern coordinates services for the student with the parents and home school including but not limited to the following: a written behavior contract, counseling, diagnostic testing, and referrals for special programs.

Understanding the positive correlation that exists between students' success in school and their behavior, two academic improvement models have been presented for children in elementary school.

- 1) **Ten Instructors and Transition Classes** will continue to be made available for kindergarten children who are not prepared to enter first grade. These classes are designed to accelerate students to the extent that upon completion, they will be prepared to enter second grade.
- 2) **Ten Instructors and Academic Acceleration Classes** will continue to be made available for third, fourth, and fifth grade students who have academically fallen behind their grade placement by two or more years. These classes target basic skills instruction in reading, writing and mathematics.

Both Instructional programs call for small numbers of students for each teacher, thus allowing for more individualized/personalized delivery of services. A teacher-pupil ratio of 1:15 is recommended.

The significant objectives to be obtained from these special programs are:

- To reduce the span of ability levels any one elementary teacher must serve;
- To reduce the number of classroom distractions caused by student misbehavior;
- To reduce the teacher-pupil ratio for elementary schools;
- To adequately prepare all students for sixth grade performance; and ultimately
- To improve academic performance for all students.

Criteria used to select campus sites for these instructional models are:

- The identification of between 12 and 15 eligible students for each program;
- The adequate availability of classroom space to accommodate the students; and
- The expressed need for the instructional services by the School Improvement Team.

The aims stated cannot be accomplished without also providing specific **Staff Training** for teachers, counselors, principals and others. Staff will receive training with particular attention focused on classroom management, instructional strategies, and diversity.

<u>Action Item</u>	<u>Funding</u>
29 Time Out Room Moderators	Proposed Tax Continuance
23 Parent Liaisons/Time Out Room Moderators	Existing
20 Transition/Academic Acceleration Instructors	Proposed Tax Continuance
5 Mohican Discipline Center	Proposed Tax Continuance
2 Teachers	
2 Aides	
1 Social Worker	
Materials & Supplies	Proposed Tax Continuance/Existing
Equipment	Proposed Tax Continuance/Existing
Transportation	Proposed Tax Continuance/Existing
Staff Training	Existing

PROPOSITION 2
Discipline/Alternative Education/Tuancy Plan

ELEMENTARY SCHOOLS

Elementary Schools	No.	Fiscal Year										Total
		2009-2010 1st Year	2010-2011 2nd Year	2011-2012 3rd Year	2012-2013 4th Year	2013-2014 5th Year	2014-2015 6th Year	2015-2016 7th Year	2016-2017 8th Year	2017-2018 9th Year	2018-2019 10th Year	
Salaries w/Benefits *												
Time Out Room Moderators	29	\$ 904,610	\$ 931,748	\$ 959,700	\$ 988,492	\$ 1,013,204	\$ 1,038,534	\$ 1,059,305	\$ 1,080,491	\$ 1,102,101	\$ 1,124,143	\$ 10,202,328
Elementary Discipline Center												
Teachers	2	134,265	138,293	142,441	146,714	150,382	154,142	157,225	160,369	163,577	166,848	1,514,256
Instructional Aides	2	61,519	63,364	65,265	67,223	68,904	70,625	72,038	73,479	74,949	76,448	693,814
Psychology	1	62,085	63,947	65,866	67,842	69,538	71,276	72,702	74,156	75,639	77,151	700,202
Transition/Academic Acceleration Instructors	20	1,293,142	1,331,936	1,371,894	1,413,051	1,448,377	1,472,268	1,491,895	1,506,987	1,530,817	1,539,070	14,399,437
Other Expenditures												
Materials & Supplies		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000
Equipment		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Transportation		27,500	28,875	30,330	31,835	33,425	35,100	36,850	38,700	40,630	42,655	345,900
Grand Total - Elementary Schools	54	\$ 2,489,621	\$ 2,564,663	\$ 2,641,996	\$ 2,721,657	\$ 2,790,330	\$ 2,848,445	\$ 2,896,515	\$ 2,940,682	\$ 2,994,213	\$ 3,032,815	\$ 27,920,937

* Salary includes benefits.

DISCIPLINE ALTERNATIVE EDUCATION TRUANCY for MIDDLE AND HIGH SCHOOLS

Benefits to Students, Parents and Teachers:

- Reduced classroom interruptions due to inappropriate behavior;
- Safe and orderly classroom environment;
- Clear consequences for inappropriate behavior;
- Disruptive students receive academic assistance and counseling to reduce instances of inappropriate behavior;
- Discipline centers that are convenient and accessible;
- Increased high school graduation rate; and
- Fewer over-age students in grades 5 – 8.

A **Dean of Students** and/or a **Time Out Room Moderator** will continue to be provided to every Middle and High School. Based on the number of schools who presently have a Dean of Students and a Time Out Room Moderator, 11 positions will be maintained to allow every Middle and High School to have both positions. The Time Out Room Moderator will assist with discipline management at the school level and serve as an intervention prior to out of school suspension.

Every middle and high school will have a **Violence Response Team** and a **Violence Response Plan**. The Violence Response Plan will give direction to the team as to what needs to be done when violence occurs at a school. An **Emergency Phone Number** will continue to be available to all Principals to use from 6:30 a.m. until the beginning of the school day for the purpose of immediate response in a crisis situation.

The three (3) Discipline Centers will continue to be leased and furnished in strategic locations to make them accessible to students parish wide. Each center will be staffed with two employees, which will be some combination of a **full-time teacher** or **part-time retired teacher** and an **instructional aide** or **two retired teachers**. All students attending a discipline center will receive counseling at the center as well as develop a contract to include academic, attendance and behavioral expectations. A report of the student's progress will be sent to the home school, via the student's return to their home school.

MOI (Materials of Instruction) funds will be provided to Discipline Centers. An **Intake Clerk** will continue to coordinate center assignments, and a **Counselor** will continue to conduct conflict resolution and anger management sessions. Currently, all Discipline Centers are supervised by the Office Instructional Support Services. However, the Principal of Valley Park Alternative School supervises the Discipline Center at Valley Park Alternative School.

With the continued operation of three new centers to the eight original centers, a **Discipline Center Coordinator** will continue to monitor the daily operation of each center and to make certain that:

1. All centers have adequate Materials of Instruction; and
2. All center Moderators and Aides are spending adequate time counseling students for inappropriate behavior.

The majority of expelled students are assigned to Valley Park Alternative School. This school serves students in grades 6-12. The **three (3) additional teachers will continue to be assigned to Valley Park Alternative School** for the following purposes:

1. A GED component will continue at Valley Park to give students and their parents another choice in determining the appropriate type of education for that student;
2. A second Counselor will continue on the Valley Park staff to increase one-on-one counseling sessions with students to improve and manage behavior; and
3. An additional Teacher will continue to serve Valley Park students for the specific purpose of offering Exit Exam remediation in the areas of Math, Science, English and Social Studies.

In an effort for school system personnel to more effectively work with discipline matters, the school system will continue to provide staff training for teachers and administrators regarding behavior management. Training will also be made available to Hearing Officers to bring greater consistency to due process hearings for students recommended for long-term suspension or expulsion. The cost of staff training will be included in the yearly operating budget.

Action Item**Funding**

1	Discipline Center Coordinator	Proposed Tax Continuance 50%/General Fund 50%
1	Discipline Center Secretary	Proposed Tax Continuance
1	Discipline Center Intake Clerk	Proposed Tax Continuance
1	Guidance Counselor	Proposed Tax Continuance
3	Staff at Valley Park 1 – Regular Teacher 1 – GED Prep Teacher 1 – Counselor	Proposed Tax Continuance
6	Staff for three Discipline Center Sites: Greenwell Springs 2 – Part-time Teacher (Retirees) Flannery Road 1 – Part-time Teacher (Retiree) 1 – Teacher Aide Monte Sano 2 – Part-time Teacher (Retirees)	Proposed Tax Continuance
11	Dean of Students/Time Out Room Moderators	Proposed Tax Continuance
	Facility Leases	Proposed Tax Continuance
	Utilities	Proposed Tax Continuance
	Materials & Supplies	Proposed Tax Continuance
	Furniture & Equipment	Proposed Tax Continuance
	Staff Training	Existing

PROPOSITION 2
Discipline/Alternative Education/Truancy Plan

MIDDLE and HIGH SCHOOLS

Middle and High Schools		Fiscal Year											
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019		
	No.	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Year	10th Year	Total	
Salaries w/Benefits *													
Discipline Center Coordinator (Tax Plan @ 50%)	1	\$ 49,355	\$ 50,836	\$ 52,361	\$ 53,932	\$ 55,280	\$ 46,750	\$ 46,750	\$ 46,750	\$ 46,750	\$ 46,750	495,514	
Discipline Center Secretary	1	51,426	52,969	54,558	56,194	48,700	49,918	50,916	51,934	52,973	54,032	523,620	
Discipline Center Intake Clerk	1	35,063	36,115	37,199	38,315	39,273	40,254	41,060	41,881	42,718	43,573	395,451	
TOR Moderators or Dean of Students	11	733,811	755,825	778,500	801,855	821,902	842,449	859,298	876,484	877,468	872,574	8,220,166	
Guidance Counselor	1	59,592	61,379	63,221	65,117	66,745	68,414	69,782	71,178	72,601	74,053	672,082	
Discipline Cnt Certified Instructors & Aides	6	189,514	190,452	191,418	194,163	195,017	195,893	196,610	199,843	200,589	201,351	1,954,850	
Additional Staff Positions @ Valley Park	3	194,540	200,376	206,387	212,579	217,893	223,340	227,807	232,363	237,011	241,751	2,194,047	
Other Expenditures												-	
Discipline Centers Leases		30,000	30,000	30,000	30,000	30,000	33,500	33,500	33,500	33,500	33,500	317,500	
Materials & Supplies		4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	45,000	
Furniture		500	500	500	500	500	500	500	500	500	500	5,000	
Equipment		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000	
Utilities		10,500	10,763	11,032	11,307	11,590	11,880	12,177	12,481	12,793	13,113	117,636	
Grand Total - Middle & High Schools	24	\$ 1,360,301	\$ 1,395,215	\$ 1,431,176	\$ 1,469,962	\$ 1,492,900	\$ 1,518,898	\$ 1,544,400	\$ 1,572,914	\$ 1,582,903	\$ 1,587,197	\$ 14,955,866	

* Salary includes benefits.

DISCIPLINE ALTERNATIVE EDUCATION TRUANCY for OVER-AGE PROGRAMS

Benefits to Students, Parents and Teachers:

- Fewer dropouts at middle and high school levels;
- Reduction in discipline problems;
- Stronger instructional program for all students;
- Increased number of graduates;
- More age-appropriate middle school population;
- Lower teacher-pupil ratio; and
- Reduction in truancy.

Data collected during the 2005-2006 school year in the East Baton Rouge Parish middle schools continues to reveal were over 800 students in grades 6-8 who were two or more grade levels behind. To continue addressing the needs of these over-age students, we must continue to support the operation of two alternative schools for over-age students and implement Core Knowledge Acceleration Programs at all existing middle school sites.

The P.M. Academy will continue to exist. It consists of four regular teachers, one lead teacher/guidance counselor funded with the tax renewal. Unlike traditional school, the PM Academy will operate on a p.m. schedule, beginning at 10:00 a.m. and ending at 5:00 p.m., Monday through Friday. Although this program will exist at a current re-purposed elementary school site, it would not be a part of the curriculum framework of that school and shall retain mobility. Students attending this program will be physically dropped from the sending schools. The P.M. Academy is designed to relieve the over-age student population at Kenilworth Middle School; however, should the demand to serve over-age elementary students who are two or more years behind academically, the academy shall serve the aforementioned students. It is further understood the attendance zone for elementary students will be south of Florida Blvd. The program is designed to address

students who are seriously challenged and at risk of dropping out of school and have failed LEAP 21 more than once. The P.M. Academy will serve sixty to eighty students. Students in lower grades will be considered on a case-by-case basis.

The plan will continue to maintain Staring Education Center at its existing capacity limit of 200 students. The aforementioned programs will be adequately funded under current financial constraints afforded by the original tax plan. The teacher-pupil ratio at each site will be 15:1 for grade 5 and 20:1 for grades 6-8. Transportation and food service for the current sites as well as P.M. Academy will continue. However, public transportation passes will be given to students who desire to use Capital Transportation Corporation.

The goal of the alternative schools will be to prepare students with a program that best meets their needs and aspirations. Students will receive group and individual counseling to increase their success. Each student and the student's parent/guardian will work with school staff to develop an Individual Learning Plan (ILP), which will determine the student's educational path - GED, vocational/technical education, or high school diploma. Each student's educational path will take into consideration the student's age, interests, and continuing education plans. For example, a fifteen-year-old might be interested in pre-GED instruction prior to entering an Adult Education Program for a GED; another fifteen-year-old, however, might be interested in attending high school for a diploma.

Students who enrolled in the Over-age Alternative Schools will not be given the option to return to their home school, unless there are extenuating circumstances that hampers his/her health or the health of others. Provision to return to the sending school will be a decision of the parent, school building level committee and middle school assistant superintendent.

Technology will be an integral part of the school program. Computer-based instruction will be used extensively; therefore, the school will be equipped with a computer lab and each classroom will be equipped with computers. The computer-based instruction will provide students with instructional software that will allow them to move through the required curricula at an individualized, faster pace. Funds for **Materials of Instruction (MOI)** will be used to provide students with textbooks and other instructional materials.

An Extended Year Program will be provided for students at Mohican Education Center, P.M. Academy and Staring Education Center for over-age students. Only Staring Education Center (one site) will be utilized for extended year.

Staff will receive extensive staff training with particular attention focused on classroom management, instructional strategies, and diversity.

Action Item**Funding**

Staring Education Center

Proposed Tax Continuance

1 Principal

1 School Secretary

1 Librarian

1 Guidance Counselor

1 Dean of Students

1 Social Worker

16 Teachers

P.M. Academy

Proposed Tax Continuance

4 Teachers

Materials & Supplies

Proposed Tax Continuance

Furniture & Equipment

Proposed Tax Continuance

Lease

Proposed Tax Continuance

Utilities

Proposed Tax Continuance

Other Operating Expenditures

Proposed Tax Continuance

Transportation

Proposed Tax Continuance

Staff Training

Existing

PROPOSITION 2
Discipline/Alternative Education/Tuancy Plan

OVER-AGE STUDENTS
(Grades 5-8)

		Fiscal Year									
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
No.		1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Year	10th Year
Total											
Over-age Students (Grades 5-8)											
Salaries w/Benefits *											
Principal	1	\$ 95,619	\$ 98,487	\$ 101,442	\$ 104,483	\$ 107,097	\$ 90,600	\$ 92,412	\$ 94,260	\$ 96,145	\$ 98,068
Dean of Students	1	70,541	72,657	74,837	77,082	79,009	67,800	69,156	70,539	71,950	73,389
Secretary	1	43,108	44,401	45,733	47,105	48,283	40,900	41,718	42,552	43,403	44,271
Guidance Counselor	1	73,084	75,277	77,535	79,861	81,858	70,250	71,655	73,088	74,550	76,041
Librarian	1	64,214	66,140	68,125	70,168	71,923	60,000	61,200	62,424	63,672	64,946
Social Worker	1	63,172	65,067	67,019	69,030	70,756	59,900	61,098	62,320	63,566	64,838
Teachers	16	1,003,538	1,033,665	1,064,674	1,096,615	1,124,030	1,129,287	1,134,688	1,144,276	1,145,269	1,134,611
Starting PM Academy	4	279,745	288,138	296,782	305,683	313,327	321,160	302,300	293,053	298,914	304,892
Other Expenditures											
Starting Education Center											
Building Lease		185,000	185,000	185,000	185,000	185,000	200,000	200,000	200,000	200,000	200,000
Contract Services		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Extended Year Personnel		20,000	20,000	20,000	22,000	22,000	22,000	22,000	25,000	25,000	25,000
Equipment/Furniture		3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500
Materials and Supplies/Printing		15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Technology		7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500
Textbooks		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Travel In Parish		100	100	100	100	100	100	100	100	100	100
Repairs & Maintenance		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Utilities Expenses		34,000	34,850	35,721	36,614	37,530	38,468	39,430	40,415	41,426	42,461
PM Academy											
Transportation		33,500	35,175	36,935	38,780	40,720	42,750	44,890	47,150	49,495	51,970
Materials and Supplies/Printing		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Equipment		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Grand Total - Over-age Students	26	\$ 2,006,641	\$ 2,059,957	\$ 2,114,903	\$ 2,173,525	\$ 2,222,633	\$ 2,184,215	\$ 2,181,647	\$ 2,196,177	\$ 2,214,490	\$ 2,221,587
											\$ 21,575,775

* Salary includes benefits.

DISCIPLINE ALTERNATIVE EDUCATION TRUANCY for TRUANCY

Benefits to Students, Parents and Teachers:

- Reduced drop-out rate;
- Greater opportunity for academic attainment; and
- Improved graduation rate.

Benefits to Taxpayers:

- Reduced juvenile crime during school hours; and
- Additional workforce-ready personnel.

Truancy is the absence of students from school, for which no legal excuse exists. Data consistently supports the concept that a student's regular attendance in school is requisite for academic success. It is also found that a strong correlation exists between a community's delinquency rate and school attendance.

To handle the volume of students, **the three Child Welfare and Attendance Officers** will continue working to reduce truancy. A **Truancy Center** will continue to operate in an existing school site or community facility as a place where students found "on the streets" can be taken for processing and re-entry into school. The center will continue to be staffed with a **Teacher, Clerk, and Law Enforcement Officer.**

Action Items

3 Child Welfare & Attendance Officers

1 Teacher

1 Clerk

1 Law Enforcement Officer

Materials/Supplies/Equipment

In-Parish Travel

Funding

Proposed Tax Continuance

Proposed Tax Continuance

Proposed Tax Continuance

Proposed Tax Continuance

Proposed Tax Continuance

Proposed Tax Continuance

PROPOSITION 2
Discipline/Alternative Education/Tuancy Plan

TRUANCY

Tuancy	No.	Fiscal Year										2018-2019 10th Year	Total
		2009-2010 1st Year	2010-2011 2nd Year	2011-2012 3rd Year	2012-2013 4th Year	2013-2014 5th Year	2014-2015 6th Year	2015-2016 7th Year	2016-2017 8th Year	2017-2018 9th Year	2018-2019 10th Year		
Salaries w/Benefits *													
Child Welfare & Attendance Officers	3	\$ 262,237	\$ 270,104	\$ 278,207	\$ 286,553	\$ 293,717	\$ 284,978	\$ 261,733	\$ 266,968	\$ 272,307	\$ 277,753	\$ 2,754,557	
Tuancy Center Staffing													
Teachers	1	64,685	66,626	68,625	70,683	72,450	74,262	75,747	77,262	78,807	80,383	729,530	
Clerk	1	28,803	29,666	30,556	31,473	32,260	33,066	33,727	34,402	35,090	35,792	324,835	
Law Enforcement Officer	1	40,800	40,800	40,800	42,100	42,100	42,100	42,100	45,000	45,000	45,900	426,700	
Other Expenditures													
Materials and Supplies		3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	35,000	
Equipment		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000	
In/Out Parish Travel		3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	35,000	
Grand Total - Tuancy	6	\$ 405,025	\$ 415,696	\$ 426,688	\$ 439,309	\$ 449,027	\$ 442,906	\$ 421,807	\$ 432,132	\$ 439,704	\$ 448,328	\$ 4,320,622	

* Salary includes benefits.

Proposition No. 3

EAST BATON ROUGE PARISH
EDUCATIONAL FACILITIES IMPROVEMENT DISTRICT

PROPOSITION NO. 3 (TAX RENEWAL)

SUMMARY: RENEWAL OF A 0.41% SALES AND USE TAX FOR 10 YEARS WITH THE PROCEEDS TO BE EXPENDED WITHIN THE DISTRICT FOR THE PURPOSE OF INCREASING COMPENSATION OF TEACHERS AND OTHER SCHOOL SYSTEM EMPLOYEES IN THE PUBLIC SCHOOL SYSTEM IN EAST BATON ROUGE PARISH?

For the purpose of assisting the East Baton Rouge Parish School Board (the “School Board”) in increasing compensation of the School Board’s teachers and other school system employees in the East Baton Rouge Parish Educational Facilities Improvement District, Louisiana (the “District”), as set forth in and subject to “A Plan to Improve Facilities/Technology, Discipline and Compensation in the East Baton Rouge Parish School System” (the “Plan”) originally approved by the School Board on August 13, 1998 as revised through January 17, 2008, shall the District, under La. R.S. 33:2740.37 and other constitutional and statutory authority, be authorized to continue to levy and collect a tax of not to exceed forty-one hundredths of one percent (0.41%) (the “Tax”) (an estimated \$31,300,000 is reasonably expected at this time to be collected from the levy of the Tax for an entire year), upon the sale at retail, the use, the lease or rental, the consumption, and the storage for use or consumption of tangible personal property and on sales of services in the District, for a period ending ten (10) years from the Tax’s new effective date, except that the sale at retail, use, consumption, distribution, and storage for use or consumption of food and prescription drugs shall be exempted from the Tax, with tax proceeds (after paying costs of collection and administration) to be dedicated for the purposes listed above?

Proposition 3

Compensation

Benefits to Students, Parents and Staff:

- Improved ability to recruit and retain certified and qualified teachers, assistant principals and principals;
- Improved ability to recruit and retain highly qualified support employees; and
- Improved ability to reward performance that meets and/or exceeds standards.

Benefits to Taxpayer:

- Reduced costs related to employee attrition; and
- Performance-based accountability program for employees.

Improving compensation for teachers and other school system employees is an East Baton Rouge Parish School Board priority in order to be more competitive in recruiting and retaining the best and the brightest teachers, assistant principals and principals, and, in sustaining their work with highly qualified, committed educational support personnel.

To attain this goal, the school system must be competitive in the marketplace with compensation and benefits that are attractive in comparison to the regional marketplace within Louisiana and in comparison to other states in the Southern Region. The School Board must provide safe and dry working conditions and classrooms that are disciplined and orderly for teachers and staff to accomplish their primary mission.

Further, as an employer whose responsibility is the education of more than 45,000 of Baton Rouge's children, the school system must provide the continuous training and the time that is necessary to improve and enhance the skills of its professional and support employees. As instructional time is at a premium, resources must be provided to conduct on-going staff development during non-teaching hours.

The East Baton Rouge Parish School Board's continued compensation component is designed to provide the first step in achieving the aims stated by bringing the salary and wage schedules closer to parity within our regional marketplace. It also provides the School Board with benchmarks necessary for future decisions related to performance-based pay (a system for ensuring that individuals receive compensation commensurate with their contributions to the school system) and for ensuring that the compensation structure remains internally consistent and externally competitive.

The four (4) elements included as a part of the original compensation component are being proposed to be continued:

- 1) **Teacher salaries** are compressed to a 20 year schedule; retention incentives of \$1,000 are provided for teachers who are eligible for full certification, and at experience Step 21; includes 9, 10, 11 and 12-month teachers, guidance counselors, librarians, social workers, therapists and specialists, and provides improved consistency across educational degrees and experience Steps. The average cost is \$32,644,365 annually.
- 2) **Salary schedules for other employees** are compressed to 20 years; includes clerical, targeted management and administrative employees, and school secretaries. The average cost is \$2,038,346 annually.
- 3) **Principal and Assistant Principal salary schedules** are compressed to 20 years; salary differentiation among elementary, middle and high schools based on size is eliminated; the assistant principal's work year is increased from 10 months to 11 months to provide the time needed to support the academic and disciplinary programs of the schools. The average cost is \$1,713,445 annually.
- 4) **Bus Driver salaries** are compressed to a 20 year schedule with a starting Step of \$16,069 and a Step 20 of \$17,676. The average cost is \$1,884,488 annually.

Forecasting sales tax is risky business due to the ups and downs in retail sales. Sales tax collections cannot sustain the continuing increase in salaries. If sales tax collections are not met or exceeded in these projections, actual sales tax collections will fall short of meeting the East Baton Rouge Parish School System revenue needs to supplement the salaries of its teachers and other school system employees.

Action Item

Funding

Teachers	Existing/Proposed Tax Continuance
Other Employees	Existing/Proposed Tax Continuance
Principals and Assistant Principals	Existing/Proposed Tax Continuance
Bus Drivers	Existing/Proposed Tax Continuance

PROPOSITION 3

COMPENSATION

Instruction	Fiscal Year					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Subtotal
	1st Year	2nd Year	3rd Year	4th Year	5th Year	
Teachers	\$ 22,759,387	\$ 23,562,794	\$ 24,394,561	\$ 25,255,689	\$ 26,147,215	\$ 122,119,646
Teacher Aides	649,740	672,676	696,421	721,005	746,457	3,486,299
Therapists/Specialists	990,289	1,025,246	1,061,437	1,098,906	1,137,697	5,313,575
Counselor/Psychologist/Social Worker	2,435,516	2,521,490	2,610,499	2,702,649	2,798,053	13,068,207
Librarians	953,013	986,654	1,021,483	1,057,541	1,094,872	5,113,563
School Clerks	139,334	144,253	149,345	154,617	160,075	747,624
Total Instruction	\$ 27,927,279	\$ 28,913,113	\$ 29,933,746	\$ 30,990,407	\$ 32,084,369	\$ 149,848,914

Instruction	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
	6th Year	7th Year	8th Year	9th Year	10th Year	
Teachers	\$ 27,070,211	\$ 28,025,790	\$ 29,015,100	\$ 30,039,333	\$ 31,099,722	\$ 267,369,802
Teacher Aides	772,806	800,087	828,330	857,570	887,842	7,632,934
Therapists/Specialists	1,177,858	1,219,436	1,262,483	1,307,048	1,353,187	11,633,587
Counselor/Psychologist/Social Worker	2,896,824	2,999,082	3,104,950	3,214,554	3,328,028	28,611,645
Librarians	1,133,521	1,173,535	1,214,961	1,257,849	1,302,251	11,195,680
School Clerks	165,725	171,575	177,632	183,902	190,394	1,636,852
Total Instruction	\$ 33,216,945	\$ 34,389,505	\$ 35,603,456	\$ 36,860,256	\$ 38,161,424	\$ 328,080,500

School Administration	Fiscal Year					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Subtotal
	1st Year	2nd Year	3rd Year	4th Year	5th Year	
Principals	\$ 629,761	\$ 651,992	\$ 675,007	\$ 698,835	\$ 723,505	\$ 3,379,100
Assistant Principals	828,779	858,034	888,323	919,681	952,146	4,446,963
School Secretaries	189,722	196,419	203,353	210,531	217,963	1,017,988
Total School Administration	\$ 1,648,262	\$ 1,706,445	\$ 1,766,683	\$ 1,829,047	\$ 1,893,614	\$ 8,844,051

School Administration	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
	6th Year	7th Year	8th Year	9th Year	10th Year	
Principals	\$ 749,043	\$ 775,485	\$ 802,859	\$ 831,200	\$ 860,541	\$ 7,398,228
Assistant Principals	985,756	1,020,553	1,056,579	1,093,876	1,132,490	9,736,217
School Secretaries	225,657	233,623	241,870	250,408	259,247	2,228,793
Total School Administration	\$ 1,960,456	\$ 2,029,661	\$ 2,101,308	\$ 2,175,484	\$ 2,252,278	\$ 19,363,238

PROPOSITION 3

COMPENSATION

Transportation	Fiscal Year					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Subtotal
	1st Year	2nd Year	3rd Year	4th Year	5th Year	
Bus Drivers	\$ 1,355,181	\$ 1,403,019	\$ 1,452,545	\$ 1,503,820	\$ 1,556,905	\$ 7,271,470
Bus Attendants/Aides	148,567	153,812	159,241	164,862	170,682	797,164
Mechanics	100,389	103,933	107,602	111,400	115,333	538,657
Total Transportation	\$ 1,604,137	\$ 1,660,764	\$ 1,719,388	\$ 1,780,082	\$ 1,842,920	\$ 8,607,291

Transportation	Fiscal Year					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
	6th Year	7th Year	8th Year	9th Year	10th Year	
Bus Drivers	\$ 1,611,864	\$ 1,668,763	\$ 1,727,670	\$ 1,788,657	\$ 1,851,796	\$ 15,920,220
Bus Attendants/Aides	176,707	182,945	189,403	196,089	203,011	1,745,319
Mechanics	119,404	123,619	127,983	132,500	137,178	1,179,341
Total Transportation	\$ 1,907,975	\$ 1,975,327	\$ 2,045,056	\$ 2,117,246	\$ 2,191,985	\$ 18,844,880

Other Staff	Fiscal Year					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Subtotal
	1st Year	2nd Year	3rd Year	4th Year	5th Year	
Management	\$ 489,739	\$ 507,026	\$ 524,924	\$ 543,454	\$ 562,638	\$ 2,627,781
Degreed Professional	144,274	\$ 149,367	\$ 154,640	\$ 160,098	\$ 165,750	774,129
Clerical	118,782	\$ 122,975	\$ 127,316	\$ 131,810	\$ 136,463	637,346
Other Staff	653,256	676,316	700,190	724,907	750,496	3,505,165
Total Other Staff	\$ 1,406,051	\$ 1,455,684	\$ 1,507,070	\$ 1,560,269	\$ 1,615,347	\$ 7,544,421

Other Staff	Fiscal Year					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
	6th Year	7th Year	8th Year	9th Year	10th Year	
Management	\$ 582,499	\$ 603,061	\$ 624,350	\$ 646,389	\$ 669,207	\$ 5,753,287
Degreed Professional	171,601	\$ 177,658	\$ 183,930	\$ 190,422	\$ 197,144	1,694,884
Clerical	141,280	\$ 146,267	\$ 151,430	\$ 156,776	\$ 162,310	1,395,409
Other Staff	776,988	804,416	832,812	862,210	892,646	7,674,237
Total Other Staff	\$ 1,672,368	\$ 1,731,402	\$ 1,792,522	\$ 1,855,797	\$ 1,921,307	\$ 16,517,817

PROPOSITION 3

Expenditures by Category

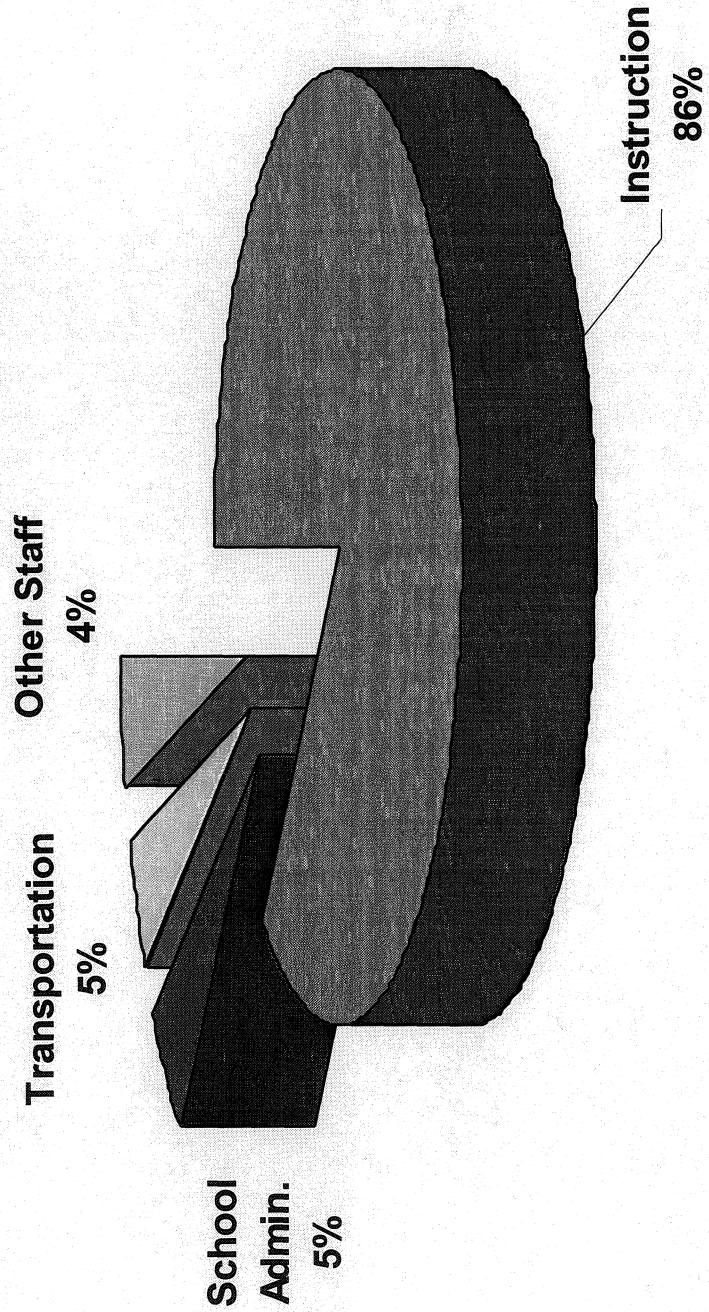


Exhibit A

2006-2007 Accountability Results

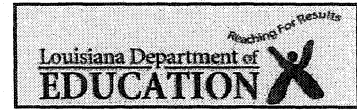
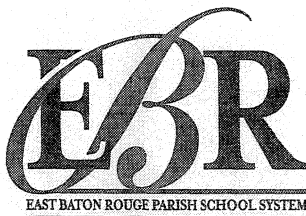
(Fall 2007 - Pending Appeals)

School Name	Baseline SPS (2006)	Growth SPS (2007)	Growth (2007)	Eligible for Rewards	Baseline SPS (2007)	Growth Target (2008)	AYP Subgroup Component	Growth Label (2007)	Performance Label (2007)	Academic Assistance Status (2007)	Academically Unacceptable School Status (2007)	Subgroup Component Failure Status (2007)
Audubon Elementary	78.5	73.0	(5.5)	No	75.0	5.8	Yes	School in Decline	One Star *	Not in AA	Not in AUS	Not in SCF
Banks Elementary	52.8	49.7	(3.1)	No	50.5	9.1	Yes	School in Decline	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
Baton Rouge High	147.7	149.6	1.9	No	149.4	2.0	Yes	No Label Assigned	Five Stars * * * * *	Not in AA	Not in AUS	Not in SCF
Baton Rouge Visual and Performing Arts Center	130.9	132.2	1.3	No	131.7	2.0	Yes	No Label Assigned	Four Stars * * * * *	Not in AA	Not in AUS	Not in SCF
Belair High	60.0	56.1	(3.9)	No	64.6	7.5	Yes	School in Decline	One Star *	AA 1	Not in AUS	Not in SCF
Bellaire Elementary	73.5	78.0	4.5	No	75.6	6.0	Yes	Minimal Academic Growth	One Star *	Not in AA	Not in AUS	Not in SCF
Bellingrath Hills Elementary	93.3	85.8	(7.5)	No	Closed	Closed	Closed	School in Decline	Closed	Closed	Closed	Closed
Bernard Terrace Elementary	79.1	77.7	(1.4)	No	78.1	5.6	Yes	No Growth	One Star *	AA 1	Not in AUS	Not in SCF
Broadmoor Elementary	73.9	76.1	2.2	No	74.6	6.0	Yes	Minimal Academic Growth	One Star *	Not in AA	Not in AUS	Not in SCF
Broadmoor Middle	63.4	56.4	(7.0)	No	60.1	8.0	No	School in Decline	One Star *	AA 1	Not in AUS	Not in SCF
Broadmoor Senior High	64.8	63.1	(1.7)	No	70.3	6.7	No	No Growth	One Star *	AA 1	Not in AUS	Not in SCF
Brookstown Elementary	64.2	69.4	5.2	No	66.7	7.0	Yes	Minimal Academic Growth	One Star *	Not in AA	Not in AUS	Not in SCF
Brownfields Elementary	96.3	88.1	(8.2)	No	92.1	3.8	Yes	School in Decline	Two Stars * *	Not in AA	Not in AUS	Not in SCF
Buchanan Elementary	93.0	95.0	2.0	No	93.5	3.5	Yes	Minimal Academic Growth	Two Stars * *	Not in AA	Not in AUS	Not in SCF
Capitol Middle	50.0	54.5	4.5	No	51.9	9.1	Yes	Minimal Academic Growth	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
Capitol Academy for Boys	35.6	41.0	5.4	No	57.7	8.1	Yes	Minimal Academic Growth	Academically Unacceptable	Not in AA	AUS 6+	Not in SCF
Capitol Academy for Girls	44.0	48.5	4.5	No	57.5	8.5	Yes	Minimal Academic Growth	Academically Unacceptable	Not in AA	AUS 6+	Not in SCF
Cedarcrest Elementary	90.4	92.8	2.4	No	91.3	3.8	Yes	Minimal Academic Growth	Two Stars * *	Not in AA	Not in AUS	Not in SCF
Central High	94.5	95.0	0.5	No	Closed	Closed	Closed	Minimal Academic Growth	Closed	Closed	Closed	Closed
Central Middle	81.1	77.0	(4.1)	No	Closed	Closed	Closed	School in Decline	Closed	Closed	Closed	Closed
Children's Charter	93.2	86.4	(6.8)	No	89.3	4.2	Yes	School in Decline	Two Stars * *	Not in AA	Not in AUS	Not in SCF
Claiborne Elementary	56.7	55.8	(0.9)	No	56.1	8.4	Yes	No Growth	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
CSAL	56.1	62.6	6.5	No	60.3	7.8	Yes	Minimal Academic Growth	One Star *	AA 1	Not in AUS	Not in SCF
Crestworth Elementary	73.0	75.6	2.6	No	73.8	6.1	Yes	Minimal Academic Growth	One Star *	Not in AA	Not in AUS	Not in SCF
Crestworth Middle	55.3	51.6	(3.7)	No	52.5	9.1	No	School in Decline	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
Dalton Elementary	56.7	53.1	(3.6)	No	53.1	8.8	Yes	School in Decline	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
Delmont Elementary	62.2	62.3	0.1	No	61.7	7.6	No	Minimal Academic Growth	One Star *	AA 1	Not in AUS	Not in SCF
Dufroq Montessori	78.9	87.8	8.9	Yes	83.2	4.8	Yes	Recognized Academic Growth	Two Stars * *	Not in AA	Not in AUS	Not in SCF
Eden Park Elementary	47.4	50.2	2.8	No	48.4	9.4	Yes	Minimal Academic Growth	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
Forest Heights Elementary	114.8	121.3	6.5	Yes	118.7	2.0	Yes	Exemplary Academic Growth	Three Stars * * * *	Not in AA	Not in AUS	Not in SCF
Glasgow Middle	104.9	102.4	(2.5)	No	104.7	2.1	Yes	No Growth	Three Stars * * * *	Not in AA	Not in AUS	Not in SCF
Glen Oaks Middle	50.8	46.6	(4.2)	No	48.9	9.4	No	School in Decline	Academically Unacceptable	Not in AA	AUS 5	Not in SCF
Glen Oaks Park Elementary	80.9	77.5	(3.4)	No	79.5	5.4	Yes	School in Decline	One Star *	Not in AA	Not in AUS	Not in SCF
Glen Oaks Senior High	56.9	60.1	3.2	No	66.0	7.4	Yes	Minimal Academic Growth	One Star *	AA 1	Not in AUS	Not in SCF
Greenbrier Elementary	81.5	86.0	4.5	Yes	83.0	4.9	Yes	Exemplary Academic Growth	Two Stars * *	Not in AA	Not in AUS	Not in SCF
Greenville Elementary	52.3	55.1	2.8	No	55.5	8.5	Yes	Minimal Academic Growth	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
Highland Elementary	61.7	62.1	0.4	No	61.2	7.4	Yes	Minimal Academic Growth	One Star *	AA 1	Not in AUS	Not in SCF
Howell Park Elementary	55.0	59.0	4.0	No	57.3	8.4	Yes	Minimal Academic Growth	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
Istrouma Senior High	54.1	46.5	(7.6)	No	58.2	8.3	No	School in Decline	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
J. K. Haynes Elementary	85.2	88.7	3.5	No	86.7	4.8	Yes	Minimal Academic Growth	Two Stars * *	Not in AA	Not in AUS	Not in SCF
Jefferson Terrace Elementary	77.7	70.4	(7.3)	No	73.7	6.1	Yes	School in Decline	One Star *	Not in AA	Not in AUS	Not in SCF
Kenilworth Middle	55.4	56.8	1.4	No	54.5	8.3	No	Minimal Academic Growth	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
LaBelle Alre Elementary	60.5	67.4	6.9	Yes	63.9	6.4	Yes	Exemplary Academic Growth	One Star *	AA 1	Not in AUS	Not in SCF
Lanier Elementary	55.4	53.0	(2.4)	No	54.6	8.5	No	No Growth	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
LaSalle Elementary	67.0	82.1	15.1	Yes	73.9	5.9	Yes	Exemplary Academic Growth	One Star *	AA 1	Not in AUS	Not in SCF
Magnolia Woods Elementary	69.2	68.5	(0.7)	No	68.7	6.7	Yes	No Growth	One Star *	AA 1	Not in AUS	Not in SCF
McKinley Middle Magnet	95.5	102.3	6.8	Yes	101.2	2.6	Yes	Recognized Academic Growth	Three Stars * * * *	Not in AA	Not in AUS	Not in SCF
McKinley Senior High	86.6	85.0	(1.6)	No	87.6	4.4	Yes	No Growth	Two Stars * *	Not in AA	Not in AUS	Not in SCF
Melrose Elementary	73.2	68.9	(4.3)	No	71.3	6.5	Yes	School in Decline	One Star *	Not in AA	Not in AUS	Not in SCF

2006-2007 Accountability Results

(Fall 2007 - Pending Appeals)

School Name	Baseline SPS (2006)	Growth SPS (2007)	Growth	Eligible for Rewards	Baseline SPS (2007)	Growth Target (2008)	AYP Subgroup Component	Growth Label (2007)	Performance Label (2007)	Academic Assistance Status (2007)	Academically Unacceptable School Status (2007)	Subgroup Component Failure Status (2007)
Merrydale Elementary	55.7	63.9	8.2	Yes	59.6	8.0	Yes	Recognized Academic Growth	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
North Highlands Elementary	60.6	57.7	(2.9)	No	59.3	7.9	Yes	School In Decline	Academically Unacceptable	Not in AA	AUS 1	Not in SCF
Northeast Elementary	84.6	83.1	(1.5)	No	83.9	4.7	Yes	No Growth	Two Stars **	Not in AA	Not in AUS	Not in SCF
Northeast High	73.2	64.1	(9.1)	No	70.8	6.6	No	School In Decline	One Star *	AA 1	Not in AUS	Not in SCF
Park Elementary	52.5	51.8	(0.7)	No	52.0	9.0	Yes	No Growth	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
Park Forest Elementary	63.1	59.6	(3.5)	No	61.4	7.5	No	School In Decline	One Star *	AA 1	Not in AUS	Not in SCF
Park Forest Middle	59.6	59.2	(0.4)	No	60.5	7.7	No	No Growth	One Star *	AA 1	Not in AUS	SI 1
Parkview Elementary	108.2	108.3	0.1	No	108.2	2.0	Yes	No Label Assigned	Three Stars ***	Not in AA	Not in AUS	Not in SCF
Polk Elementary	52.1	65.1	13.0	Yes	59.1	7.8	Yes	Recognized Academic Growth	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
Prescott Middle	41.6	38.2	(3.4)	No	40.8	10.0	No	School In Decline	Academically Unacceptable	Not in AA	AUS 6+	Not in SCF
Progress Elementary	65.7	57.4	(8.3)	No	61.0	7.7	Yes	School In Decline	One Star *	AA 1	Not in AUS	Not in SCF
Riveroaks Elementary	84.3	84.8	0.5	No	84.3	4.6	Yes	Minimal Academic Growth	Two Stars **	Not in AA	Not in AUS	Not in SCF
Robert E. Lee High	54.6	50.0	(4.6)	No	55.4	7.9	No	School In Decline	Academically Unacceptable	Not in AA	AUS 2	Not in SCF
Ryan Elementary	83.1	83.0	(0.1)	No	82.9	4.9	Yes	No Growth	Two Stars **	Not in AA	Not in AUS	Not in SCF
Scotlandville Elementary	47.8	48.6	0.8	No	48.3	9.1	Yes	Minimal Academic Growth	Academically Unacceptable	Not in AA	AUS 1	Not in SCF
Scotlandville Magnet High	53.8	56.4	2.6	No	67.9	7.2	No	Minimal Academic Growth	One Star *	AA 1	Not in AUS	Not in SCF
Sharon Hills Elementary	67.2	65.6	(1.6)	No	65.5	7.3	Yes	No Growth	One Star *	AA 1	Not in AUS	Not in SCF
Shenandoah Elementary	111.6	108.7	(2.9)	No	110.1	2.0	Yes	No Label Assigned	Three Stars ***	Not in AA	Not in AUS	Not in SCF
Sherwood Middle	114.9	122.3	7.4	Yes	117.3	2.0	Yes	Recognized Academic Growth	Three Stars ***	Not in AA	Not in AUS	Not in SCF
South Boulevard	97.0	100.5	3.5	Yes	98.1	3.0	Yes	Recognized Academic Growth	Two Stars **	Not in AA	Not in AUS	Not in SCF
Southeast Middle	77.7	71.6	(6.1)	No	74.1	6.1	Yes	School In Decline	One Star *	AA 1	Not in AUS	Not in SCF
Tanglewood Elementary	76.4	83.4	7.0	Yes	Closed	Closed	Closed	Recognized Academic Growth	Closed	Closed	Closed	Closed
Tara High	65.9	63.4	(2.5)	No	73.3	6.4	Yes	No Growth	One Star *	AA 1	Not in AUS	Not in SCF
Twin Oaks Elementary	81.0	79.7	(1.3)	No	78.5	5.4	Yes	No Growth	One Star *	AA 1	Not in AUS	Not in SCF
University Terrace Elementary	63.5	63.7	0.2	No	63.7	6.4	No	Minimal Academic Growth	One Star *	Not in AA	Not in AUS	Not in SCF
Villa del Rey Elementary	71.2	65.8	(5.4)	No	68.3	6.7	Yes	School In Decline	One Star *	AA 1	Not in AUS	Not in SCF
Wedgewood Elementary	89.1	88.8	(0.3)	No	88.9	4.1	Yes	No Growth	Two Stars **	Not in AA	Not in AUS	Not in SCF
Westdale Heights	124.9	131.0	6.1	Yes	128.8	2.0	Yes	Recognized Academic Growth	Four Stars ****	Not in AA	Not in AUS	Not in SCF
Westdale Middle	95.8	97.3	1.5	No	96.5	3.2	Yes	Minimal Academic Growth	Two Stars **	Not in AA	Not in AUS	Not in SCF
Westminster Elementary	70.3	63.4	(6.9)	No	66.5	6.7	Yes	School In Decline	One Star *	Not in AA	Not in AUS	Not in SCF
White Hills Elementary	64.4	64.9	0.5	No	64.3	7.3	Yes	Minimal Academic Growth	One Star *	AA 1	Not in AUS	Not in SCF
Wildwood Elementary	70.1	75.5	5.4	No	72.1	6.3	Yes	Minimal Academic Growth	One Star *	Not in AA	Not in AUS	Not in SCF
Winbourne Elementary	55.0	62.9	7.9	Yes	57.8	8.2	Yes	Recognized Academic Growth	Academically Unacceptable	Not in AA	AUS 3	Not in SCF
Woodlawn High	80.3	76.0	(4.3)	No	83.7	5.0	Yes	School In Decline	Two Stars **	Not in AA	Not in AUS	Not in SCF
Woodlawn Middle					76.0	5.9	Yes		One Star *	Not in AA	Not in AUS	Not in SCF



East Baton Rouge Parish School System
Accountability, Assessment, and Evaluation
12000 Goodwood Boulevard
Baton Rouge, Louisiana 70815
(225) 226-7625 FAX (225) 226-7605

integrated
iLEAP

grades

3
5
6
7
9

English Language Arts
Mathematics
Science
Social Studies

Aggregated test data of fewer than ten
(10) students is protected from
unauthorized access and disclosure.

Spring 2007



Spring 2007 iLEAP Criterion-Referenced Test District/State Achievement Level Report English Language Arts and Mathematics

State Achievement Level Results	English Language Arts						Mathematics					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%		#	%	Total	#	%		#	%	Total
Grade 3												
Advanced	1838	4		73	1	1911	4			168	2	3125
Mastery	9205	21		497	7	9702	19			644	10	9084
Basic	18947	43		2035	30	20982	42			2126	31	20608
Approaching Basic	8806	20		1921	28	10727	21			1670	25	10078
Unsatisfactory	4934	11		2241	33	7175	14			2162	32	7602
Total	43730			6767		50497				6770		50497
Grade 5												
Advanced	1332	3		40	1	1372	3			80	1	2421
Mastery	6910	16		210	3	7120	15			219	4	5322
Basic	19178	45		1326	22	20504	42			1703	28	21043
Approaching Basic	9305	22		1747	28	11052	23			1251	20	9059
Unsatisfactory	6109	14		2844	46	8953	18			2910	47	11150
Total	42834			6167		49001				6163		48995
Grade 6												
Advanced	1284	3		21	0	1305	3			48	1	2164
Mastery	6661	15		143	3	6804	14			141	2	5362
Basic	21281	48		1331	23	22612	45			1510	27	23472
Approaching Basic	10140	23		1766	31	11906	24			1233	22	9146
Unsatisfactory	4736	11		2434	43	7170	14			2759	48	9637
Total	44102			5695		49797				5691		49781
Grade 7												
Advanced	1975	5		30	1	2005	4			28	1	1802
Mastery	6292	15		107	2	6399	13			76	2	4132
Basic	19507	45		852	17	20359	42			1150	23	22282
Approaching Basic	11282	26		1626	33	12908	27			1290	26	10763
Unsatisfactory	4216	10		2346	47	6562	14			2420	49	9247
Total	43272			4961		48233				4964		48226
Grade 9												
Advanced	572	1		4	0	576	1			27	1	2432
Mastery	5353	12		72	2	5425	11			61	1	4620
Basic	22027	48		633	15	22660	46			747	18	21371
Approaching Basic	12968	28		1508	36	14476	29			805	19	9793
Unsatisfactory	4635	10		2022	48	6657	13			2593	61	11500
Total	45555			4239		49794				4233		49716
PreGED/Skills												
Advanced	0	0		0	0	0	0			1	0	3
Mastery	9	0		3	0	12	7			0	0	9
Basic	251	10		79	3	330	30			94	4	370
Approaching Basic	881	36		537	22	1418	29			207	9	635
Unsatisfactory	1306	53		1814	75	3120	64			2133	88	3872
Total	2447			2433		4880				2435		4889

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Spring 2007 iLEAP Criterion-Referenced Test District/State Achievement Level Report Science and Social Studies

State Achievement Level Results	Science						Social Studies					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%		#	%	Total	#	%		#	%	Total
Grade 3												
Advanced	1512	3		90	1	1602	3			55	1	785
Mastery	7004	16		556	8	7560	15			563	8	8063
Basic	18023	41		2224	33	20247	40			2408	36	22778
Approaching Basic	12306	28		2480	37	14786	29			1938	29	11220
Unsatisfactory	4862	11		1406	21	6268	12			1784	26	7596
Total	43707			6756		50463				6748		50442
Grade 5												
Advanced	1135	3		61	1	1196	2			72	1	1534
Mastery	6205	14		296	5	6501	13			265	4	5607
Basic	17224	40		1591	26	18815	38			2005	33	22594
Approaching Basic	12318	29		2212	36	14530	30			1710	28	10725
Unsatisfactory	5928	14		1997	32	7925	16			2102	34	8497
Total	42810			6157		48967				6154		48957
Grade 6												
Advanced	1002	2		28	0	1030	2			88	2	2343
Mastery	6250	14		214	4	6464	13			146	3	4480
Basic	18583	42		1358	24	19941	40			1442	26	21266
Approaching Basic	12822	29		2160	38	14982	30			1789	32	12748
Unsatisfactory	5374	12		1915	34	7289	15			2188	39	8793
Total	44031			5675		49706				5653		49630
Grade 7												
Advanced	840	2		21	0	861	2			24	0	708
Mastery	6248	14		144	3	6392	13			138	3	5979
Basic	17587	41		924	19	18511	38			1333	27	22204
Approaching Basic	12582	29		1766	36	14348	30			1611	33	11528
Unsatisfactory	5926	14		2073	42	7999	17			1815	37	7620
Total	43183			4928		48111				4921		48039

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Spring 2007 iLEAP Criterion-Referenced Test District/State Achievement Level Report English Language Arts and Mathematics

District Achievement Level Results	English Language Arts						Mathematics					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%		#	%	Total	#	%		#	%	Total
017 East Baton Rouge Parish												
Grade 3												
Advanced	79	2		2	0	81	131	4		12	3	143
Mastery	392	12		24	5	416	388	12		34	7	422
Basic	1143	35		96	20	1239	1175	36		103	22	1278
Approaching Basic	858	27		104	22	962	798	25		96	20	894
Unsatisfactory	760	24		243	52	1003	735	23		225	48	960
Total	3232			469		3701	3227			470		3697
017 East Baton Rouge Parish												
Grade 5												
Advanced	62	2		2	1	64	136	5		8	2	144
Mastery	353	12		8	2	361	264	9		7	2	271
Basic	1119	38		55	16	1174	1099	38		76	22	1175
Approaching Basic	793	27		90	27	883	652	22		57	17	709
Unsatisfactory	599	20		183	54	782	776	27		190	56	966
Total	2926			338		3264	2927			338		3265
017 East Baton Rouge Parish												
Grade 6												
Advanced	74	2		3	1	77	123	4		4	1	127
Mastery	282	9		7	2	289	255	8		15	3	270
Basic	1234	40		54	12	1288	1359	44		78	17	1437
Approaching Basic	936	30		137	30	1073	85	22		85	19	760
Unsatisfactory	598	19		258	56	856	702	23		274	60	976
Total	3124			459		3583	3114			456		3570
017 East Baton Rouge Parish												
Grade 7												
Advanced	100	3		1	0	101	94	3		3	1	97
Mastery	258	9		6	2	264	173	6		5	1	178
Basic	1115	38		39	12	1154	1120	38		57	17	1177
Approaching Basic	979	33		97	29	1076	714	24		86	26	800
Unsatisfactory	481	16		195	58	676	820	28		185	55	1005
Total	2933			338		3271	2921			336		3257
017 East Baton Rouge Parish												
Grade 9												
Advanced	41	1		0	0	41	167	5		0	0	167
Mastery	328	10		7	4	335	267	8		7	4	274
Basic	1316	41		29	15	1345	1252	39		32	17	1284
Approaching Basic	1096	34		54	27	1150	691	21		37	19	728
Unsatisfactory	445	14		107	54	552	842	26		117	61	959
Total	3226			197		3423	3219			193		3412
017 East Baton Rouge Parish												
PreGED/Skills												
Advanced	0	0		0	0	0	0	0		0	0	0
Mastery	0	0		0	0	0	0	0		0	0	0
Basic	1	2		0	0	1	2	0		0	0	0
Approaching Basic	13	27		1	9	14	7	14		1	9	8
Unsatisfactory	34	71		10	91	44	43	86		10	91	53
Total	48			11		59	50			11		61

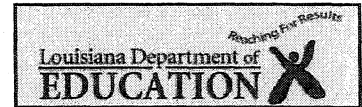
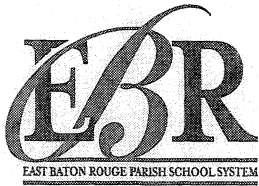
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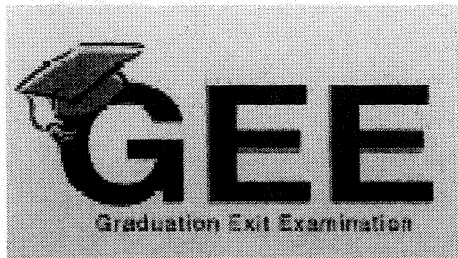
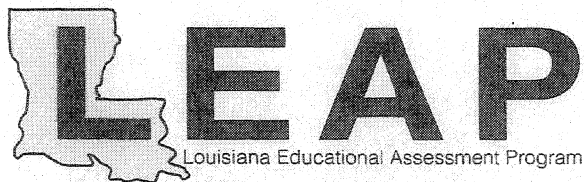
Spring 2007 iLEAP Criterion-Referenced Test District/State Achievement Level Report Science and Social Studies

District Achievement Level Results	Science						Social Studies					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%		#	%	Total	#	%		#	%	Total
017 East Baton Rouge Parish												
Grade 3												
Advanced	58	2		2	0	60	28	1		7	1	35
Mastery	244	8		24	5	268	311	10		23	5	334
Basic	1011	31		115	25	1126	1229	38		132	28	1361
Approaching Basic	1211	38		156	33	1367	885	27		111	24	996
Unsatisfactory	704	22		172	37	876	774	24		196	42	970
Total	3228			469		3697	3227			469		3696
017 East Baton Rouge Parish												
Grade 5												
Advanced	48	2		1	0	49	54	2		3	1	57
Mastery	216	7		11	3	227	216	7		8	2	224
Basic	906	31		60	18	966	1147	39		87	26	1234
Approaching Basic	1066	36		126	37	1192	797	27		113	34	910
Unsatisfactory	688	24		139	41	827	709	24		126	37	835
Total	2924			337		3261	2923			337		3260
017 East Baton Rouge Parish												
Grade 6												
Advanced	44	1		1	0	45	128	4		9	2	137
Mastery	267	9		12	3	279	214	7		8	2	222
Basic	1009	32		59	13	1068	1117	36		56	12	1173
Approaching Basic	1130	36		157	34	1287	859	28		125	28	984
Unsatisfactory	655	21		230	50	885	775	25		254	56	1029
Total	3105			459		3564	3093			452		3545
017 East Baton Rouge Parish												
Grade 7												
Advanced	44	2		1	0	45	57	2		1	0	58
Mastery	240	8		7	2	247	277	10		7	2	284
Basic	967	33		37	11	1004	1124	39		62	19	1186
Approaching Basic	1047	36		128	38	1175	867	30		116	35	983
Unsatisfactory	619	21		161	48	780	575	20		143	43	718
Total	2917			334		3251	2900			329		3229

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East Baton Rouge Parish School System
Accountability, Assessment, and Evaluation
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Baton Rouge, Louisiana 70815
(225) 226-7625 FAX (225) 226-7605



grades

4 8
10 11

English Language Arts
Mathematics
Science
Social Studies

Aggregated test data of fewer than ten
(10) students is protected from
unauthorized access and disclosure.

Spring 2007



Spring 2007 Criterion-Referenced Test District/State Achievement Level Report English Language Arts and Mathematics



State Achievement Level Results	English Language Arts						Mathematics					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%		#	%		#	%		#	%	
Grade 4												
Advanced	1727	4		56	1	1783	4			79	1	1795
Mastery	9520	22		433	6	9953	20			327	5	6333
Basic	20935	48		1838	27	22773	45			2015	30	23462
Approaching Basic	7875	18		1866	28	9741	19			1658	25	10291
Unsatisfactory	3706	8		2505	37	6211	12			2617	39	8371
Total	43763			6698		50461				6696		50452
Grade 8												
Advanced	528	1		3	0	531	1			27	1	2491
Mastery	6026	14		51	1	6077	12			47	1	2502
Basic	20933	47		639	14	21572	44			827	19	21816
Approaching Basic	13929	31		1778	40	15707	32			1037	23	11945
Unsatisfactory	2890	7		1970	44	4860	10			2494	56	9978
Total	44306			4441		48747				4432		48732

District Achievement Level Results	English Language Arts						Mathematics					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%		#	%		#	%		#	%	
017 East Baton Rouge Parish												
Grade 4												
Advanced	98	3		2	0	100	2			6	1	108
Mastery	538	15		22	4	560	14			14	2	331
Basic	1606	46		119	21	1725	43			108	19	1510
Approaching Basic	782	22		147	26	929	23			128	22	968
Unsatisfactory	459	13		281	49	740	18			314	55	1135
Total	3483			571		4054				570		4052
017 East Baton Rouge Parish												
Grade 8												
Advanced	28	1		0	0	28	1			3	1	133
Mastery	333	10		3	1	336	10			2	1	120
Basic	1348	42		24	9	1372	40			26	10	1295
Approaching Basic	1216	38		94	34	1310	38			55	20	973
Unsatisfactory	251	8		152	56	403	12			185	68	922
Total	3176			273		3449				271		3443

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Spring 2007 Criterion-Referenced Test District/State Achievement Level Report English Language Arts and Mathematics



State Achievement Level Results	English Language Arts						Mathematics					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%	Total	#	%	Total	#	%	Total	#	%	Total
GEE (Initial Testers)												
Advanced	487	1	488	1	0	488	2777	7	2788	11	0	2788
Mastery	4192	11	4211	19	1	4211	6093	16	6165	72	3	6165
Basic	18349	47	18632	303	12	18632	16793	43	17259	466	18	17259
Approaching Basic	10414	27	11063	649	26	11063	6603	17	7059	456	18	7059
Unsatisfactory	5367	14	6935	1568	62	6935	6557	17	8075	1518	60	8075
Total	38809		41349	2540		41349	38823		41346	2523		41346
GEE (Retesters)												
Advanced	2	0	2	0	0	2	4	0	4	0	0	4
Mastery	7	0	7	0	0	7	19	1	21	2	0	21
Basic	100	6	115	15	2	115	191	8	214	23	3	214
Approaching Basic	473	27	585	112	12	585	470	19	523	53	7	523
Unsatisfactory	1159	67	1937	778	86	1937	1771	72	2491	720	90	2491
Total	1741		2646	905		2646	2455		3253	798		3253
GEE (All Testers)												
Advanced	489	1	490	1	0	490	2781	7	2792	11	0	2792
Mastery	4199	10	4218	19	1	4218	6112	15	6186	74	2	6186
Basic	18449	45	18767	318	9	18767	16984	41	17473	489	15	17473
Approaching Basic	10887	27	11648	761	22	11648	7073	17	7582	509	15	7582
Unsatisfactory	6526	16	8872	2346	68	8872	8328	20	10566	2238	67	10566
Total	40350		43995	3445		43995	41278		44599	3321		44599

District Achievement Level Results	English Language Arts						Mathematics					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%	Total	#	%	Total	#	%	Total	#	%	Total
017 East Baton Rouge Parish												
GEE (Initial Testers)												
Advanced	36	1	36	0	0	36	197	8	197	0	0	197
Mastery	287	11	287	0	0	287	306	12	308	2	1	308
Basic	1093	42	1108	15	9	1108	991	38	1009	18	12	1009
Approaching Basic	729	28	766	37	23	766	482	18	500	18	12	500
Unsatisfactory	466	18	573	107	67	573	641	24	756	115	75	756
Total	2611		2770	159		2770	2617		2770	153		2770
017 East Baton Rouge Parish												
GEE (Retesters)												
Advanced	0	0	0	0	0	0	0	0	0	0	0	0
Mastery	9	6	9	0	0	9	15	6	15	0	0	15
Basic	44	29	48	4	7	48	44	17	45	1	2	45
Approaching Basic	99	65	155	56	93	155	193	76	246	53	98	246
Unsatisfactory	152		212	60		212	253		307	54		307
Total	152		212	60		212	253		307	54		307
017 East Baton Rouge Parish												
GEE (All Testers)												
Advanced	36	1	36	0	0	36	197	7	197	0	0	197
Mastery	287	10	287	0	0	287	307	11	309	2	1	309
Basic	1102	40	1117	15	7	1117	1006	35	1024	18	9	1024
Approaching Basic	773	28	814	41	19	814	526	18	545	19	9	545
Unsatisfactory	565	20	728	163	74	728	834	29	1002	168	81	1002
Total	2763		2982	219		2982	2870		3077	207		3077

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Exhibit B

Personnel Accountability Plan
Certificated and Professional

East Baton Rouge Parish School Board

Revised
April 2006

Charlotte D. Placide
Superintendent

Patricia Haynes-Smith
School Board President

TABLE OF CONTENTS

SECTION	TITLE	PAGE
1.0	Focus on Educational Improvement.....	3
2.0	Staff Involvement in Personnel Evaluation.....	4
3.0	Philosophy and Purposes of Personnel Evaluation.....	4
4.0	Personnel Evaluation Glossary.....	5
5.0	Impact of Personnel Evaluation.....	8
6.0	Evaluation Process Description.....	9
	6.1 Evaluation Criteria.....	9
	6.2 Accountability Relationships Register.....	11
	6.3 Program Instruments Register.....	17
	6.4 Observation Process.....	18
	6.5 Developing the Professional Growth Plan....	20
	6.6 Employee Self-Evaluation.....	22
	6.7 The Evaluation Process.....	22
	6.8 Intensive Assistance Program.....	24
	6.9 Induction of Beginning/New Teachers.....	27
	6.10 Due Process/Grievance Procedures.....	27
7.0	Professional Development for Personnel Involved in Teacher Evaluation.....	30
8.0	Process Instruments.....	31
9.0	Job Descriptions List.....	32
10.0	Employment Requirements.....	36
11.0	Evaluation Exemption.....	38
12.0	Statement of Assurance.....	40
APPENDIX A: Louisiana Components of Effective Teaching.....		41
APPENDIX B: Philosophical Statement on the Role of Principals/Administrators.....		44
	Purposes for Principal Evaluation.....	45
	Procedures for Principal Evaluation.....	45
APPENDIX C: Standards for Principals in Louisiana.....		46

SECTION 1.0 FOCUS ON EDUCATIONAL IMPROVEMENT

Recognizing the need for excellence in education, the East Baton Rouge Parish School Board, in compliance with the 1977 legislative mandates of Acts 621 and 9, Act 605, 1980, and Act 506, 1992 established a parish wide program of personnel evaluation which strives to generate confidence among the public and professionals alike and focuses on continuous educational improvement for all personnel.

Personnel evaluation is a part of the process that assists in improving certified and other professional personnel. Personnel evaluation also should provide procedures necessary to fulfill the objectives of retaining competent professional employees, embracing sound educational principles, and ensuring the strengthening of the formal teaching/learning environment.

Supplementing many of the traditional concepts of personnel evaluation, the East Baton Rouge Parish School System affirms and supports the belief that evaluation is a humanistic process directed toward the growth and development of certified and other professional personnel who have an impact on educational programs in the parish. It is crucial that every effort possible be expended toward the identification and retention of the most competent and qualified personnel. Inherently, the process should encourage personnel to increase competencies and develop professional self-esteem through professional growth, peer collaboration, self-reflection and evaluation.

As students are prepared for meeting the demands of the 21st century, it is clear that public schools in East Baton Rouge Parish must provide a high quality education. In order to meet these challenges, educators must focus on providing the best educational opportunities for all students. Sound principles of effective teaching and learning that are based on contemporary research must be demonstrated so that all students can be given opportunities to learn. This can be accomplished through the goals that focus on educational improvement at the district and school levels and the purposes for which personnel evaluation will be used in East Baton Rouge Parish.

The purposes are:

1. To assure the public that
 - a. the educational system is providing the best opportunities for all students to learn
 - b. the best-qualified personnel are employed in every position
 - c. effective teaching continues in the classroom
2. To foster the continuous improvement of teaching and learning by providing opportunities for the professional growth of all educators
3. To provide support for the professional development of new teachers during their period of induction
4. To provide procedures necessary to fulfill the objectives of retaining competent professional employees, to embrace sound educational principles, and to insure the strengthening of the formal learning environment
5. To provide procedures for self-evaluation, personal reflection and peer collaboration
6. To promote positive interpersonal relationships among all school personnel to increase professional competencies continually

SECTION 2.0 STAFF INVOLVEMENT IN PERSONNEL EVALUATION

1. The Professional Accountability Steering Committee represents a balanced representation of four administrators, eight instructional personnel, and a member of the Human Resources Department Staff.
2. The members of the first two groups are elected by the groups that they represent.
3. The tasks of the Professional Accountability Steering Committee include the following:
 - a. The committee reviews the current East Baton Rouge Certificated and Professional Accountability Plan on an annual basis to assess the strengths and weaknesses of the plan in compliance with state guidelines.
 - b. The committee makes recommendations for strengthening the current plan when necessary. Plans will be presented to the East Baton Rouge Parish School Board for its approval prior to submission to the Louisiana Department of Education.
 - c. The committee oversees the planning and implementation of any necessary revisions to the current plan.

SECTION 3.0: PHILOSOPHY AND PURPOSES OF PERSONNEL EVALUATION

Recognizing the need for excellence in education, the East Baton Rouge Parish School System, in compliance with legislation relevant to certificated and professional evaluation, established a system-wide program of educational accountability in the area of evaluation, which strives to generate confidence among the public and professionals alike. The plan is to be explained and discussed with employees on an annual basis or as needed.

The philosophy and purposes for which evaluation is used in the East Baton Rouge Parish School System are stated clearly in writing. This philosophy is grounded in the belief that all students can learn, good teaching increases the opportunity for student learning, and a collegial, collaborative relationship between an evaluatee and evaluator creates the appropriate climate for good teaching. The philosophy is supported by contemporary research that reflects the principles of administrative leadership.

All employees of the East Baton Rouge Parish School System are committed to the belief that we are in the process of growth, development, and learning; all schools endeavor to facilitate this commitment and foster the underlying concept that all students can learn.

One strategy of the East Baton Rouge Parish School System's Strategic Plan is to "increase rigor and consistency of the personnel evaluation system so that all EBRPSS employees are evaluated and assessed in a manner that accurately represents their performance."

Our schools will operate in such a manner as to facilitate a comprehensive program of selecting and organizing learning experiences that will maximize the learning potential of each student so that he/she achieves success at each step of his/her schooling. A safe, consistent environment will serve to give each student the security and flexibility he/she needs to grow at his/her own pace toward competency and proficiency in the cognitive and affective domains.

The philosophy is based on the democratic ideas of valuing each individual. Citizens are called upon to accept divergence, to develop self-reliance and initiative, and to conduct themselves according to the form and structure that will serve the best interest of all concerned.

A purpose of the Certificated and Professional Accountability Plan is to assure the public that the educational system is providing the best opportunities for all students to learn, that the best-qualified personnel are employed in every position, and that effective teaching continues in the classroom.

Another purpose of the Certificated and Professional Accountability Plan is the improvement of the teaching-learning process. This includes the encouragement of creativity and innovation in the planning and implementing of teaching strategies that include fostering parental involvement, integrating the use of technology, developing student assessment practices, and employing school improvement practices that are consistent with contemporary research on effective classroom processes. Certificated and other professional evaluation includes promoting the professional growth and development of staff, life-long learning, and providing support for new personnel during their period of induction.

Additionally, the Certificated and Professional Accountability Plan procedures for self-evaluation, personal reflection, and peer collaboration promote positive interpersonal relationships among all personnel to increase professional competencies continually.

In summary, evaluation is pursued with the spirit that it is a productive process for making good administrative, instructional, and support employees better, rather than one that is directed toward finding fault with performance. It is a part of the process that assists in enhancing the professional growth and development of employees of this school system. Procedures for evaluation fulfill the objectives of retaining competent employees, embracing sound educational and management principles, and insuring the strengthening of the formal learning environment.

SECTION 4.0: PERSONNEL EVALUATION GLOSSARY

1. Accountability – shared responsibility for actions relating to the education of children.
2. Administrator – any person whose employment requires professional certification issued under rules of the board in *Bulletin 746*, or who is employed in a professional capacity other than a teacher.
3. Affective – domain (area) of learning which describes the status or changes in feelings and attitudes.
4. Assessment – the process by which the Louisiana Department of Education determines whether a new teacher who is seeking to retain or to acquire a regular teaching certificate can sufficiently demonstrate the Louisiana Components of Effective Teaching to qualify for the teaching credential being sought.
5. Assistance Level – denotes the number of times assistance has been prescribed.
6. Attribute – behavior that relates to and helps to define a Component.
7. Certified School Personnel – those persons whose positions require LDE certification
8. Classroom Observation – process of collecting information about teaching performance through watching and listening in the classroom; the data collected during the observation process.
9. Cognitive – domain (area) of learning, which describes acquisition of facts and growth in knowledge.
10. Component – a critical function that defines a particular Domain of the Louisiana Components of Effective Teaching.
11. Continuing Learning Units – credit given for job-embedded professional development activities designed to result in meaningful and sustained participant growth in knowledge and skills, ultimately improving student outcomes. Activities can be individual or collaborative.

12. Covered Employee – each certified or other professional employee of the East Baton Rouge Parish School Board.
13. Criteria – demonstrable levels of performance upon which a judgment or decision may be based.
14. Days – working days.
15. Discipline – is defined for Section 6.7 as a given area of study and consideration of the majority of courses taught. It does not include changing from one grade level to another in an elementary school or subject changes within an area such as general science to earth science.
16. Domain – major area of teaching responsibility.
17. Due Process – fair and impartial treatment as guaranteed under the law, including but not limited to the 1st, 5th, and 14th Amendments to the Constitution of the United States, Section 1983 of the Civil Rights Act of 1871, Title VII of the Civil Rights Act of 1964, and Title IX of the Educational Amendment of 1972, relative to substantive and procedural requirements.
18. Duties – those actions normally required of a position as assigned/or described in the position description that are necessary to enable the class, school, or school district to accomplish its objectives.
19. Educational Accountability – the respective shared responsibilities and duties of local school boards, administrators, principals, teachers, and other personnel; the LDE; parents and students; and other governing authorities as specified by the constitution and laws of the state.
20. Evaluatee – one who is evaluated.
21. Evaluation – the process of making considered judgments concerning the professional accomplishments and competencies of a certified employee, as well as other professional personnel, based on a broad knowledge of the area of performance involved, the characteristics of the situation of the individual being evaluated, and the specific standards of performance pre-established for the position.
22. Evaluation Period – the period of time during each school year during which the evaluation program will be conducted.
23. Evaluator – one who evaluates.
24. Goal – a statement of broad direction or intent, which is general and timeless and is not concerned with a particular achievement within a specific time period.
25. Individual Differences – differences in ability, achievement, interests, maturity, sociability, motivation, special needs, and learning styles.
26. Instructional Personnel – those personnel who provide classroom instruction (classroom teacher, special education teacher, etc.).
27. Intensive Assistance Plan – the plan that is implemented when experienced personnel do not meet the local school system's standards of performance through the personnel evaluation process. This plan specifies what the evaluatee needs to do to strengthen his/her performance, what assistance/support is provided by the local system, the timelines and procedures for monitoring the progress, and the action that will be taken if improvement is not demonstrated.
28. Job Description – a statement of the position title, qualifications, supervisor, supervisory responsibilities, duties, job tasks, and standard performance criteria that specify the level of job skill required. (The *Louisiana Components of Effective Teaching* must be included for instructional personnel, and the *Standards for Principals* must be included for building-level administrators.) Space must be provided for signature and date.
29. LEA – local educational agency, parish/city school board, local school system.

30. LEA Steering Committee – a local school district committee representing instructional, certified, and other professional personnel to review the current personnel evaluation program.
31. LDE – Louisiana Department of Education
32. Multi-opportunity – more than one opportunity
33. New Teacher – any full-time employee of a local board who is engaged to provide instruction directly and regularly to students in any elementary, secondary, or special education school setting; one who is not an administrator and who is employed for the first time in a public school in Louisiana after August 1, 1994; one who holds a regular teaching certificate, which when issued was valid for three years; or one who is authorized under law or board regulation to teach temporarily while seeking a regular teaching certificate.
34. No Child Left Behind Act – reorganization of the 1965 Elementary and Secondary Act that focuses on accountability for academic results. NCLB requires that all teachers in core academic subjects meet the following requirements by the end of the year 2005-2006: Hold a bachelor's degree, be licensed/certified by the state, and demonstrate subject area competence.
35. Non- Instructional Certified and Other Professional School Personnel – those East Baton Rouge School System personnel who do not provide classroom instruction.
36. "Not new" teacher – (as defined by the *No Child Left Behind Act*) an experienced teacher hired before July 1, 2002.
37. Objective – a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evidence of achievement.
38. Observation – the process of gathering facts, noting occurrences, and documenting evidence of performance.
39. Other Professional School Personnel – all school employees whose positions do not require a teaching certificate but require a college degree and/or employees without a college degree who assume major management functions by directing, administering, or managing significant departments or divisions within the East Baton Rouge Parish School System.
40. Performance Criteria – general and specific standards by which personnel may be evaluated or on which judgments and decision making may be based.
41. Period of Evaluation – that time, determined by the East Baton Rouge Parish School System, which has been designated for conducting a systematic personnel evaluation and assessment of an individual's performance.
42. Philosophy – a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and purposes of the district's mission are derived.
43. Prescriptive Plan – a plan to ensure a teacher meets *No Child Left Behind Act* requirements for highly qualified status by the end of the 2006 school year.
44. Program (6.7) – specific curriculum or type of supplementary instruction (examples: Title I, Reading Recovery, Speech Therapy, etc.)
45. Professional Growth Plan – a written plan formulated by the satisfactorily performing evaluatee to enhance his/her skills and performance. The plan includes specific goal(s), objectives(s), action plans, timelines, and evaluation criteria.
46. Public Schools – public elementary and secondary school governed by parish or city boards and under the supervision of the State Board of Elementary and Secondary Education (SBESE).
47. School Board – parish or city school board governing public elementary and secondary schools.
48. School District – the area of each parish or municipality under the jurisdiction of a local school board.

49. School Personnel – teachers, librarians, counselors, administrators, or other professional personnel of the public schools of the state, including members of the professional staff of the LDE.
50. Self-evaluation – the process of making considered judgments of one's own performance concerning professional accomplishments and competencies as a certified employee of other professional person based upon personal knowledge of the area of performance involved, the characteristics of the given situation, and the specific standards for performance pre-established for the position; to be submitted by the evaluatee to the appropriate evaluator for use in the compilation of the individual's evaluation report.
51. Single Official Personnel File – single personnel file maintained in the central office of the East Baton Rouge School System. At minimum, the contents of the single official file must include 1) documentation for the annual review or update of job descriptions and self-evaluations, 2) copies of completed observations and evaluations, and 3) completed professional growth plans or evidence to support the initiation and annual review of long-term growth plans.
52. Staff Development – process designed for groups of personnel with similarities guided by school/district goals and plans, it should encourage collective growth in a common direction and lead to an enhanced repertoire of skills/concepts.
53. Standard – that which is set up and established by an authority or by mutual acceptance as a basis for the measure of quantity, value, or quality.
54. Standard of Performance – an authoritative or mutually established level of accomplishment.
55. Teacher – any full-time employee of a local board who is engaged to provide instruction directly and regularly to students in any elementary, secondary, or special education school setting including a librarian, an assessment teacher, a speech therapist, and a counselor; one who is not an administrator; and who has successfully completed the Teacher Assistance and Assessment Program or who is not required to participate in the Teacher Assistance and Assessment Program.
56. Technology – the application of science to commercial, educational, health related, military, or industrial objectives including computers, calculators, communications devices (telephone, video-conference devices), or other entities and methodologies used to achieve those objectives.
57. Triennial – occurring every third year
58. Transcript - a written verbatim account taken from the audiotape of the testimony and any other written evidence presented in a hearing.
59. Worksite Observation – Informal and/or unannounced observation
60. Uniform Evaluation System – a system of evaluation that applies the same procedures in a consistent manner to all employees of each type or class of certified or highly qualified employees, as well as other professional school personnel.

SECTION 5.0 IMPACT OF PERSONNEL EVALUATION

The community will help celebrate the progress and success that the educational community enjoys by witnessing the improvement in the instructional programs that take place in the East Baton Rouge Parish School System as evidenced through examples such as newsletters, brochures, newspaper articles, and meeting agendas.

Special celebrations are held during the spring to celebrate the accomplishments and improvements to the instructional program. Additionally, a summary report of the evaluation results is prepared at the end of each school year.

SECTION 6.0 EVALUATION PROCESS DESCRIPTION

In the East Baton Rouge Parish School System, the evaluation and assessment of professional personnel shall be made on a continuing basis. This shall include observations and conferences. Evaluation shall occur at least annually for personnel with 0 –3 years of experience and at least every third year for personnel with 4 or more years of experience.

Personnel evaluation should provide procedures necessary to fulfill the objectives of retaining competent employees, embracing sound educational and management principles, and ensuring the strengthening of the formal learning environment. Beginning/new teachers are assessed according to procedures that are contained in the Louisiana Teacher Assistance and Assessment Program, unless an evaluator deems it necessary to evaluate the beginning/new teacher according to terms of this plan for employment considerations. The evaluation of all certificated and professional personnel is based on the following:

1. The evaluator's assessment of performance based on the criteria specified in the written job description, including the Louisiana Components of Effective Teaching for instructional personnel and the Standards for School Principals in Louisiana for building-level administrators.
2. The evaluator's assessment of the progress the evaluatee has made toward achieving those objectives included in the professional growth plan that was developed collaboratively with the evaluator.
3. The evaluatee's self-evaluation, as well as progress toward achieving those objectives included in his/her professional growth plan.

This process applies to all Certificated and Professional Evaluations. Appendix B refers to procedures for principal evaluation, which comply with the Standards for School Principals.

SECTION 6.1 EVALUATION CRITERIA

R.S. 17:3902 B The elements of evaluation are:

- (1) A Job Description - The local board shall establish a job description for every category of teacher and administrator pursuant to its evaluation plan. Such job descriptions shall contain the elements on which the teacher or administrator will be evaluated. Each teacher or administrator shall be provided with his job description prior to his first employment in the school system in his position and each time the job description is revised.*
- (2) A Professional Growth Plan – A professional growth plan shall be developed by each teacher and administrator, collaboratively with his evaluator, during the beginning of each evaluation period. Each such plan shall include a statement of the professional development objectives of the teacher or administrator as well as the strategies that the teacher or administrator intends to employ toward the realization of each objective.*
- (3) Self-Evaluation – Each teacher and administrator shall, throughout the evaluation period, conduct a personal review of his/her performance, assessing strengths and weaknesses and assessing his/her progress toward the realization of the objectives in his/her professional growth plan.*

- (4) Observation and Conferencing – The evaluator of each teacher or administrator shall conduct a pre-observation conference during which the teacher or administrator shall provide the evaluator with relevant information. A teacher shall provide information concerning the planning of the lesson to be observed as well as any other information the teacher considers pertinent. The observation shall occur at a time and place to be established in advance, shall be of sufficient duration to provide meaningful data which, in case of a teacher, shall be not less than the duration of one complete lesson. In the case of a teacher, the observation shall be conducted using the Components of Effective Teaching, as well as additional local board criteria included in the job description.*
- (5) Classroom Visitation - The evaluator may, on his own initiative or upon the request of a teacher or administrator he has evaluated, periodically visit the teacher or administrator to monitor progress toward achievement of professional growth plan objectives and provide support or assistance.*

The evaluation criteria for each employee are defined in the employee's job description. The Louisiana Components of Effective Teaching are included in the job descriptions of instructional personnel and the Standards for School Principals in Louisiana are included in the job descriptions for building level principals. The East Baton Rouge Parish School Board provides evaluation plan descriptions, documents, forms and other instruments including observation and evaluation forms for every covered employee. The evaluator assigns ratings of Satisfactory (S), Needs Improvement (NI), and Unsatisfactory (U) after referral to and careful study of multiple data sources, professional practices and behaviors that conform to state and local requirements.

Beginning with the 2006-2007 school year there is a new instrument called the Evidence of Excellence in Teaching. A teacher may choose to earn this distinction by documenting evidence of his/her efforts to go above and beyond the expected performance criteria for teachers. (See Evidence of Excellence form for details.)

The evaluator will maintain documentation to support all ratings on the teacher's evaluation. (See Section 6.4 for additional definitions regarding the use of evaluation criteria. See Section 6.8 for the evaluation criteria.)

INSTRUCTIONAL PERSONNEL

The job description for instructional employees contains the evaluation criteria, including the Louisiana Components of Effective Teaching.

These evaluation criteria are intended to provide the framework for descriptive review and analysis of performance and progress toward achieving professional growth plans. Therefore, each observation and evaluation must include written comments in addition to the performance ratings. Evaluators and observers should relate written comments on observation and evaluation criteria of the job descriptions.

NON-INSTRUCTIONAL CERTIFIED AND OTHER PROFESSIONAL PERSONNEL

The job descriptions for non-instructional certified and other professional personnel include the evaluation criteria for each position, including the requirement for a professional growth plan. These criteria are intended to provide the framework for a descriptive review and analysis of professional performance and progress toward achieving professional growth plans. Therefore, each observation and evaluation must include written comments in addition to the performance

ratings. Evaluators and observers should relate written comments on observation and evaluation forms to the evaluation criteria of the job description.

Appropriate instruments have been designed for use in the evaluation of non-instructional certified and other professional personnel. The design of the instruments provides for the evaluation of standard criteria, the job description for which non-instructional personnel are held responsible, and the specific Professional Growth Plan designed by the evaluatee and the evaluator.

The design of the instrument conforms to the guidelines listed below:

- 1) Provides for the standard criteria that are addressed in the job description and includes a description of the standards for satisfactory performance.
- 2) Includes the Standards for School Principals in Louisiana as criteria for the evaluation for all building-level administrators.
- 3) Provides for the evaluation of the criteria that are addressed in the specific Professional Growth Plan.

SECTION 6.2 ACCOUNTABILITY RELATIONSHIPS REGISTER

Accountability relationships are communicated effectively so all certified and other personnel know who is accountable to whom for the purposes of personnel evaluation. These relationships are defined in the following Accountability Relationships Register:

<u>PRIMARY EVALUATOR</u>	<u>EVALUATEE</u>
<u>Office of the Superintendent</u>	
School Board	Superintendent
Superintendent	Assistant Superintendent for Accountability & Assessment Associate Superintendent for Human Resources Associate Superintendent for Instructional Support Chief Academic Officer Chief Business & Operations Officer Chief Technology Officer Director of Communications & Community Involvement Director of Equal Educational Opportunities Internal Auditor Special Assistant to the Superintendent Staff Attorney/General Counsel
Chief Academic Officer	Administrative Director for Federal Programs Assistant Superintendent, Area I Assistant Superintendent, Area II Assistant Superintendent, Area III Assistant Superintendent, Area IV

	Director for Curriculum, Elementary & Secondary Director for Elementary Programs Director for Exceptional Student Services Director for Magnet & Special Programs Director for Pre-K Programs Director for Professional Development Director of Reading
Staff Attorney/General Counsel	Risk Manager
Director of Communications & Community Involvement	Public Information Officer
Public Information Officer	Public Information Specialist
<u>Academic Accountability and Assessment</u>	
Assistant Superintendent for Accountability and Assessment	Coordinator of Grants LEAP Specialists Project Evaluation Specialist
<u>Child Nutrition Program</u>	
Director of Operations/Child Nutrition	Area Supervisors Assistant Director Multiple Unit Manager Purchasing Coordinator/Area Supervisor Support Programmer Training Coordinators Warehouse Supervisor
Purchasing Coord. /Area Supervisor	Manager/Purchasing
Area Supervisors	Managers
Managers	Assistant Managers
<u>Child Welfare and Attendance</u>	
Director of Child Welfare/Attendance	Helping Teacher Social Workers Supervisors of Child Welfare/Attendance Hearing Officers
<u>Curriculum & Instruction</u>	
Director for Curriculum & Instruction	Curriculum Content Trainers

Federal Programs

Administrative Director for Federal Programs, *No Child Left Behind Act*

Compliance Coordinator
Director of Instruction
Homeless Program
Inventory Control Warehouseman
NCLB Administrative Assistant
Schoolwide Monitor

Director of Instruction

NCLB Helping Teacher
NCLB Inst. Supervisors
NCLB Multimedia Trainer

Compliance Coordinator

Budget Coordinator Specialist

Finance

Chief Finance Officer

Chief Accountant
Grants Fiscal Officer
Supervisor of Accounting
Supervisor of Payroll/Benefits
Staff Accountant

Grants Fiscal Officer

Grants Specialist

Supervisor of Payroll/Benefits

Finance Specialist IV

Supervisor of Accounting

Accounting Specialists
Finance Specialist IV

Human Resources

Associate Superintendent for Human Resources

Coordinator of Data and Records
Coordinator of Substitutes/Applications
Coordinator of Support Programs
Director of Personnel Services

Director of Personnel Services

Coordinator of Alternate Certification and Induction
Recruitment Manager
Staffing Supervisors

Coordinator for Support Programs

Support Programs Specialist

I CARE/Guidance Services

Director for I CARE

I CARE Specialists

Information/Instruction Technology

Chief Technology Officer

Director of Instructional Technology
Director of Management Information System
Program Manager-Network & Operations
Technology Resource Specialist

Director of Management Information System

Programmer Analyst
Student Data Manager
Systems Analyst

Director of Instructional Technology

Network Administrator
Technology Facilitators
Textbook Resource Manager
Webmaster

Program Manager-Network & Operations

Electronics Foreman
Electronics Technician
Network Specialists
Project Manager

Student Data Manager

Data Specialists
Programmer Analyst
Systems Analyst

Project Manager

Operations Specialists

Network Administrator

Network Specialists

Instruction Area I

Assistant Superintendent, Area I

Elementary School Principals, Area I

Instruction Area II

Assistant Superintendent, Area II

Supervisor of Instruction
Middle School Principals

Instruction Area III

Assistant Superintendent, Area III

Director of Adult Education
Director of Career/Technical Education
High School Principals

Assistant Superintendent, Area IV

Elementary Principals, Area IV

Director of Career/Technical Education

Career Development Coordinator
Career Technology Education Data Specialist
Special Education Support Specialist
Technology Specialist

Instructional Support Services

Associate Superintendent for Instructional Support Services

Director of Army Services
Director of Child Welfare/Attendance
Director of I CARE
Director of Security and Transfers
Director of Student Activities

Magnet Programs

Director of Magnet Programs

Recruiter – Magnet Programs

Professional Development

Director for Professional Development

Coordinator for Staff Development
Instructional Specialist
Professional Development Specialist

Business and Operations Services

Chief Business and Business Officer

Administrator Director of Facilities
Assistant Superintendent for Auxiliary Services
Budget Analyst
Budget Specialist
Chief Finance Officer
Internal Auditor
Supervisor of Graphic Arts

Assistant Superintendent for Auxiliary Services

Administrative Director of Transportation
Director of Operations/Child Nutrition Program
Director of Procurement and Warehouse

Physical Plant Services

Administrative Director of Facilities

Asbestos Specialist
Construction Specialist
General Manager
Security Manager

Principals

School Principal

Assistant Principal
Dean of Students
Guidance Counselor
Librarians/Media Specialist
School/Parent Liaison
Speech Therapist
Teacher
Time Out Room Moderator

Assistant Principal

(School staff as assigned by principal)

Property Control**Chief Finance Officer**

Staff Accountant

Public Information**Public Information Officer**

Public Relations Specialist

Procurement/Warehouse**Director of Procurement/ Warehouse Services**Buyer I
Coordinator of Purchasing**School Accounts****Internal Auditor**School Accounts Auditors
School Food Service Auditor**Exceptional Student Services****Director of Exceptional Student Services**Coordinator of Pupil Appraisal
Coordinator of Quality Assurance
Coordinator of Student Advocacy
Supervisor of Gifted and Talented
Supervisor of Homebound Teachers
Supervisor of Special Education Programs**Coordinator of Pupil Appraisal**Records Controller Manager
Team Managers**Team Managers**Audiologist
Educational Diagnosticians
School Psychologists
Social Workers**Transfers and Security****Director of Security and Transfers**Supervisor of Security
Supervisor of Transfers**Transportation****Administrative Director of Transportation**Bus Drivers
Mechanic Shop Manager
Transportation Supervisors**ASSIGNMENT TO AN ALTERNATE EVALUATOR**

The faculty and professional staff in some schools are so large that it makes evaluating every covered employee in a thorough and professional manner prohibitive. As a means to provide more complete professional attention and support to all school-based covered employees, an alternate evaluator can be assigned using the following procedures:

1. The principal has the option to assign an assistant principal to be the evaluator for selected classroom teachers and professional support staff at his/her school.
2. The principal will conduct the evaluation plan orientation described in 6.2A above for all members of the school staff.
3. The assistant principal/evaluator will complete the evaluation procedures of an evaluator as described in the plan. The principal can serve as an observer for teachers and support staff assigned to the assistant principal. The assistant principal can serve as an observer for covered employees evaluated by the principal.

SECTION 6.3 PROGRAM INSTRUMENTS REGISTER

Several instruments are used in the personnel evaluation procedure by the East Baton Rouge Parish School System. Listed below are the numerical codes and the titles of each form used:

EBR 6.4CTES	Comprehensive Teacher Evaluation System
EBR 6.4TO	Teacher Observation
EBR 6.4PAO	Principal/Administrator Observation
EBR 6.4EO	Employee Observation
EBR 6.4WO	Worksite Observation
EBR 6.4EET	Evidence of Excellence in Teaching
EBR 6.5PGP	Professional Growth Plan
EBR 6.6 SE	Self-Evaluation Form
EBR 6.7LMS	Library Media Specialist Evaluation
EBR 6.7GC	Guidance Counselor Evaluation
EBR 6.7TIS	Teacher for Instructional Support Evaluation
EBR 6.7 DS	Dean of Students Evaluation
EBR 6.7TOM	Time Out Room Moderator Evaluation
EBR 6.7PL	School/Parent Liaison Evaluation
EBR 6.7SP	Support Personnel Evaluation
EBR 6.7PE	Principal Evaluation
EBR 6.7APE	Assistant Principal Evaluation
EBR 6.7ME	Management Evaluation
EBR 6.7SUPT	Superintendent Evaluation
EBR 6.8 EI	Early Intervention
EBR 6.8NIA	Notification of Intensive Assistance
EBR 6.8IAP	Intensive Assistance Plan

SECTION 6.4 OBSERVATION PROCESS

ALL COVERED EMPLOYEES

The purpose of the observation process is to determine how well the employee is performing based on the evaluation criteria in the job description and progress toward achieving the objectives in the employee's professional growth plan. The observer or evaluator should use the observations as communication and management tools to recognize excellence and to promote improvement. The observer or evaluator can write narrative descriptions, use checklists and/or use scripting to identify things the employee is doing well and recommend ways performance can be improved.

1. The evaluator and other assigned supervisory and administrative employees will observe the performance of covered employees. The evaluator must conduct at least one of the required observations.
2. Each new covered employee hired before January 1 each fiscal year will be observed at least twice and evaluated in that year and at least once each year for the next two years. A new covered employee hired on or after January 1 will be observed twice and evaluated during the **next** school year and for each of the next two school years. These employees are in the 0–3 experience category. At least one observation should be made in the first semester and one in the second semester. Observations are to be of sufficient duration to see the lesson begin, develop, and culminate.

Observations of a covered employee in the 0-3 experience category are based on evaluation criteria specified in the job description and the observer's assessment of progress toward achieving objectives in the employee's professional growth plan each year.

Each covered employee who has been evaluated annually for three years in his/her present position starting with the latest date of hire or promotion thereafter is in the 4+ experience category.

In the three-year or triennial cycle, the formal observation/evaluation of a covered employee in the 4+ experience category is based on evaluation criteria specified in the job description, on the evaluator's assessment of progress toward achieving objectives in the employee's professional growth plan. This does not preclude the evaluator from conducting observations and evaluations any time it is deemed necessary.

In each year when a formal evaluation is not conducted on a covered employee in the 4+ experience category, at least one conference is held where the evaluator assesses the employee's progress toward achieving objectives in the professional growth plan

An employee who was promoted to another position in a regular or acting capacity and is subsequently returned to his/her previous position is observed according to the schedule he/she would have been on in the previous position.

The evaluator can conduct an observation of a covered employee any time the evaluator deems it necessary. The evaluator can also conduct a worksite or classroom visitation of a covered employee any time the evaluator deems it necessary.

Beginning/new teachers are assessed according to the procedures established by the state in the Louisiana Teacher Assistance and Assessment Program.

3. The observer must notify the employee in advance when formal observations will occur. (No prior notice is required for a worksite/classroom visitation.) The observer of each covered employee uses the Comprehensive Teacher Assessment that includes a **pre-observation conference** during which the covered employee provides the observer with relevant information about the lesson. Each observation is documented in writing on the official Comprehensive Teacher Assessment. As soon as possible, but **no later than 5 working days** following the observation, the observer holds a **post-observation conference** to discuss the formal classroom observation results and comments. The observation form must contain any recommendations for improvement. Both the observer and the employee must sign and date the form. The employee's signature means he/she read the form. It does not mean the employee agrees or disagrees with the

- contents. Should the employee refuse to sign the observation form, this should be documented on the form and witnessed by a third party.
4. The purpose of the second observation shall be to document only those components of effective teaching that were not observed or were not used effectively or were areas of relative weakness on the first observation.
 5. The original copy of the signed Comprehensive Teacher Assessment is forwarded to the Human Resources department for placement in the employee's personnel file.
 6. The LaTAAP assessment may be used in place of the Comprehensive Teacher Assessment for those teachers in semester three of LaTAAP.
 7. If professional assistance is necessary, it shall be discussed by the evaluator and the evaluatee at the post observation conference. The assistance is initiated by notifying the employee of the plan to provide assistance and by conferencing with the employee to discuss strategies and/or activities that will be used to assist the employee in improving job performance.
 8. Principals and Building Administrators are responsible for conducting and submitting observations and evaluations by the required due date each school year.

INSTRUCTIONAL EMPLOYEES

R.S. 17:3902 B:

(4) Observation and conferencing. The evaluator of each teacher or administrator shall conduct a pre-observation conference during which the teacher or administrator shall provide the evaluator with relevant information. A teacher shall provide information concerning the planning of the lesson to be observed as well as any other information the teacher considers pertinent. The observation shall occur at a time and place established in advance, shall be of sufficient duration to provide meaningful data which, in case of a teacher, shall be not less than the duration of one complete lesson. In the case of a teacher, the observation shall be conducted using the components of effective teaching, as well as additional local board criteria included in the job description.

(5) Classroom visitations. The evaluator may, on his own initiative or upon the request of a teacher or administrator he has evaluated, periodically visit the teacher or administrator to monitor progress toward achievement of professional growth plan objectives and provide support or assistance.

In addition to the guidelines stated above, the following observation procedures also relate to instructional employees:

1. Teaching is evaluated through periodic classroom evaluations.
2. The observer holds a pre-observation conference to review the teacher's lesson plan. This does not preclude the observer from making unannounced classroom visitations. The pre-observation conference must be held during unencumbered time for the teacher.
3. The observer plans the observation to see a lesson begin, develop, and culminate.
4. As soon as possible after the observation, but no later than 5 working days following the observation, the observer holds a post-observation conference to discuss and analyze the lesson as well as to prepare an observation report.
5. The primary purpose of classroom observations is to afford a basis on the commendable strengths and areas identified as needing improvement. Observers must refer to classroom observation data in preparing the written observation report using listed evaluation criteria.
6. Follow-up classroom visits and observations are conducted to reinforce positive practices and to determine how recommendations have impacted the quality of the teaching-learning process.

SECTION 6.5 DEVELOPING THE PROFESSIONAL GROWTH PLAN

R.S. 17:3902 B (2) Each teacher and administrator shall develop a professional growth plan, collaboratively with his evaluator, during the beginning of each evaluation period. Each such plan shall include a statement of the professional development objectives of the teacher or administrator as well as the strategies that the teacher or administrator intends to employ toward the realization of each objective.

Each covered employee develops a professional growth plan (also referred to as a “professional development plan” or “plan”) using the Professional Growth Plan Form. It is the responsibility of the evaluator to make sure that each covered employee prepares a professional growth plan. Plans are developed at the beginning of the 3-year evaluation period and are based on a descriptive analysis of job performance rather than only on the results of a checklist or a rating scale. Individual professional growth plans will support the district’s/school’s growth objectives and the individual’s growth objectives. Data collected in one year may be carried over into the next year.

Post-evaluation conferences are used in part to analyze and discuss job performance for the purpose of developing individual professional growth plans as a means to strengthen and enhance performance. The evaluator and employee evaluate the employee’s performance considering evaluation criteria and progress toward or completing objectives in an existing plan. This evaluation serves as a basis for developing objectives in a new professional growth plan.

SCHEDULES FOR DEVELOPING PLANS

The plan is to be reviewed and updated annually. A new covered employee must have his/her professional growth plan approved by October 1 or within 30 working days from the date of hire if he/she is employed after the beginning of the school year. An employee who is promoted will prepare a new professional growth plan within 30 working days from the date of promotion.

A beginning/new teacher will not be required to prepare a professional growth plan but will prepare a Professional Development Plan according to the Louisiana Teacher Assistance and Assessment Program.

A plan can be amended or revised before completion after discussion between the employee and the evaluator.

For all professional growth plans, the evaluator and the evaluatee must sign and date each Professional Growth Plan form when it is initiated, updated, reviewed, or completed. All forms must be signed and dated prior to dissemination and filing.

COMPONENTS OF THE PLAN

Typically, a plan contains objectives designed to enhance or improve the employee’s professional performance. A plan may contain more or fewer objectives as each individual’s needs are evaluated. The employee and evaluator develop objectives collaboratively to meet the needs of each individual and the school/district’s goals and priorities. Unless such activity is part of an early intervention or intensive assistance plan the teacher or other professional personnel shall not be mandated to participate in any one specific growth activity.

For less experienced teachers or any employee whose performance needs to be strengthened the objectives should be directed at professional improvement. For experienced, successful

employees, objectives may extend beyond the professional responsibilities included in the job description and may be used to explore new, untried, innovative ideas or projects which support school improvement. Each objective must include a plan of action to guide the employee's professional development. The objectives must contain observable evaluation criteria that can be used to measure the extent to which each objective has been achieved. The criteria for evaluating completion of an objective should show clearly how achievement of the objective would impact the quality of job performance.

Teachers not meeting the definition of highly qualified as stated in the *No Child Left Behind Act* must include in their Professional Growth Plans their "prescriptive plan" to become highly qualified.

COMPLETING AND DISTRIBUTING PROFESSIONAL GROWTH PLANS

When the employee and the evaluator agree on a written plan for the employee's professional development, both sign and date the plan form.

The evaluator retains the original packet and the employee is given an updated copy. When the evaluator prepares an evaluation and the employee conducts a self-evaluation, both analyze achievement of objectives in the plan and the impact of professional development on the employee. Progress made in professional development is described on the Professional Growth Plan form and both the evaluator and the employee sign the completed form. During the annual review, the employee is required to submit documentation to support completion of the professional growth plan activities. (This documentation does not have to be forwarded to Human Resources.)

The originals of all completed Professional Growth Plan forms are forwarded to Human Resources with updated copies retained by the evaluator and the employee.

6.6 EMPLOYEE SELF-EVALUATION

R.S. 17:3902 B (3) Self-Evaluation. Each teacher and administrator shall, throughout the evaluation period, conduct a personal review of his/her performance, assessing strengths and weaknesses and assessing his/her progress toward the realization of the objectives in his/her professional growth plan.

Each covered employee must assume significant responsibility for evaluation and improvement of his/her performance.

The evaluator instructs each covered employee that he/she will have ample opportunities for personal reflection, self-evaluation and peer collaboration throughout the evaluation process. The evaluator encourages personal reflection and self-evaluation in developing objectives for the professional growth plan. Periodically, the evaluator schedules meetings where employees, who wish to, can discuss as peers ways they can improve professional performance and strengthen school improvement initiatives. During observation and evaluation conferences, the evaluator requests the employee to reflect verbally on his/her job performance and professional growth.

SECTION 6.7 THE EVALUATION PROCESS

R.S. 17:3902 C:

(1) Formal evaluation shall consist of observation and conferencing in addition to other elements of the evaluation.

(2) Informal evaluation shall consist of all elements except observation and conferencing.

R.S. 17:3902 D (1) At the conclusion of each year's evaluation, the evaluator shall determine whether the teacher or administrator is satisfactory or unsatisfactory pursuant to the local board's evaluation plan. Such determination shall be transmitted to the local board.

Every East Baton Rouge Parish School Board covered employee must be evaluated in writing based on the evaluation criteria contained in the employee's job description, written observations (including but not limited to worksite observations and walk-throughs,), other documentation, professional growth plans and school improvement initiatives. An employee is evaluated by the person(s) designated in Section 6.2 Accountability Relationships. If a position is not reflected in this section the employee should contact the Office of Human Resources.

The evaluator may use his/her observation report(s), as well as those filed by other persons in a higher position to the evaluatee when completing the evaluation report. The evaluatee is informed of the criteria of expected performance through the job description, which is reviewed and signed by the evaluatee and filed in the employee's official personnel file in Human Resources.

1. Only one evaluator determines the overall rating on the evaluation form. If the covered employee is itinerant, the evaluator is the supervisor or administrator at the home school or payroll location. Should the assigned evaluator become unable to perform the evaluation, this will become the duty of the next level of supervision or their designee.
2. The evaluator conducts an evaluation plan orientation with all covered employees reporting to the evaluator each year. (Sec 6.2A). The evaluator also collaborates with each employee in preparing a new professional growth plan (see 6.5). In the process of developing and updating these plans, the evaluator reviews with the employee the criteria that will be used for evaluation that year.
3. The evaluator must consider all evaluation criteria, including observations by other authorized observers, in the evaluation of an employee.
4. Copies of the East Baton Rouge Parish Certificated and Professional Accountability Plan will be available at school sites and online. The plan includes the criteria for expected performance. All personnel will be notified of evaluation procedures.
5. All certificated, highly qualified, and other professional personnel who work directly with students with 0 – 3 years of experience in their present position will be evaluated a minimum of once each year.
6. All teachers who are in their assessment period for the Louisiana Teacher Assistance and Assessment Program may be exempt from local evaluation for the assessment period if there are no performance problems. Teachers who are beginning the process will be evaluated according to the local plan. Please note that the Louisiana Teacher Assistance and Assessment Program is for certification whereby the Certificated and Other Professional Accountability Plan is for employment purposes.
7. All certified and other professional personnel who work directly with students with 4+ years of experience in their present position will be evaluated every year using either self-evaluation, formal evaluation or the Professional Growth Plan

The three-year cycle for personnel with 4+ years will be implemented as follows:

Year 1 Certified, highly qualified, and other professional personnel are evaluated formally based on observations and other available documentation such as memoranda, letters, etc.

Year 2-3 Certified, highly qualified, and other professional personnel are evaluated on the basis of progress toward those objectives in their Professional Growth Plan, worksite observations, walk-throughs, or self-evaluations.

8. Copies of the appropriate job description and evaluation forms are to be provided to evaluatees. A roster will be provided and will be signed annually, indicating receipt and/or review of the individual's job description. The original will be sent to Human Resources with a copy to be retained at the place of origin.
9. The Comprehensive Teacher Assessment with the observations stapled behind is to be submitted in a timely manner to Human Resources for filing in the single official file.
10. An Intensive Assistance Program Plan **must** be implemented when an evaluatee does not satisfactorily meet the EBRP Standards of Performance as determined through the complete evaluation process (ie..overall Needs Improvement or Unsatisfactory). **A Notification of Intensive Assistance Form must accompany any evaluation that has an overall rating of Unsatisfactory or Needs Improvement.** (Notification forms are available in the Support Programs Office in Human Resources.) The process includes the following:
 - a) A Comprehensive Teacher Assessment must be completed.
 - b) A minimum of four (4) formal observations as well as any other signed documentation (letters, memoranda, etc.) must be stapled behind the evaluation.
 - c) A minimum time frame of nine weeks (9) should be reflected from the first formal observation to the notification of the Intensive Assistance Program.
11. The grievance procedure, as it relates to personnel evaluation is outlined in Section 6.10 in this plan.
12. Personnel who are determined, through the evaluation process, to be in need of intensive assistance will be evaluated until such performance(s) is/are corrected or dismissal is recommended. (Refer to Section 6.8 Intensive Assistance for additional guidelines.)

SECTION 6.8 EMPLOYEE INTENSIVE ASSISTANCE

R.S. 17: 3902 d. (2)(A) Any teacher or administrator who fails to meet the local board's standard of performance shall be placed in an intensive assistance program and shall be formally re-evaluated. A teacher or administrator shall be informed in writing of placement in an intensive assistance program and provided in writing the reasons for such placement.

An Early Intervention Plan may be written for any covered employee at any time. The purpose of this plan will be to support an employee who may be experiencing difficulties in his/her job performance. The Early Intervention Plan will include objectives, activities and resources for the new teacher. Upon completion of the plan, the teacher will be evaluated to determine whether he/she will continue in to Intensive Assistance or not.

Teachers or administrators whose evaluation results reflect an overall rating of Needs Improvement or Unsatisfactory shall be placed in an intensive assistance program in an effort to assist the employee in bringing his/her job performance to a Satisfactory level of performance. The program will be designed by the evaluator specifying appropriate self-improvement and professional development resources. Evaluatees must continue to be evaluated until the need for intensive assistance no longer exists. EBR Form 6.8IAP (Intensive Assistance Plan) indicates the

date the assistance is to end, the timeline for achieving the objectives, procedures for monitoring the evaluatee's progress, and the action that will be taken if improvement is not demonstrated.

Should an employee who has been placed in an intensive assistance program terminate employment for any reason, the incomplete intensive assistance form will be placed in the employee's personnel file. A notation will be made on the form to indicate the intensive assistance was not completed due to termination of employment.

PERFORMANCE REQUIRING INTENSIVE ASSISTANCE

Covered Employees

Covered employees whose evaluation results reflect an overall rating of Needs Improvement or Unsatisfactory shall be placed in an intensive assistance program and shall be formally re-evaluated at the end of each level of the program. The employee shall be notified in writing of such placement in an intensive assistance program and provided in the writing using the Notification of Intensive Assistance Form (EBR6.8NIA).

Beginning/New Teachers

Beginning/new teachers in the Louisiana Teacher Assistance and Assessment Program will not be subject to this intensive assistance program, but will be required to complete activities on the LaTAAP Professional Growth Plans.

RESPONSIBILITY FOR DESIGNING INTENSIVE ASSISTANCE PROGRAMS

The evaluator is responsible for designing the intensive assistance program and for reviewing the provisions with the employee. The evaluator will prepare the intensive assistance program schedule with the assistance of appropriate observers. The evaluator will design the intensive assistance program to meet the specific needs of the employee and will base it on the performance areas needing improvement. The Intensive Assistance Plan Form (EBR6.8IAP) will describe the assistance program, recommended activities and the beginning, review and ending dates of the program.

STEPS TO INITIATE THE INTENSIVE ASSISTANCE PROGRAM

When an employee's performance fails to meet the East Baton Rouge Parish School Board's evaluative criteria and/or standard of performance, the following steps are taken:

- a) The evaluator informs the Support Programs Office in Human Resources that a covered employee needs assistance.
- b) The evaluator informs the employee in writing that the employee will be placed in an intensive assistance program and the reason for it. The written notice and reasons are to be written on the Notification of Intensive Assistance Form (EBR6.8NIA). The evaluator also informs the employee that a conference for intensive assistance will be conducted. The conference is to be held as soon as possible, but no later than 10 days into the next school year if the notification is given at the end of the previous school year.
- c) The evaluator completes an Intensive Assistance Plan Form (EBR6.8IAP) in consultation with the appropriate observers. Prior to the conference with the employee, the following persons will review the intensive assistance form:
 - Coordinator for Support Programs
 - Specified Observers

These persons and the evaluator will conduct the formal intensive assistance conference with the employee. If the evaluator and observer is the same person then

another certified observer could be included in the conference. In the conference the employee will be informed of areas needing improvement and will have an opportunity to make suggestions for activities for inclusion on the Intensive Assistance Plan Form.

- d) The evaluator, the employee, and all others present at the conference will sign the Intensive Assistance Plan Form. Copies will be given to all parties present in the conference and another copy will be forwarded to Support Programs in Human Resources. The evaluator will retain the form until the end of the process. At that time the original will be sent to Support Programs for filing in the single official file.

The Intensive Assistance Schedule must include the following information:

- A description of what the employee needs to do to strengthen or correct his/her performance, including a statement of the objectives to be accomplished and the expected level of performance that will be acceptable.
- A description of the support the evaluator will provide to the evaluatee.
- The training or activities that the employee must complete as a means to achieve improvement and a timeline for monitoring the employee's progress. The timeline shall not exceed two years.
- The signatures of the employee, observer(s) and/or evaluator and the date they signed the form to begin the program.
- A description of the results of the assistance program when completed.
- The signatures of the employee, observer(s) and/or evaluator and the date the results are reviewed.

If the required Intensive Assistance Program, pursuant to the above description, is not completed in conformity with its provisions or if the covered employee still performs unsatisfactorily or needing improvement after a formal evaluation is completed at the end of that level of the program, then the evaluator will make a recommendation according to the options provided in Section 4., which can include extending the intensive assistance schedule, (total time for completion not to exceed two (2) years), initiating a new intensive assistance program, or initiation of termination proceedings within six months following such unsatisfactory performance.

Types of Resources Available for Intensive Assistance

The following types of assistance resources are examples of those that may be considered for use:

- Assistance by a supervisor, coordinator, or resource person
- Inter/intra school visitation
- Individual study
- School sponsored professional development
- System sponsored professional development
- Training films
- Mentor teacher (as mutually agreed upon by the employee and supervisor)
- Other

For non-instructional professional school personnel, a program of on-the-job training, or other professional development could be recommended.

COMPLETING THE INTENSIVE ASSISTANCE PROGRAM

The evaluator or appropriate observer shall conduct multiple observations of the teacher during the intensive assistance program. The purpose of the multiple observations is to periodically monitor progress. Each observation shall be followed by a conference between the evaluator and the teacher to discuss the observation, review the progress made during intensive assistance, and to adjust the Intensive Assistance Program, as needed. The evaluator or appropriate observer will review all documentation and complete a formal evaluation within five working days after the intensive assistance program ending date to ascertain the results of the prescribed assistance. Within five working days of the completion of this evaluation, a conference will be held to discuss the evaluation and to determine if the improvements outlined in the plan have been made. If the objectives for improvement in the IAP have been completed satisfactorily, the evaluator will check the "Improvement" area of the form and the evaluator and employee will sign and date the form.

If the evaluatee fails to acquire the skills needed, the Director for Personnel Services will counsel with the evaluatee and make recommendations to the Associate Superintendent of Human Resources. The Associate Superintendent of Human Resources shall review all documentation and make recommendations to the School Board Staff, which shall include the Superintendent and Instruction Department. The task will be completed prior to the end of the school year.

Provisions of this section constitute multiple opportunities to improve.

Completed intensive assistance plans and all supporting documents, such as observations, correspondences, and any other information pertinent to the intensive assistance process, must be filed in the evaluatee's personnel file in the Central Office.

If, during the course of an intensive assistance program, an employee's performance in another performance area has become less than satisfactory, the evaluator will initiate procedures to modify the existing Intensive Assistance Plan.

- a) The evaluator will notify the Coordinator for Support Programs that the employee's intensive assistance plan will be modified to include additional intensive assistance activities.
- b) The evaluator will notify the employee that a conference to modify the plan will be conducted.
- c) The evaluator will modify the existing plan to include activities specifically designed to meet the additional needs of the employee. The ending date for completing the program may also be modified as needed for the new activities.

An evaluatee who disagrees with the prescribed Intensive Assistance Plan may utilize the grievance procedure.

SECTION 6.9 INDUCTION OF NEW TEACHERS

1. East Baton Rouge Parish will administer the Louisiana Teacher Assistance and Assessment Program as outlined in Bulletin 1943 (Revised August 2002).
2. Assistance to new teachers is provided through:
 - a.) Mentor/support team assignments by principal for the purposes of assisting the new teacher in learning school policy, routines and other pertinent information.

The mentor/support team will use the Louisiana components of Effective Teaching as a focus of their work.

- b.) Orientation to the Louisiana Teacher Assistance and Assessment Program using materials provided by the Louisiana State Department of Education
- c.) Opportunities to observe master teachers when necessary
- d.) Assistance programs available to all teachers through the local accountability plan.
- e.) Professional Development activities related to the Louisiana Components of Effective Teaching will be offered on an individual and corporate basis.

SECTION 6.10 PROCEDURES FOR RESOLVING CONFLICT: DUE PROCESS/GRIEVANCE PROCEDURE

1. The evaluator will provide the evaluatee with a copy of the evaluation results within 15 working days after the completion of the evaluation. Evaluation documents are maintained in the single official file in Human Resources.
2. A post-evaluation conference must be held following the evaluation and prior to the end of the school year in order that the results of the evaluation can be discussed.
3. The evaluatee may file his own written response to the evaluation, which will become a permanent attachment to the evaluatee's single official personnel file. The response may be a signed statement clarifying or rebutting the issue in question.
4. The evaluatee not performing satisfactorily must be informed in writing.
5. The evaluatee has the right to receive proof, by documentation, of any item contained in the evaluation that the evaluatee believes to be inaccurate, invalid, or misrepresented. If documentation does not exist, the item in question must be amended or removed from the evaluation.
6. The evaluatee must be provided with ample assistance to improve performance.
7. The confidentiality of evaluation results must be maintained as prescribed by law.
8. The East Baton Rouge Parish School Board's Complaints and Grievances Policy, indicating procedures that follow the proper lines of authority are as follows:

GRIEVANCE PROCEDURE

The following procedure is in effect for the handling of employee grievances. The primary purpose of this procedure is to secure, at the most immediate level possible, equitable solutions to the claim of the aggrieved employee or employees.

Grievance – Definition

A grievance is a complaint filed by an employee regarding an injury, injustice, or wrong within the scope of his/her employment. The allegation should contend that an employee has suffered harm or injury by the interpretation, application, or violation of a contract, a school board policy or procedure, a law, or a constitutionally guaranteed right. This claim may be filed by the employee or through his/her union or association representative with the Associate Superintendent for Human Resources.

COMPLAINTS AND GRIEVANCES

Any employee of the East Baton Rouge Parish School Board shall have the right to grieve the violation of a policy and/or procedure affecting him/her. Complaints or grievances about any job action taken against an employee are excluded from this policy. The person(s) filing the grievance shall be assured freedom from restraint, interference, coercion, discrimination, or reprisal in presenting his/her appeal with respect to a personal grievance. The primary purpose of this procedure is to secure, at the most immediate level possible, an equitable solution to the claim of the aggrieved employee(s).

Any complaint by a teacher, group of teachers, other school employees or group of employees about or involving the school system shall be reviewed in accordance with the following procedure:

I. Step One

A. An employee shall submit a written complaint to the principal or for personnel not based at a school site to the immediate supervisor within ten (10) working days of the date of the alleged complaint. If the complaint is not submitted within the time prescribed, the employee has no further right with respect to the claim or grievance.

B. Within five (5) working days of the receipt of a complaint, the principal and/or the immediate supervisor and the employee shall meet to attempt to resolve the complaint. The principal or the immediate supervisor shall receive, investigate and consider information from all affected parties he/she feels necessary to resolve the complaint and to make a decision.

C. Within five (5) working days following the meeting between the principal or the immediate supervisor and the employee, the principal or immediate supervisor shall mail or deliver his/her decision in writing to the employee. The principal or immediate supervisor is required to document the date of receipt of the written decision by the employee.

II. Step Two

A. If the employee or group of employees are not satisfied with the disposition of the grievance by the principal or the immediate supervisor, the employee or group of employees may, within five (5) working days of the date of receipt of the decision from the principal or the immediate supervisor, the employee or the employee's representative, may submit to the Superintendent or designee a written request for the grievance which shall include the decision in Step One. If the decision of the principal or the immediate supervisor is not presented to the Superintendent within the time prescribed, the employee shall have no further right with respect to the complaint or grievance.

B. The Superintendent or designee shall within five (5) working days provide a written notice to the employee or group of employees of the disposition of the grievance based upon the file presented to the Superintendent or designee. The date of receipt by the employee of the written notice of the disposition shall be documented in the file.

III. Step Three

A. If the employee is not satisfied with the written notice of disposition of the grievance by the Superintendent or designee, the employee or group of employees may, within five

(5) working days of the date of receipt of the Superintendent's notice or disposition, request a full hearing before the Superintendent or designee, of the claim or grievance.

B. The Superintendent or designee shall schedule the full hearing with the employee within (20) working days of the request for a hearing. The Superintendent or designee may receive at the hearing written statement of witnesses, other written materials and/or interview witnesses, if relevant to the claim or complaint. The hearing is an informal meeting or hearing controlled by the Superintendent or designee. The purpose of any such fair hearing is to resolve the complaint. The Superintendent or designee shall provide for recording the hearing and to maintain a transcript of the proceedings. Following the hearing, the Superintendent or designee shall make a written recommendation regarding the disposition of the grievance. The recommendation of the Superintendent or the designee will be provided to the employee not more than thirty (30) working days following the hearing. The Superintendent or designee's recommendation, together with a copy of the transcript of the hearing and the previous decisions, shall also be provided to the School Board within the same time frame set out above for disposition of the grievance.

IV. Step Four

A. On the basis of the written recommendation and the transcript of the hearing before the Superintendent or designee provided to the School Board, the School Board shall dispose of the grievance. There shall be no hearing involving testimony, the receipt of evidence or additional matters before the School Board. An employee or their representative may comment on the School Board's proposed disposition of the grievance. The School Board may vote to affirm, reverse or modify the recommendation. Absent a motion and second the Superintendent's recommendation stands. Notice of the School Board's decision will be given to the employee and to the individuals who rendered the Step One and Step Two decisions. The School Board's action is final.

V. General Matters

A. An employee is entitled to representation of his/her choice at all levels of the grievance process after Step One. The employee, who chooses to have a representative, shall provide advance written notice of the name of the representative to the Superintendent or designee.

B. *Working day* is defined as any day the Central Administrative Office of the School Board at 1050 South Foster Drive, Baton Rouge, Louisiana is open for business.

C. Nothing in this grievance policy shall be applicable to any job action of a recommendation for termination of employment of an employee. Any recommendation for termination shall be handled in accordance with the procedures and any applicable law or policy, such as the teacher's tenure law, the bus driver tenure law or School Board policy for terminations of classified employees.

Ref: La. Rev. Stat. Ann. 17:100.4; Pickering v Board of Education, 88 S. Ct. 1731 (1968) Board minutes, 1-18-96.

SECTION 7.0 PROFESSIONAL DEVELOPMENT FOR PERSONNEL INVOLVED IN EVALUATION

The key to the effectiveness of any personnel evaluation program is the proficiency of the observer and the evaluator. A successful program requires substantial interaction between observers and evaluators and the employee. In order to achieve improved performance from an employee, the observer and evaluator must guide, coach, supervise, stimulate, and motivate as well as make value judgments about the quality of the performance. The observer and evaluator also should continue to grow in proficiency by incorporating new ideas and potential solutions to problems into subsequent evaluation practices. Continual training is required to infuse new research that enhances and corrects the validity of observer and evaluator knowledge, ability and practices.

Professional development will be provided on a continuing basis for all staff, central office administrators and supervisors, principals, assistant principals and classroom teachers. The professional development will focus on developing a positive, constructive attitude toward evaluation. It will also focus on a knowledge of state laws and EBR policies governing the evaluation process and associated due process procedures, understanding the Louisiana Components of Effective Teaching, Standards for School Principals in Louisiana, and the East Baton Rouge Parish School System's Certificated and Other Professional Accountability Plan, including the purposes, criteria, and procedures.

Further training of evaluators will focus on developing those skills needed to diagnose, strengthen, and/or enhance teaching effectiveness. This training will focus on the following skill areas:

- 1) Data collection skills necessary to document a performance accurately.
- 2) Data analysis skills necessary to make accurate judgments about a performance.
- 3) Conferencing skills necessary to provide clear, constructive feedback regarding a performance.
- 4) Skills in developing and facilitating meaningful professional growth plans that strengthen or enhance effectiveness.
- 5) Skills in writing effective evaluation reports that document how evaluation has impacted the performance.

SECTION 8.0 PROCESS INSTRUMENTS

The personnel evaluation process uses the following instruments (see Page 17 for the Program Instruments Register). Process instruments are filed with the Louisiana Department of Education.

Comprehensive Teacher Assessment. This form is used for each observation and evaluation. It provides space for notes of the pre-conference as well as narrative and checklists of desired teacher activities.

Professional Growth Plan Form: This form is used by all covered employees. The form includes space for objectives and a plan of action for each objective including criteria for evaluating achievement of the plan.

Observation Form: This form is used for each formal observation and complements the evaluation form. It provides space for comments, commendations and recommendations as well as ratings.

Worksite Observation Form: This form is used for each informal and/or unannounced observation. It provides space for a descriptive narrative of the visitation, commendations, and recommendations.

Evidence of Excellence in Teaching: This form may be used when a teacher chooses to pursue this distinction.

Self-evaluation form: This form is used for teachers with 4+ years of experience who are not being formally evaluated.

Evaluation Form: This form is used for each formal evaluation and complements the observation form. It provides space for comments, commendations and recommendations as well as ratings.

Early Intervention Form: This form is used to support any covered employee who may be experiencing difficulties in his/her job, but has yet to receive a “Needs Improvement” or “Unsatisfactory” rating on an evaluation

Notification of Intensive Assistance Form: This form is used to inform an employee with an overall rating of “Needs Improvement” or “Unsatisfactory” that they are being placed in Intensive Assistance.

Intensive Assistance Plan Form: This form is used to design an intensive assistance plan. It includes space to describe performance expectations and activities specified to strengthen or correct the employee’s performance. It also includes information about the support that will be provided, time schedules and procedures for evaluating progress.

SECTION 9.0 JOB DESCRIPTIONS LIST

East Baton Rouge Parish will submit a copy of all job descriptions to the LDE. The minimum scope of development for certificated and other professional job descriptions is as follows:

Section I. Superintendent

Superintendent of Schools
Public Information Officer
Staff Attorney and General Counsel
Legal Secretary to the General Counsel
Internal Auditor
School Accounts Auditor
Assistant Supervisor of School Accounts
School Accounts Specialist
Director for Equal Educational Opportunities
Public Relations Specialist
Desegregation Specialist
Program Manager for Information Systems
Systems Analyst
Programmer Analyst
Information Systems Operations Supervisor
Desegregation Specialist
Information Systems Shift Supervisor
Student Data Registration Specialist

Director of Communications and Community Engagement
Risk Manager
Risk Manager Specialist

Section II. Human Resources

Associate Superintendent of Human Resources
Deputy Superintendent for Instructional and Human Resources
Director for Personnel Services
Coordinator for Support Programs
Support Programs Specialist
Supervisor for Human Resources/Staffing
Supervisor for Classified Personnel
Coordinator for Data and Records, Human Resources
Coordinator, Substitutes and Applications
Recruitment Manager
Project Manager – Teach Baton Rouge

Section III. Instruction

Chief Academic Officer
Assistant Superintendent for Academic Accountability and Assessment
Director of Professional Development
Professional Development Specialist
Professional Development Specialist, Title I
Associate Supt. for Curriculum and Instruction
Assistant Supt. for Instructional Services Area I and IV
Assistant Supt. for Instructional Services Area II
Assistant Supt. for Instructional Services Area III
Director – Elementary Programs
Administrative Director for Academic Accountability and Staff Development
Director of Counseling and Guidance
Supervisor – Academic Accountability
Director for Vocational/Technical Education
Coordinator for Magnet Schools
Hearing Officer, Suspensions and Expulsions, Attendance
Elementary Mathematics Specialist
Supervisor: Hearings, Suspensions, Expulsions, and Relations
Supervisor, Reading (Pre K – 12)
Supervisor of Social Studies
Art Specialist (K-12)
Library Media Specialist
Foreign Language Specialist
Middle School Mathematics Specialist
Tech/Prep/School-to-Work Coordinator
Dean of Students
Instructional Support Specialist/Vocational and Technical Education
Instructional Supv. – Health and Physical Ed. (K-12), Driver Ed., Athletics & Instructional
Supervisor – Junior ROTC
Administrative Director for *No Child Left Behind Act* and Federal Programs
Program Manager – LASA
21st Century Grant Project Manager

Title I Instructional Supervisor
Parent Involvement Liaison
Compliance Coordinator
Homeless Liaison, Federal Programs
Budget Specialist – Federal Programs
Middle School Helping Teacher (IASA Title I)
IASA Title I Teacher (Parochial Schools)
Director of Child Welfare and Attendance
Supervisor of Child Welfare and Attendance
School Social Worker
School Nurse
Director – I CARE/Alcohol & Drug Abuse Prevention Program
I CARE Specialist 10 Months (Elementary, Middle, and High)
I CARE Specialist (Elementary, Middle, High School)
Supervisor for Textbooks and Archives
Supervisor of Transfers and Behavior Clinics
Director of Transfers and Security
Supervisor of Security
Director of Special Education Services
Supervisor of Gifted/Talented Students Programs
Gifted/Talented Instructional Support Specialist
Coordinator of Pupil Appraisal Services
Team Manager for Pupil Appraisal Services (11 months)
Certified School Psychologist (10 months and 12 months)
Social Worker (10 months and 12 months)
Coordinator of Special Education Student Advocacy
Coordinator of Special Education Quality Assurance
Educational Diagnostician (10 months and 12 months)
Special Education Instructional Support Specialist
Programmer Analyst –Special Education
Speech Therapist
Director of Technology Management
Supervisor for Media Services
Media Center Manager
Technology Specialist
Network Administrator
Network Specialist
Webmaster
Trainer for Multimedia Technology
Director for Adult and Continuing Education
Project Manager
Adult Education Teacher
Juvenile Alternative Education Teacher
School/Parent Liaison
Teacher for Instructional Support
Youth Resource Officer
Discipline Center Coordinator
Principal
Assistant Principal
Coordinator Partnership Program EBRPSS-LSU
Recruiter for Magnet Programs
Lead Magnet Teacher

Teacher
Elementary Reading Specialist
Coordinator of Grants
Project Evaluation Specialist
Pre-School Instructional Specialist
Supervisor of Special Education Programs
Special Education Instructional Support Specialist – LRE
Records Controller Manager
Title I School -Wide Program Monitor
Support Programs Specialist
Coordinator for Staff Development
Director for Library Services & Instructional Technology
Title I Helping Teacher (12 Months)
Coordinator of Pre-Ged Program
Project Manager – Adult Education.

Section IV: Operations and Budget Management

Chief Business and Operations Officer
Deputy Superintendent for Operations and Budget Management
Assistant Superintendent for Auxiliary Services
Budget Analyst
Budget Specialist
Director of Operations/Child Nutrition Program
School Food Service Auditor
Administrative Director of Transportation
Director for Procurement and Warehousing Services
Administrative Director for Facilities
Graphic Arts Supervisor
Director for Finance
Assistant Director, Child Nutrition Program
Computer Training Coordinator, Child Nutrition Program
Area Supervisor, Child Nutrition Program
Education Training Coordinator, Child Nutrition Program
Computer Operator II, Child Nutrition Program
Assistant Manager, Child Nutrition Program
Manager/Non-Degreed, Child Nutrition Program
Manager/Degreed, Child Nutrition Program
Multi-Unit Manager Degreed, Child Nutrition Program
Multi-Unit Manager/Non Degreed, Child Nutrition Program
Purchasing Coordinator, Child Nutrition Program
Warehouse Supervisor, Child Nutrition Program
Administrative Assistant to Director of Transportation
Regular Route Transportation Supervisor
Special Education Transportation Supervisor
Manager, Mechanic Shop
Service Station Supervisor
Warehouse Supervisor
Chief Accountant
Supervisor of Warehousing Services
Coordinator of Purchasing

Buyer I
Grants Fiscal Officer
Grants Specialist
Supervisor of Payroll and Employee Benefits
Finance Specialist IV
Supervisor of Accounting
Accounting Specialist
Accounting Specialist I
Staff Accountant
Program Manager for Facilities Assessment, Planning, and Construction
Zone Director of Environmental Services (DES)
Manager of Buildings
Manager of Heating, Ventilating, and Air Conditioning (HVAC)
Energy/HVAC Systems Manager
Security Specialist
Manager of Shops/Grounds
Vehicles and Transportation Specialist
Office Operations Specialist

SECTION 10.0 EMPLOYMENT REQUIREMENTS

R.S. 17:3884(D) requires that any school board wishing to hire a person who has been evaluated pursuant to Act 1 of 1994, whether that person is already employed by that school system or not, shall request such person's assessment and/or evaluation results as part of the mandated process. The board to which application is being made shall inform the applicant that as part of the mandated process, the applicant's assessment and/or evaluation results will be requested. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems appropriate.

I am aware that my previous employers will be contacted to request my evaluation results. I am aware that I have the right to review the information received and to provide any response or information that I deem appropriate. I am aware that the East Baton Rouge Parish School Board is required to provide, upon request, evaluation results of persons that other school systems may wish to hire.

Signature

Date

EBR 10.0A
East Baton Rouge Parish School Board
Human Resources Department
Post Office Box 2950
Baton Rouge, LA 70821

To: _____ Re: _____
School System Applicant's Name
SS# _____

In compliance with R.S. 17:391.5H, please provide the evaluation results of the
person named above. This employee left the employment of _____

with the performance rating of: **(check one)**

_____ **Satisfactory** _____ **Less Than Satisfactory**

Signature of Personnel Director

Original: E.B.R. Parish School Board
Pink: Your Copy
Yellow: Applicant's Copy

EBR 10.0B

To:

**From: East Baton Rouge Parish School Board
Human Resources Department
Post Office Box 2950
Baton Rouge, LA 70821**

Applicant's Name

Social Security Number

In compliance with R.S. 17:391.5H, the following results are being provided for the person named above. This employee left the employment of the East Baton Rouge Parish School System with the performance rating of:

_____ **Satisfactory**

_____ **Less Than Satisfactory**

Signature of Personnel Director

Date

SECTION 11.0 EVALUATION EXEMPTION

R.S.17: 391.51 That any teacher evaluated pursuant to the teaching internship law or the children first act shall be exempt from the evaluation mandated by the accountability provisions in the year in which such evaluation occurs. The exemption shall not supersede or be interpreted in any manner to interfere with the right and duty of a school principal or other appropriate school system employee as designated by a city or parish school board to observe and evaluate teachers in the performance of their duties.

Evaluation of those persons assessed under the Louisiana Teacher Assistance and Assessment Program during the year(s) in which they are assessed may be exempt from the evaluation mandated by the accountability provisions in the year in which such assessment occurs. This exemption applies only to the school year during which assessment occurs. This exemption does not apply to the first two semesters of the revised two-year program of the Louisiana Teacher Assistance and Assessment Program.

The exemption shall not supersede or interfere with the right and duty of a school principal or other appropriate school district employee as designated by the East Baton Rouge Parish School System to observe and evaluate teachers in the performance of their duties. The East Baton Rouge Parish School Board maintains the right to make employment decisions.

This Evaluation Exemption Section conforms to the guidelines listed below:

1. Teachers assessed under the Louisiana Teacher Assistance and Assessment Program are included in the EBR Certificated and Professional Accountability Plan.
2. This exemption shall not interfere with the right and duty of the appropriate EBR personnel to observe and evaluate teachers in the performance of their duties.
3. The East Baton Rouge Parish School System maintains the right to make all employment decisions.

SECTION 12.0 STATEMENT OF ASSURANCE

It is assured that the East Baton Rouge Parish Certificated and Professional Accountability Plan has been reviewed and revised by a committee of educators elected by their peers and is in compliance with Acts 9, 506, 621, R.S. 17:391.5, R.S. 17:24.3 and R.S. 17:391.10 of the Louisiana Legislature as outlined in the Compliance Handbook 2200 (Formerly Bulletin 1525) revised September 1992, March 1994, September 1994, June 1998, January 2001, and July 2001.

This plan has been approved by the East Baton Rouge Parish School Board and will be implemented as written.

Charlotte D. Placide/ Date
Superintendent

Patricia Haynes-Smith/ Date
School Board President

APPENDIX A
LOUISIANA COMPONENTS OF EFFECTIVE TEACHING

DOMAIN I. PLANNING

Planning is an important aspect of the teaching/learning process and is primarily a mental activity. As a result, a pre-conference is essential to discuss plans and the learning environment. Assessment should be made following the pre-conference. The focus of the pre-conference is to be on the components and attributes in the planning domain and any additional teacher-supplied information. Daily written plans should follow local policy. It is the recommendation of this panel that written planning does not go beyond what is required by the local school district.

COMPONENT A. The teacher plans effectively for instruction.

ATTRIBUTES:

- 1. Specifies learner outcomes in clear, concise objectives**
It is not necessary to specify different objectives for each child or groups of children.
- 2. Includes activity/activities that develop objectives**
A required number of activities is not specified because this decision must be made by the teacher.
- 3. Identifies and plans for individual differences**
It is not necessary to specifically describe ways individual differences are to be met in written plans. This will be discussed in the pre-conference.
- 4. Identifies materials, other than standard classroom materials, as needed for lesson**
Standard classroom materials include such things as textbooks, chalkboard, pencils, paper, etc.
- 5. States method(s) of evaluation to measure learner outcomes**
Evaluation may be formal or informal.
- 6. Develops an Individual Educational Program (IEP), ITP, and/or IFSP (For special education teachers only)**
The Individual Educational Plan (IEP), Individual Transitional Plan (ITP), and/or Individual Family Service Program (IFSP) will meet state guidelines.

DOMAIN II. MANAGEMENT

Management is the organization of the learning environment and maintenance of student behavior. Focus should be placed on teacher behavior.

COMPONENT A.

The teacher maintains an environment conducive to learning.

ATTRIBUTES:

- 1. Organizes available space, materials, and/or equipment to facilitate learning.**
- 2. Promotes a positive learning climate.**

COMPONENT B.

The teacher maximizes the amount of time available for instruction.

ATTRIBUTES:

- 1. Manages routines and transitions in a timely manner**
- 2. Manages and/or adjusts allotted time for activities planned**

COMPONENT C.

The teacher manages learner behavior to provide productive learning opportunities.

ATTRIBUTES:

- 1. Establishes expectations for learner behavior**
- 2. Uses monitoring techniques to facilitate learning**

This may include reinforcing positive behavior, redirecting disruptive behavior, as well as other methods.

DOMAIN III. INSTRUCTION

The teacher, as the knowledge professional, is the person best suited to determine effective instruction for his/her classroom. It is the responsibility of the observer to discuss the lesson with the teacher for clarification. It is important that the observer understand that variations in the lesson may occur during delivery and that the teacher makes adjustments as necessary to accommodate the needs and responses of students. The post-conference should provide an opportunity for the teacher to present his/her rationale for any modifications during the lesson. The observer must take into account the individual plans of ACT 504, special education regulations, and any other identifiable groups.

COMPONENT A.

The teacher delivers instruction effectively.

ATTRIBUTES:

- 1. Uses technique(s) which develop(s) lesson objective(s)**

Technique(s) may include teacher-directed activity/activities or student-centered activity/activities

- 2. Sequences lesson to promote learning**

Sequencing means that the teacher initiates, develops, and closes the lesson with continuity.

- 3. Uses available teaching material(s) to achieve lesson objective(s)**
- 4. Adjusts lesson when appropriate**
- 5. The teacher integrates technology into instruction**

COMPONENT B.

The teacher presents appropriate content.

ATTRIBUTES:

- 1. Presents content at a developmentally appropriate level**

The teacher is knowledgeable of the content and relates it to the abilities and interest of the students.

- 2. Presents accurate subject matter**
- 3. Relates relevant examples, unexpected situations, or current events to the content**

COMPONENT C.

The teacher provides opportunities for student involvement in the learning process.

ATTRIBUTES:

- 1. Accommodates individual differences**

The teacher recognizes that students perform at different levels and provides opportunities for them to become involved. There are many ways of accommodating individual differences among children. Some of these are not always evidenced in observations, but in the planning. It may be necessary for the observer to ask the teacher for clarification of this in the post-conference.

2. **Demonstrates ability to communicate effectively with students**
3. **Stimulates and encourages higher order thinking at the appropriate developmental levels**
4. **Encourages student participation**

COMPONENT D: The teacher demonstrates ability to assess and facilitate student academic growth.

ATTRIBUTES:

1. **Consistently monitors ongoing performance of students**
2. **Uses appropriate and effective assessment techniques**
Assessing student performance may include formal and/or informal assessment procedures as well as formative and summative. Feedback may be verbal or nonverbal.
3. **Provides timely feedback to students**
4. **Produces evidence of student academic growth under his/her instruction**

DOMAIN IV. PROFESSIONAL DEVELOPMENT (NON-PERFORMANCE)

Professional development is not a performance component. It provides the opportunity for the teacher to use the evaluation process as a professional development plan. Just as children use different modes of learning, teachers also need to use a variety of channels to achieve professional development. The professional development plan may include a variety of ways in which teachers can engage in growth activities. The successful teacher shall not be mandated to participate in any one specific growth activity.

During the post-observation conference, the principal/designee and the teacher will set a date to discuss the proposed professional self-development plan for the teacher.

COMPONENT A. The experienced teacher plans for professional self-development.

These recommended activities are not limited to but may include being a mentor teacher; developing curriculum; delivering in-services; serving on textbook committees; developing teaching materials; promoting positive public relations; serving on SACS committees; reading professional literature; conducting research; evaluating programs; participating in workshops, conferences, professional organizations, school-based activities, classroom observations of peers, and parent/teacher organizations, etc. These activities will be monitored at the local level.

If an experienced teacher does not perform satisfactorily, an intensive assistance plan should be developed.

COMPONENT B. The new teacher plans for professional self-development.

The intent of Component B is that the intern teacher will concentrate on necessary improvements in Domains I, II, III, and/or V as agreed upon with his/her principal and other members of the support/assistance team.

If through the assessment process the new teacher does not demonstrate competence in Domains I, II, III, and/or V, a professional growth plan shall be developed which concentrates on the necessary improvements.

If through the assessment process the new teacher has demonstrated competence in Domains I, II, III, and V, the new teacher may select to engage in self-selected growth activities as outlined in Component A of Domain IV.

DOMAIN V. SCHOOL IMPROVEMENT

COMPONENT A.

The teacher takes an active role in building-level decision making.

ATTRIBUTES:

1. Participates in grade level and subject area curriculum planning and evaluation.
Serves on task forces and decision-making committees, when appropriate
2. Serves on task forces and decision-making committees, when appropriate
3. Implements the school improvement plan

COMPONENT B.

The teacher creates partnerships with parents/caregivers

ATTRIBUTES:

1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
2. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
3. Seeks community involvement in the instructional program

APPENDIX B

PHILOSOPHICAL STATEMENT ON THE ROLE OF PRINCIPALS/ADMINISTRATORS

The effective principal/administrator works with staff to set a clear school mission aligned with the local school district mission and to develop goals for achieving that mission. These goals set high expectations and create challenges for all members of the school community as they maintain their focus on the real purpose of the school, the enhancement of student learning. Learning is enhanced not only in the essential basic skill areas, but also in all aspects of the broader school curriculum.

The effective leader maintains a safe and orderly school environment and creates a positive atmosphere where staff members are empowered to make decisions collaboratively. The principal/administrator molds a culture that reflects the community around it and utilizes community resources in the process.

Outstanding principals/administrators are visible, positive role models who are respected by staff, students, and the school community. They are learners and thus encourage by example the learning and professional development of those around them. They promote leadership in others so all can learn to lead. They are fair and consistent, yet flexible enough to take risks when creative solutions to problems hold promise.

PURPOSE OF PRINCIPAL EVALUATION

- A. School Improvement: to promote the improvement of school programs and the enhancement of student learning

- B. Professional Growth and Development: to foster the professional growth and development of new and continuing principals
- C. Accountability: to insure that only effective principals continue in that role in school districts

PROCEDURES FOR PRINCIPAL/ADMINISTRATOR EVALUATION

1. Review of the position description, East Baton Rouge Parish School System's goals, individual school's current School Improvement Plan and Professional Growth Plan must occur with the evaluator of record.
2. The designated evaluator will conduct observations.
3. Principals/Administrators with 0-3 years of experience in their present position will be observed at least two (2) times each year and as the need arises. Principals/Administrators with four (4) or more years of experience in their present position will be observed twice during year 1 and once during years 2 and 3, and as the need arises.
4. When a minimum of two (2) observations is required, one will be conducted in the fall and the other in the spring.
5. The Principal/Administrator Observation Form (EBR 6.4PAO) will be used for observations.
6. A post-observation conference is held to discuss and analyze progress being made toward the fulfillment of the goals and expectations described in the job description, current School Improvement Plan and Professional Growth Plan. Recommendations and commendations are to be discussed and documented on EBR 6.4PAO.
7. Follow-up may be conducted to reinforce acceptable positive practices and to determine how recommendations have impacted the quality of the school instructional program and school climate.
8. Within fifteen (15) working days following an observation, a post-observation conference will be held with the principal/administrator being evaluated. The items on the observation form will be discussed and analyzed. During this conference, the principal/administrator evaluatee is given the opportunity to give input on commendations and recommendations. After the signatures of the evaluator and evaluatee have been affixed and dated, the evaluatee will receive a copy of the completed form.
9. The form will be filed in the evaluator's office until the appropriate evaluation form has been completed. The observation forms will be stapled behind the evaluation form and filed in the single official personnel file in Human Resources.
10. If professional assistance is necessary, the evaluator and the evaluatee shall discuss it during the post-observation and evaluation conference. The Employee

Intensive Assistance Program must be initiated within five (5) working days after the conference.

11. The self-evaluation aspect of the evaluation process will be addressed during the spring conference. Evaluations of principals/administrators are to be completed by June 15th of each year.

APPENDIX C

STANDARDS FOR SCHOOL PRINCIPALS IN LOUISIANA

Standard #1- Vision

The principal engages the school community in developing and maintaining a student-centered vision for education, which forms the basis for school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society.

Standard #2 - Teaching and Learning

The principal uses knowledge of teaching and learning in working collaboratively with the faculty and staff to implement effective and innovative teaching practices that engage students in meaningful and challenging learning experiences

Standard #3 - School Management

The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe and orderly learning environment.

Standard #4 - School Improvement

The principal works with the school community to review data from multiple sources to establish challenging standards, monitor progress, and foster the continuous growth of all students.

Standard #5 - Professional Development

The principal works collaboratively with the school faculty and staff to plan and implement professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.

Standard #6 - School-Community Relations

The principal uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations.

Standard #7 - Professional Ethics

The principal demonstrates honesty, integrity, and fairness to guide school programs in an ethical manner

Elaborated Standard: Vision

Vision: The principal engages the school community¹ in developing and maintaining a student-centered vision for education, which forms the basis for school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- a "preferred" future² regarding the success of all students;
- group process strategies for melding the diverse values and expectations of the school community into a shared understanding of desired student outcomes;
- theories of child and human development, the teaching-learning process, and models of and processes for on-going school improvement; and
- relevant research findings and strategies for using data to develop and maintain the school vision.

Dispositions

The principal believes in, values, and commits to

- the centrality of students to the school vision and goals;
- involving the school community in establishing the school vision and goals;
- respecting the existing school and community cultures while working for changes that improve outcomes for all students;
- stewardship of the school vision, and sponsorship of school goals; and
- enabling students to think critically about complex issues.

Performances

The principal demonstrates the ability to

- work collaboratively with the school community to develop and maintain a shared school vision;
- bring the school vision to life by using it to guide decision making about students and the instructional programs;
- maintain faculty focus on developing learning experiences that will enable students to prosper in subsequent grades and as adults;
- maintain open communication with the school community, and effectively convey high expectations for student learning to the community;
- provide opportunities and support for collaboration, the exchange of ideas, experimentation with innovative teaching strategies, and ongoing school improvement;
- monitor, assess, and revise the school vision and goals as needed; and
- foster the integration of students into mainstream society while valuing diversity.

Note: *school community* - individuals who have interests in or are affected by events at the school, including administrators, faculty' staff, students, parents, and external community members, such as those associated with business, civic, and service organizations, etc.

preferred future - an understanding and conviction conveyed to teachers and students that opportunities available to students are not limited

Elaborated Standard: Teaching and Learning

Teaching and Learning: The principal uses knowledge of teaching and learning in working collaboratively with the faculty and staff to implement effective and innovative teaching practices that engage students in meaningful and challenging learning experiences.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- research and theories related to teaching, learning, curriculum development, integration, and motivation;
- methods for effectively communicating high standards and high expectations for student achievement;
- strategies for creating an empowering environment that supports innovative teaching and powerful learning³;
- supervisory and observational techniques that promote effective teaching and learning in a growth-oriented environment;
- authentic, psychometrically sound⁴ methods for assessing student learning; and
- emerging technologies and their use in enhancing student learning.

Dispositions

The principal believes in, values, and commits to

- all children's learning at high levels,
- excellence and life-long learning,
- collaborative development of teaching strategies and curricular modifications that ground student learning in real-world situations and promote critical thinking, and
- developing a caring environment that nurtures teaching and learning.

Performances

The principal demonstrates the ability to

- recognize, model, and promote effective teaching strategies that enable students to apply what they learn to real world experiences;
- encourage and support the use of both innovative, research-based teaching strategies to engage students actively in solving complex problems and methods of student assessment which will enhance learning for all students;
- conduct frequent classroom visits and periodic observations provide constructive feedback to faculty and staff, and suggest models of effective teaching techniques when needed;
- foster a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student-achievement are emphasized; and
- promote collaboration and team building among faculty.

3 powerful learning - learning that occurs when students are proactive in developing skills through intrinsically challenging activities that build both cognitive and affective skills, and that require both group work and individual effort (adapted from Levin, H. (1996). Accelerated schools: The background (pp. 3-23). In C. Finnan, E.P. St. John, J. McCarthy, and S.P. Slovacek (Eds.). *Accelerated schools in action: Lessons from the field* Thousand Oaks, CA: Corwin)

4 psychometrically sound - data that are valid and reliable; refers to data from tests and other forms of assessment.

Elaborated Standard: School Management

School Management: The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe and orderly learning environment.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- organizational theory and principles of organizational development;
- human resources management and development, including related/support ancillary services;
- local, state, and federal laws, policies, regulations, and procedures;
- sound fiscal procedures and practices;
- time management to maximize the effectiveness of the organization; and
- current technologies that support management functions.

Dispositions

The principal believes in, values, and commits to

- building a safe, orderly environment;
- upholding local, state, and federal laws, policies, regulations, and procedures, including being fiscally responsible and ensuring quality support services;
- upholding high standards in the day-to-day operations of the school and using current technology;
- making management decisions to enhance teaching and learning; and
- involving members of the school community⁵ in shared decision-making processes.

Performances

The principal indicates the ability to

- maintain a safe, secure, clean, and aesthetically pleasing physical school plant;
- establish and/or implement laws, policies, regulations, and procedures that promote effective school operations;
- maintain a positive school environment where proper student discipline is the norm;
- manage fiscal resources responsibly, efficiently, and effectively and monitor whether others do so as well;
- manage human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective school staff;
- monitor support services such as transportation, food, health, and extended care responsibly;
- provide and coordinate appropriate co-curricular and extra-curricular activities; use shared decision making effectively in the management of the school;,
- manage time and delegate appropriate administrative tasks to maximize attainment of the school goals;
- use available technology effectively to manage school operations; and

- monitor and evaluate school operations and use feedback appropriately to enhance effectiveness.

Note: school community - individuals who have interests in or are affected by events at the school, including administrators, faculty, staff, students, parents, and external community members, such as those associated with business, civic, and service organizations, etc.

Elaborated Standard: School Improvement

School Improvement: The principal works with the school community to review data from multiple sources to establish challenging standards, monitor progress, and foster the continuous growth of all students.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- methods by which information from various sources can be used to establish challenging standards for self, faculty, students, and the school;
- strategies for monitoring progress toward reaching the standards established;
- professional literature related to teaching, learning, curriculum, organizational and staff development, and change processes;
- the school culture, community expectations, and the strengths and weaknesses of self, faculty, students, and community; and
- methods of data collection, analysis, interpretation, and program evaluation.

Dispositions

The principal believes in, values, and commits to

- empowering others by engaging in collaborative problem solving and decision making, building capacity through staff development, and encouraging divergent perspectives from the school community;
- working toward consensus and compromise among members of the school community, guided by the school vision and goals;
- examining one's own assumptions, practices, and beliefs in the light of new knowledge;
- accepting limitations and mistakes from self and others while maintaining commitment to the standards established; encouraging faculty experimentation in order to maximize opportunities for all students to learn; and
- promoting a school culture that values and promotes individual and collaborative reflection and learning.

Performances

The principal demonstrates the ability to

- provide ongoing opportunities for staff to reflect on their roles and practices in light of student standards and school goals;
- grow professionally by engaging in professional development activities and making such activities available to others;
- facilitate school-based research and use these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning;

- foster the genuine continuous involvement and commitment of the school community in promoting the progress of all students toward attaining high standards; and
- enhance school effectiveness by appropriately integrating the processes of teacher selection/evaluation and professional development with school improvement.

Elaborated Standard: Professional Development

Professional Development: The principal works collaboratively with the school faculty and staff to plan and implement professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- theories related to motivation, adult learning, and staff development;
- sound pedagogical practices and emerging technologies;
- current trends in terms of social, political and cultural influences on education;
- research, measurement, and assessment strategies;
- organizational learning for school cultures, goal setting, change processes, and group dynamics; and
- resource management.

Dispositions

The principal believes in, values, and commits to

- lifelong learning for self and others;
- ongoing change processes;
- faculty expertise and collaborative work strategies; and
- fostering creativity and establishing high expectations in self and others.

Performances

The principal demonstrates the ability to

- communicate a focused vision for both school and individual professional growth;
- use research and data from multiple sources to design and implement professional development activities;
- secure the necessary resources for meaningful professional growth, including the time for planning and the use of emerging technologies;
- provide opportunities for individual and collaborative professional development;
- provide incentives for learning and growth and encourage participation in professional development activities at the national, state, and parish levels; and
- assess the overall impact of professional development activities on the improvement of teaching and student learning.

Elaborated Standard: School-Community Relations

School-Community Relations: The principal uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- the composition of the school community including relevant demographic statistics and trends, competing
- issues and values, and available resources;
- successful strategies for establishing positive school-community relations and fostering parental and community participation;
- techniques for promoting the positive aspects of the school and communicating with the media effectively; and
- effective interpersonal communication skills.

Dispositions

The principal believes in, values, and commits to

- establishing a partnership with the school's community for mutually supportive relationships;
- promoting the school as an integral part of the community;
- diversity as a strength; and
- promoting the positive aspects of the school, celebrating successes, acknowledging the school's shortcomings, and involving the community in overcoming problems within the school.

Performances

The principal demonstrates the ability to

- be visible and involved in the community and treat members of the school community equitably;
- involve the school in the community while keeping the school community informed;
- use school-community resources to enhance the quality of school programs, including those resources available through business and industry;
- recognize and celebrate school successes publicly; and
- communicate effectively, both interpersonally and through the media.

Elaborated Standard: Professional Ethics

Professional Ethics: The principal demonstrates honesty, integrity, and fairness to guide school programs in an ethical manner.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- various perspectives on ethics;
- his/her own principled convictions about what is best for students and the ethical implications of those convictions;
- relevant laws, policies, regulations, procedures and the relationship of these to protecting the rights of individuals; and
- ethical means for improving school programs.

Dispositions

The principal believes in and commits to

- being accurate in providing information while respecting the rights of others;
- caring for the feelings of others;
- principled action in upholding the substance of laws, policies, regulations, and procedures; and
- using the influence of the principalship constructively and productively in the service of all students.

Performances

The principal demonstrates the ability to

- model ethical behavior at both the school and community levels; - -
- communicate to others expectations of ethical behavior;
- respect the rights and dignity of others;
- provide accurate information without distortion and without violating the rights of others;
- develop a caring school environment in collaboration with the faculty and staff;
- apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately;
- minimize bias in self and others and accept responsibility for his own decisions and actions; and
- address unethical behavior in self and others.

Evidence of Excellence in Teaching (EET) Rating for 2007-2008 Formal Evaluation Year

EET involves the submission of collected documents and reflections upon planning, management, instruction, assessment, school improvement partnerships, and professional growth at the end of the formal evaluation year after an evaluatee receives satisfactory ratings in all areas on the Comprehensive Teacher Assessment. Rating of at **least 15** Areas of Excellence will be according to the established guidelines. All materials must be submitted to the evaluator for initial review on 8 ½ by 11 inch paper in a one-inch three-ring binder by April 15th and to the Office of Human Resources, Support Programs by April 30th for the 2nd review. Submissions will be returned by the last day of September. The fifteen entries (#1-#15) must have a divider to separate each Area. For example, the first divider might be labeled “**Area #3: Content Knowledge**, and the second might be labeled “**Area # 6: Use of Student Data.**” Documentation will be reviewed for the relationship and alignment to the Area being assessed and the evidence of impact on student learning or achievement, instruction, and/or professional growth. Unless noted, the evidence may come from the formal evaluation year, but no more than two years prior to the formal evaluation year. A one page (one inch margins on all sides, 12 font, Times Roman, single-spaced, and full justification) reflection must be placed behind the documentation for each Area. The first reflective and labeled paragraph should identify and describe the artifact presented, the second should explain the rationale for why the artifact was selected as evidence for the Area, and the third should explain the impact on student learning/achievement, instruction, and/or professional development.

Area of Excellence	Possible Documentation
NOTE: Evaluator should initial each area achieved next to the number on the left side of this form and should sign & date the bottom of this form	NOTE: Artifacts to be used as evidence are not limited to the items listed below for each of the twenty Areas
#1 Demonstrated an increase in student learning/achievement and/or an impact on instruction as a result of a grant written and received by the evaluatee	Completed grant; Notification letter; Student test scores as measured by I-LEAP, LEAP, and EduSoft
#2 Demonstrated an increase in student learning/achievement and/or an impact on instruction as a result of participation in ongoing district, state, or national curriculum planning	Committee sign in sheets; Professional leave form; Student test scores as measured by I-LEAP, LEAP, and EduSoft
#3 Demonstrated participation in activities to increase evaluatee's content knowledge	At least three hours of university coursework in Fall 2007 and/or Spring 2008; Minimal 45 content area CLUs beginning with first day of 2007-08 school year
#4 Demonstrated evidence of increased student progress	EduSoft reports; Standardized test scores; Individualized Education Plans
#5 Facilitated increased academic growth of at least 90% of students in the core academic subjects	Evidence that at least 90% of students greatly increased achievement, such as in reading and/or math; pre-tests and post-tests and individual student assessments
#6 Collected, analyzed, and used student data to drive instruction	Lesson plans that reflect an analysis of student data; Evidence of time spent analyzing data; Hard copies of data; Individual student plans
#7 Demonstrated an increase in student learning/achievement and/or an impact on instruction as a result of the use of at least one authentic assessment method	Scoring rubrics; Student portfolios; EduSoft reports
#8 Demonstrated evidence of application of classroom action research that leads to greater student learning/achievement	Written project; Statistics from research; Findings of impact on student learning; Published findings in scholarly publication; Individual student plans
#9 Successfully completed National Board Certification process	Notification Letter does not have to be the 2007-2008 year
#10 Supervised at least one student teacher	Student teacher evaluations
#11 Successfully mentored at least one new teacher in the LaTAAP process	Copies of Mentor Accountability Forms with at least 30 documented contact hours per year per new teacher in LaTAAP
#12 Conducted at least one demonstration lesson in another teacher's classroom	Lesson plans; Teacher's observation notes; Feedback from receiving teacher who is not the model
#13 Videotaped at least one lesson with evidence of at least one peer critique	Videotape with sample release form; Written critiques by peers
#14 Increased student learning/achievement after the implementation of a skill obtained as a result of attendance at a State/National conference for subject area professional organization	Professional leave; Conference program/notes; Agenda, Peer/Student/Parent Evaluations; Evidence of application and results
#15 Presented to colleagues after attendance at a local/state/national professional development opportunity, with evidence of implementation of a skill and follow-up communication to colleagues	Agenda; Follow up schedules and notes
#16 Participated in collaborative efforts to improve the effectiveness of the school with at least a 10% increase in the school performance score	Mandatory increase in school performance score of at least 10%; Sign in sheets from staff development offerings/subject or grade-level team meetings
#17 Demonstrated an increase in student achievement and/or impact on instruction after obtaining a knowledge of student's lives	Parent interviews; Student interest surveys; Communication logs; Evidence of contact outside of school hours and/or home visits; Evidence of student achievement
#18 Utilized community resources to enrich instruction at least twice in one school year	Speakers for class; Programs; Field trips; Thank you notes for class speakers

#19 Reported to work on a consistent basis	Less than 3 missed days per year, but approved professional leave is exempt
#20 Demonstrated an impact on instruction after ongoing and summative self-reflection about teaching	Self and student evaluations; Reflection log; Evidence of student instruction

Evaluatee's Signature and Date

Evaluator's Signature and Date

Human Resources Designee's Signature and Date

Signatures indicate verification of the authenticity of the documentation and reflections to the best of one's knowledge.

East Baton Rouge Parish School System
Comprehensive Teacher Assessment
(Regular and *Special Education* Teacher)

Teacher _____ Employee # _____ Location _____
Subject/Grade _____ Observer/Position _____
Observation #1 Date /Time _____ Observation #2 Date/Time _____

****Observer will mark box when attribute/teaching behavior is observed****

I. Pre-observation conference date(s) _____ / _____ (Make specific notes regarding lesson to be observed.) This teacher:

Plans effectively for instruction (Is lesson plan appropriate to grade/subject? Is a copy available in classroom? Were the comprehensive curriculum and pacing guides used?)

--	--

Develops clear and concise written objectives (What are objectives for lesson? How will students know the objectives? *Are short term goals developed that are appropriate for annual IEP goals?*)

--	--

Identifies and plans for individual differences (What modifications/accommodations/activities will be seen in this lesson? *Does teacher conduct IEP conferences as appropriate?*)

--	--

II. Observation—Management

A. Maintains an environment conducive to learning

- | | |
|--|--------------------------|
| <input type="checkbox"/> Materials are organized | <input type="checkbox"/> |
| <input type="checkbox"/> Positive learning climate | <input type="checkbox"/> |

B. Maximizes amount of time available for instruction

- | | |
|--|--------------------------|
| <input type="checkbox"/> Routines and transitions | <input type="checkbox"/> |
| <input type="checkbox"/> Adjusts time for activities | <input type="checkbox"/> |

C. Manages learner behavior to provide productive learning opportunities

- | | |
|--|--------------------------|
| <input type="checkbox"/> Establishes expectations for learner behavior | <input type="checkbox"/> |
| <input type="checkbox"/> Uses monitoring techniques | <input type="checkbox"/> |

Comments/Scripting: _____

Additional responsibilities for special education teachers:

Insures appropriate scheduling of students into regular classes as indicated on IEP

--	--

Maintains all required records in a timely manner (including re-evaluation forms)

--	--

III. Observation—Instruction (Use checklists)

A. Component: Delivers instruction effectively.

Attributes: Uses techniques which develop objectives, sequences lesson, use of teaching materials, and integrates technology

Proficient

- | | |
|---|--------------------------|
| <input type="checkbox"/> Most students were engaged and successful | <input type="checkbox"/> |
| <input type="checkbox"/> Student engagement/participation was self-directed/self-motivated | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional activities were aligned with instructional objectives | <input type="checkbox"/> |
| <input type="checkbox"/> Most students were successful in learning at the application level or higher on Bloom's Taxonomy of Cognitive Learning | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional strategies reflected the unique needs/characteristics of students | <input type="checkbox"/> |

Below Expectations or Unsatisfactory

- | | |
|---|--------------------------|
| <input type="checkbox"/> Few/no students were engaged and successful | <input type="checkbox"/> |
| <input type="checkbox"/> Student engagement/participation was externally manipulated by teacher | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional activities were not aligned with instructional objectives | <input type="checkbox"/> |
| <input type="checkbox"/> Few/no students were successful in learning at the application level or higher on Bloom's Taxonomy of Cognitive Learning | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional strategies did not reflect the unique needs/characteristics of students | <input type="checkbox"/> |

Comments/Scripting: _____

B. Component: Presents appropriate content.

Attributes: Content is at a developmentally appropriate level, accurate subject matter, relevant examples

Proficient

- ☐ High level of content accuracy ☐
- ☐ Teacher uses language students understand ☐
- ☐ Teacher relates content to a "real world" example ☐
- ☐ Content is at a developmentally appropriate level ☐

Below expectations or

Unsatisfactory

- ☐ Low level of content accuracy ☐
- ☐ Students do not understand most of teacher's language ☐
- ☐ Content is not connected to "real world" ☐
- ☐ Content is not appropriate for grade level ☐

Comments/Scripting: _____

C. Component: Provides opportunities for student involvement in the learning process.

Attributes: Accommodates individual differences; is able to communicate effectively with students; stimulates and encourages higher order thinking; encourages student participation

Check any techniques that the teacher used to promote active, successful student participation.

- | | |
|--|--------------------------|
| <input type="checkbox"/> Used random calling | <input type="checkbox"/> |
| <input type="checkbox"/> Sent students to board/chart/map | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional activities allowed/encouraged students to interact with each other | <input type="checkbox"/> |
| <input type="checkbox"/> Provided application/lab activity | <input type="checkbox"/> |
| <input type="checkbox"/> Varied activities | <input type="checkbox"/> |
| <input type="checkbox"/> Made lesson relevant/interesting to student experience | <input type="checkbox"/> |
| <input type="checkbox"/> Positively reinforced student participation and/or success | <input type="checkbox"/> |
| <input type="checkbox"/> Corrected incorrect responses/performances in a way that preserved student dignity | <input type="checkbox"/> |
| <input type="checkbox"/> Encouraged slow/reliant students | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional activities provided for students to produce products | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional strategies provided for students to make connections of new learning (e.g., prior/future learning within the discipline, other disciplines, world beyond the classroom) | <input type="checkbox"/> |
| <input type="checkbox"/> Integrates technology into lesson | <input type="checkbox"/> |
| <input type="checkbox"/> Other technique: _____ | |
| <input type="checkbox"/> Other technique: _____ | |

Comments/Scripting _____

D. Component: Demonstrates ability to assess and facilitate student academic growth.

Attributes: Consistently monitors ongoing performance of students; uses appropriate and effective assessment techniques; provides timely feedback to students; produces evidence of student academic growth under his/her instruction

Check any techniques that the teacher used to monitor and/or assess student learning.

- | | |
|---|--------------------------|
| <input type="checkbox"/> Physically monitoring <i>individual</i> students (walking around, examining work) | <input type="checkbox"/> |
| <input type="checkbox"/> Verbally monitoring/assessing <i>groups</i> of students (choral response, signal response) | <input type="checkbox"/> |
| <input type="checkbox"/> Physically monitoring <i>groups</i> of students | <input type="checkbox"/> |
| <input type="checkbox"/> Use of formative assessments (paper/pencil, performances, demonstrations) | <input type="checkbox"/> |
| <input type="checkbox"/> Use of summative assessments (paper/pencil, performances, demonstrations, products) | <input type="checkbox"/> |
| <input type="checkbox"/> Adjusting instruction/clarifying in response to monitoring/assessing | <input type="checkbox"/> |
| <input type="checkbox"/> Clarifying/extending in response to monitoring/assessment | <input type="checkbox"/> |
| <input type="checkbox"/> Re-teaching (some or all students) | <input type="checkbox"/> |
| <input type="checkbox"/> Positive reinforcement of successful responses/performances (verbal and/or nonverbal) | <input type="checkbox"/> |
| <input type="checkbox"/> Specific corrective feedback to students who are unsuccessful | <input type="checkbox"/> |
| <input type="checkbox"/> Prompting/assisting students who are having difficulty responding/performing | <input type="checkbox"/> |
| <input type="checkbox"/> Use of portfolios as student assessment | <input type="checkbox"/> |
| <input type="checkbox"/> Other technique: _____ | |
| <input type="checkbox"/> Other technique: _____ | |

Comments/Scripting _____

What specific instructional strategies need improvement?

- ☐ Varying instructional activities
- ☐ Soliciting student participation
- ☐ Extended correct responses/performance
- ☐ Re-teaching the lesson, when necessary
- ☐ Instructional activities at application level or higher on Bloom's Taxonomy
- ☐ Instructional activities which assist students
- ☐ Instructional activities which reflect the unique needs/characteristics of students
- ☐ Instructional activities which relate to the interests/experiences of students
- ☐ Instructional strategies which promote self-directed student learning

☐
☐
☐
☐
☐
☐
☐
☐
☐

Commendations (Statements should refer to LCET)

Date: _____

Date: _____

Recommendations (Statements should refer to LCET)

Date: _____

Date: _____

Postobservation #1 Date/Signatures

Observer	Employee	Date
----------	----------	------

Postobservation #2 Date/Signatures

Observer	Employee	Date
----------	----------	------

IV. School Improvement Narrative

(Participates in grade level and subject area curriculum planning and evaluation; Creates partnerships with parents/caregivers; Encourages parents/caregivers to become active partners in their children's education and/or seeks community involvement in the instructional program)

Narrative should contain comments regarding the evaluatee's efforts to support **school improvement plan** goals and district **Strategic Plan** goals (Increase student achievement. Promote safe, caring and service-oriented culture. Community engagement and communication.)

V. Personal Traits

The evaluatee exhibits: (A=above expectations, M=meets expectations, B=below expectations)

- ___ Poise, self-confidence, enthusiasm and optimism
- ___ Punctuality
- ___ Dependability
- ___ Flexibility
- ___ Acceptable speech and grammar
- ___ Effective Communication with students, parents, and other adults
- ___ Discreet handling of confidential information
- ___ Unbiased attitude regarding race, sex, creed, religion or disability
- ___ Uses suggestions for improvement
- ___ Attendance
- ___ Professional dress/demeanor

OVERALL TEACHER'S PERFORMANCE AT THIS TIME IS:

☐ Satisfactory ☐ Needs Improvement ☐ Not Satisfactory

Evaluator Comments: _____

EVALUATOR'S SIGNATURE: _____ Date: _____

Evaluatee's Comments: _____

EVALUATEE'S SIGNATURE: _____ Date: _____

(My signature indicates that I have read the results of the evaluation, but does not indicate agreement or disagreement with the results.)

East Baton Rouge Parish School System
Comprehensive Assessment
Guidance Counselor

Guidance counselor _____ Employee # _____ Location _____
Observer/Position _____
Observation #1 Date /Time _____ Observation #2 Date/Time _____

****Observer will mark box when attribute/teaching behavior is observed****

I. Pre-observation conference date(s) _____ / _____ (Make specific notes regarding lesson to be observed.) This teacher:

Plans effectively for instruction (Is lesson plan appropriate to grade/subject?)

--	--

Develops a written plan with clear and concise objectives for providing guidance services
(What are objectives for lesson? How will students know the objectives?)

--	--

Identifies and plans for individual differences (What modifications/accommodations/activities will be seen in this lesson?)

--	--

II. Observation—Management

A. Maintains an environment conducive to learning

- | | |
|--|--------------------------|
| <input type="checkbox"/> Materials are organized | <input type="checkbox"/> |
| <input type="checkbox"/> Positive learning climate | <input type="checkbox"/> |

B. Maximizes amount of time available for instruction

- | | |
|--|--------------------------|
| <input type="checkbox"/> Routines and transitions | <input type="checkbox"/> |
| <input type="checkbox"/> Adjusts time for activities | <input type="checkbox"/> |

C. Manages learner behavior to provide productive learning opportunities

- | | |
|--|--------------------------|
| <input type="checkbox"/> Establishes expectations for learner behavior | <input type="checkbox"/> |
| <input type="checkbox"/> Uses monitoring techniques | <input type="checkbox"/> |

Comments/Scripting: _____

Additional responsibilities for guidance counselors:

Takes appropriate precautions to protect students, equipment, materials and facilities

--	--

Maintains accurate, complete and correct records as related to counseling services

--	--

III. Observation—Instruction (Use checklists)

A. Component: Delivers instruction effectively.

Attributes: Uses techniques which develop objectives, sequences lesson, use of teaching materials, and integrates technology

Proficient

- | | |
|---|--------------------------|
| <input type="checkbox"/> Most students were engaged and successful | <input type="checkbox"/> |
| <input type="checkbox"/> Student engagement/participation was self-directed/self-motivated | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional activities were aligned with instructional objectives | <input type="checkbox"/> |
| <input type="checkbox"/> Most students were successful in learning at the application level or higher on Bloom's Taxonomy of Cognitive Learning | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional strategies reflected the unique needs/characteristics of students | <input type="checkbox"/> |

Below Expectations or Unsatisfactory

- | | |
|---|--------------------------|
| <input type="checkbox"/> Few/no students were engaged and successful | <input type="checkbox"/> |
| <input type="checkbox"/> Student engagement/participation was externally manipulated by teacher | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional activities were not aligned with instructional objectives | <input type="checkbox"/> |
| <input type="checkbox"/> Few/no students were successful in learning at the application level or higher on Bloom's Taxonomy of Cognitive Learning | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional strategies did not reflect the unique needs/characteristics of students | <input type="checkbox"/> |

Comments/Scripting: _____

B. Component: Presents appropriate content.

Attributes: Content is at a developmentally appropriate level, accurate subject matter, relevant examples

Proficient

- ☐ High level of content accuracy ☐
- ☐ Teacher uses language students understand ☐
- ☐ Teacher relates content to a "real world" example ☐
- ☐ Content is at a developmentally appropriate level ☐

**Below expectations or
Unsatisfactory**

- ☐ Low level of content accuracy ☐
- ☐ Students do not understand most of teacher's language ☐
- ☐ Content is not connected to "real world" ☐
- ☐ Content is not appropriate for grade level ☐

Comments/Scripting: _____

C. Component: Provides opportunities for student involvement in the learning process.

Attributes: Accommodates individual differences; is able to communicate effectively with students; stimulates and encourages higher order thinking; encourages student participation

Check any techniques that the teacher used to promote active, successful student participation.

- | | |
|--|--------------------------|
| <input type="checkbox"/> Used random calling | <input type="checkbox"/> |
| <input type="checkbox"/> Sent students to board/chart/map | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional activities allowed/encouraged students to interact with each other | <input type="checkbox"/> |
| <input type="checkbox"/> Provided application/lab activity | <input type="checkbox"/> |
| <input type="checkbox"/> Varied activities | <input type="checkbox"/> |
| <input type="checkbox"/> Made lesson relevant/interesting to student experience | <input type="checkbox"/> |
| <input type="checkbox"/> Positively reinforced student participation and/or success | <input type="checkbox"/> |
| <input type="checkbox"/> Corrected incorrect responses/performances in a way that preserved student dignity | <input type="checkbox"/> |
| <input type="checkbox"/> Encouraged slow/reliant students | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional activities provided for students to produce products | <input type="checkbox"/> |
| <input type="checkbox"/> Instructional strategies provided for students to make connections of new learning (e.g., prior/future learning within the discipline, other disciplines, world beyond the classroom) | <input type="checkbox"/> |
| <input type="checkbox"/> Integrates technology into lesson | <input type="checkbox"/> |
| <input type="checkbox"/> Other technique: _____ | |
| <input type="checkbox"/> Other technique: _____ | |

Comments/Scripting _____

D. Component: Assesses student progress

Attributes: Consistently monitors ongoing performance of students; uses appropriate and effective assessment techniques; provides timely feedback to students; produces evidence of student academic growth under his/her instruction

Check any techniques that the teacher used to monitor and/or assess student learning.

- | | |
|---|--------------------------|
| <input type="checkbox"/> Physically monitoring <i>individual</i> students (walking around, examining work) | <input type="checkbox"/> |
| <input type="checkbox"/> Verbally monitoring/assessing <i>groups</i> of students (choral response, signal response) | <input type="checkbox"/> |
| <input type="checkbox"/> Physically monitoring <i>groups</i> of students | <input type="checkbox"/> |
| <input type="checkbox"/> Use of formative assessments (paper/pencil, performances, demonstrations) | <input type="checkbox"/> |
| <input type="checkbox"/> Use of summative assessments (paper/pencil, performances, demonstrations, products) | <input type="checkbox"/> |
| <input type="checkbox"/> Adjusting instruction/clarifying in response to monitoring/assessing | <input type="checkbox"/> |
| <input type="checkbox"/> Clarifying/extending in response to monitoring/assessment | <input type="checkbox"/> |
| <input type="checkbox"/> Reteaching (some or all students) | <input type="checkbox"/> |
| <input type="checkbox"/> Positive reinforcement of successful responses/performances (verbal and/or nonverbal) | <input type="checkbox"/> |
| <input type="checkbox"/> Specific corrective feedback to students who are unsuccessful | <input type="checkbox"/> |
| <input type="checkbox"/> Prompting/assisting students who are having difficulty responding/performing | <input type="checkbox"/> |
| <input type="checkbox"/> Use of portfolios as student assessment | <input type="checkbox"/> |
| <input type="checkbox"/> Other technique: _____ | |
| <input type="checkbox"/> Other technique: _____ | |

Comments/Scripting _____

Commendations (Statements should refer to LCET)

Date: _____

Date: _____

Recommendations (Statements should refer to LCET)

Date: _____

Date: _____

Postobservation #1 Date/Signatures

Observer

Employee

Date

Postobservation #2 Date/Signatures

Observer

Employee

Date

IV. Performance Responsibilities

The evaluatee exhibits: (A=above expectations, M=meets expectations, B=below expectations)

COUNSELING

- ☐ Provides individual counseling in a confidential setting
- ☐ Provides small group counseling sessions in a confidential setting
- ☐ Provides activities and experiences for students to develop a positive self-concept through an understanding of abilities, interests, and strengths
- ☐ Provides activities and experiences for students to develop appropriate social skills
- ☐ Provides activities and experiences for students to develop a positive attitude toward acceptable behavior at school, at home, and in the community
- ☐ Provides activities and experiences for students to develop problem-solving skills
- ☐ Provides activities and experiences for students to develop career-related goals

CONSULTATION

- ☐ Consults with appropriate personnel and/or agencies on behalf of the student
- ☐ Provides opportunities for administrators, teachers, and parents to discuss concerns related to students
- ☐ Maintains and fosters confidentiality in regard to information concerning students
- ☐ Participates in the School Building Level Committee/Building Level Committee

COORDINATION

- ☐ Coordinates the testing program and interprets test scores
- ☐ Coordinates and disseminates information regarding graduation requirements and course descriptions, as appropriate
- ☐ Participates in orientation activities

V. School Improvement Narrative

(Participates in grade level and subject area curriculum planning and evaluation; Creates partnerships with parents/caregivers; Encourages parents/caregivers to become active partners in their children's education and/or seeks community involvement in the instructional program)

Narrative should contain comments regarding the evaluatee's efforts to support **school improvement plan** goals and district **Strategic Plan** goals (Increase student achievement. Promote safe, caring and service-oriented culture. Community engagement and communication.)

VI. Personal Traits

The evaluatee exhibits: (A=above expectations, M=meets expectations, B=below expectations)

- ☐ Poise, self-confidence, enthusiasm and optimism
- ☐ Punctuality
- ☐ Dependability
- ☐ Flexibility
- ☐ Acceptable speech and grammar
- ☐ Effective Communication with students, parents, and other adults
- ☐ Discreet handling of confidential information
- ☐ Unbiased attitude regarding race, sex, creed, religion or disability
- ☐ Uses suggestions for improvement
- ☐ Attendance
- ☐ Professional dress/demeanor

OVERALL GUIDANCE COUNSELOR'S PERFORMANCE AT THIS TIME IS:

☐ Satisfactory

☐ Needs Improvement

☐ Not Satisfactory

Evaluator Comments: _____

EVALUATOR'S SIGNATURE: _____ Date: _____

Evaluatee's Comments: _____

EVALUATEE'S SIGNATURE: _____ Date: _____

(My signature indicates that I have read the results of the evaluation, but does not indicate agreement or disagreement with the results.)

**East Baton Rouge Parish School System
Comprehensive Assessment
Speech Therapist**

Teacher: _____ Employee #: _____ Location: _____
Subject/Grade: _____ Observer/Position: _____
Observation #1 Date /Time: _____/_____/_____ Observation #2 Date/Time: _____/_____/_____

****Observer will mark box when attribute/teaching behavior is observed****

I. Pre-observation conference date(s) _____/_____/_____ (Make specific notes regarding lesson to be observed.)

This speech therapist:

Plans effectively for therapeutic intervention
(Is lesson plan complete and appropriate to grade/subject? Is copy of plan available?)

--	--

Develops clear and concise written objectives
(What are objectives for lesson?)

--	--

Identifies and plans for individual differences
(What modifications/accommodations/activities will be seen in this lesson?)

--	--

II. Observation—Management (Make specific notes regarding observed strengths and weaknesses.)

A. Maintains an environment conducive to therapeutic intervention
(organization of materials, positive learning climate)

--	--

B. Maximizes amount of time available for each therapy session
(routines and transitions, adjusts time for activities, note specific techniques used)

--	--

C. Manages learner behavior to provide productive learning opportunities
(establishes expectations, use of monitoring techniques)

--	--

Comments/Scripting: _____

Additional responsibilities:

- ☐ Maintains records mandated by federal, state and school board guidelines and policies ☐
- ☐ Administers appropriate diagnostic tests in the areas of speech, language, and hearing ☐
- ☐ Serves as a member of the Pupil Appraisal team for students with suspected communication disorders ☐
- ☐ Refers any student with suspected vocal pathologies to laryngology clinics and prepares the student for the examination ☐
- ☐ Conducts or attends IEP conferences for students identified by Pupil Appraisal with speech impairments ☐
- ☐ Maintains certification and qualifications ☐

Comments: _____

III. Observation—Instruction (Use checklists)

A. Component: Delivers instruction effectively.

Attributes: Uses techniques which develop objectives, sequences lesson, teaching materials, integrates technology

Which statements best describe what you observed?

Proficient

- ☐ Most students were engaged and successful ☐
- ☐ Student engagement/participation was self-directed/self-motivated ☐
- ☐ Instructional activities were aligned with instructional objectives ☐
- ☐ Most students were successful in learning at the application level or higher on Bloom's Taxonomy of Cognitive Learning ☐
- ☐ Most students successfully connected new learning with the discipline, with other disciplines, and/or with the world beyond the classroom ☐
- ☐ Instructional strategies reflected the unique needs/characteristics of students ☐

Below Expectations or Unsatisfactory

- ☐ Few/no students were engaged and successful ☐
- ☐ Student engagement/participation was manipulated/externally manipulated by teacher ☐
- ☐ Instructional activities were not aligned with instructional objectives ☐
- ☐ Few/no students were successful in learning at the application level or higher on Bloom's Taxonomy of Cognitive Learning ☐
- ☐ Few/no students successfully connected new learning within the discipline, with other disciplines, and/or with the world beyond the classroom ☐
- ☐ Instructional strategies did not reflect the unique needs/characteristics of students ☐

Comments/scripting:

B. Component: Presents appropriate content.

Attribute: content is at a developmentally appropriate level, accurate subject matter, relevant examples

Proficient

- ☐ High level of content accuracy ☐
- ☐ Teacher uses language students understand ☐
- ☐ Teacher relates content to a "real world" example ☐
- ☐ Content is at a developmentally appropriate level ☐

Below expectations or Unsatisfactory

- ☐ Low level of content accuracy ☐
- ☐ Students do not understand most of teacher's language ☐
- ☐ Content is not connected to "real world" examples ☐
- ☐ Content is not appropriate for grade level ☐

Comments/scripting:

C. Component: Provides opportunities for student involvement in the therapeutic process.

Attribute: accommodates individual differences, is able to communicate effectively with students, stimulates and encourages higher order thinking, encourages student participation

Check any techniques that the teacher used to promote active, successful student participation.

- ☐ Used random calling ☐
- ☐ Sent students to board/chart/map ☐
- ☐ Instructional activities allowed/encouraged students to interact with each other ☐
- ☐ Provided application/lab activity ☐
- ☐ Varied activities ☐
- ☐ Made lesson relevant/interesting to student experience ☐
- ☐ Positively reinforced student participation and/or success ☐
- ☐ Corrected incorrect responses/performances in a way that preserved student dignity ☐
- ☐ Encouraged slow/reluctant students ☐
- ☐ Instructional activities provided for students to produce products ☐
- ☐ Instructional strategies provided for students to make connections of new learning (e.g., prior/future learning within the discipline, other disciplines, world beyond the classroom) ☐
- ☐ Integrates technology into lesson ☐
- ☐ Other technique: _____
- ☐ Other technique: _____

D. Component: Demonstrates ability to assess and facilitate student academic growth.

Attributes: consistently monitors ongoing performance of students, uses appropriate and effective assessment techniques, provides timely feedback to students, produces evidence of student academic growth under his/her instruction

Check any techniques that the teacher used to monitor and/or assess student learning.

- | | |
|---|--------------------------|
| <input type="checkbox"/> Verbally monitoring/assessing individual students (random questioning, interacting during group/seat work) | <input type="checkbox"/> |
| <input type="checkbox"/> Physically monitoring <i>individual</i> students (walking around, examining work) | <input type="checkbox"/> |
| <input type="checkbox"/> Verbally monitoring/assessing <i>groups</i> of students (choral response, signal response) | <input type="checkbox"/> |
| <input type="checkbox"/> Physically monitoring <i>groups</i> of students | <input type="checkbox"/> |
| <input type="checkbox"/> Use of formative assessments (paper/pencil, performances, demonstrations) | <input type="checkbox"/> |
| <input type="checkbox"/> Use of summative assessments (paper/pencil, performances, demonstrations, products) | <input type="checkbox"/> |
| <input type="checkbox"/> Adjusting instruction/clarifying in response to monitoring/assessing | <input type="checkbox"/> |
| <input type="checkbox"/> Clarifying/extending in response to monitoring/assessment | <input type="checkbox"/> |
| <input type="checkbox"/> Reteaching (some or all students) | <input type="checkbox"/> |
| <input type="checkbox"/> Positive reinforcement of successful responses/performances (verbal and/or nonverbal) | <input type="checkbox"/> |
| <input type="checkbox"/> Specific corrective feedback to students who are unsuccessful | <input type="checkbox"/> |
| <input type="checkbox"/> Prompting/assisting students who are having difficulty responding/performing | <input type="checkbox"/> |
| <input type="checkbox"/> Other technique: _____ | |
| <input type="checkbox"/> Other technique: _____ | |
| <input type="checkbox"/> Other technique: _____ | |

What specific instructional strategies need improvement?

- | | |
|--|--|
| <input type="checkbox"/> Varying instructional activities | <input type="checkbox"/> Instructional activities which reflect the unique needs/characteristics of students |
| <input type="checkbox"/> Interacting with students | <input type="checkbox"/> Instructional activities which relate to the interests/experiences of students |
| <input type="checkbox"/> Soliciting student participation | <input type="checkbox"/> Instructional strategies which promote self-directed student learning |
| <input type="checkbox"/> Extended correct responses/performances | <input type="checkbox"/> Instructional activities which assist students |
| <input type="checkbox"/> Reteaching the lesson, when necessary | |
| <input type="checkbox"/> Instructional activities at application level or higher on Bloom's Taxonomy | |

Commendations (Statements should refer to LCET)

Date: _____

Date: _____

Recommendations (Statements should refer to LCET)

Date: _____

Date: _____

Postobservation #1 Date/Signatures

Observer

Employee

Date

Postobservation #2 Date/Signatures

Observer

Employee

Date

IV. School/District Goals

Narrative should contain comments regarding the evaluatee's efforts to support school improvement plan goals and district Strategic Plan goals (Increase student achievement. Promote safe, caring and service-oriented culture. Community engagement and communication.)

V. Personal Traits

The evaluatee exhibits: (A=above expectations, M=meets expectations, B=below expectations)

- Poise, self-confidence, enthusiasm and optimism
- Punctuality
- Dependability
- Flexibility
- Acceptable speech and grammar
- Effective Communication with students, parents, and other adults
- Discreet handling of confidential information
- Unbiased attitude regarding race, sex, creed, religion or disability
- Uses suggestions for improvement
- Attendance
- Professional dress/demeanor

SPEECH THERAPIST'S PERFORMANCE AT THIS TIME IS:

☐ Satisfactory

☐ Needs Improvement

☐ Not Satisfactory

Evaluator Comments: _____

EVALUATOR'S SIGNATURE: _____ Date: _____

Evaluatee's Comments: _____

EVALUATEE'S SIGNATURE: _____ Date: _____

My signature indicates that I have read the results of the evaluation, but does not indicate agreement or disagreement with the results.

East Baton Rouge Parish School System
Comprehensive Assessment
Library Media Specialist

Library Media Specialist: _____ Employee #: _____
Location: _____ Observer/Position: _____

Observation #1 Date/Time: _____ Observation #2 Date/Time: _____

****Observer will mark box when attribute/teaching behavior is observed****

I. Observation

A. Program Administration

- | | |
|--|--------------------------|
| <input type="checkbox"/> Develops and implements effective policies and procedures for the operation of the library media center | <input type="checkbox"/> |
| <input type="checkbox"/> Maintains a functional, attractive, and welcoming environment | <input type="checkbox"/> |
| <input type="checkbox"/> Manages student behavior for productive learning | <input type="checkbox"/> |
| <input type="checkbox"/> Trains and directs work of paraprofessional (if applicable), student assistants, and volunteers | <input type="checkbox"/> |

Comments/Scripting:

B. Information Access

- | | |
|---|--------------------------|
| <input type="checkbox"/> Provides access to varied information sources to meet students' needs | <input type="checkbox"/> |
| <input type="checkbox"/> Demonstrates effective strategies for accessing information using technology | <input type="checkbox"/> |
| <input type="checkbox"/> Promotes the legal and ethical use of information according to School Board policies | <input type="checkbox"/> |

Comments/Scripting:

C. Instruction

- | | |
|--|--------------------------|
| <input type="checkbox"/> Instructs students and staff in use of hardware and software used for information access | <input type="checkbox"/> |
| <input type="checkbox"/> Provides programs and services to promote reading, viewing, listening, and thinking skills | <input type="checkbox"/> |
| <input type="checkbox"/> Implements programs to encourage reading diverse types of literature for pleasure | <input type="checkbox"/> |
| <input type="checkbox"/> Plans collaboratively with teachers to incorporate information and technological literacy skills into content curricula | <input type="checkbox"/> |
| <input type="checkbox"/> Delivers instruction effectively and involves students in learning tasks | <input type="checkbox"/> |
| <input type="checkbox"/> Assists principal in curriculum coordination and staff development | <input type="checkbox"/> |
| <input type="checkbox"/> Integrates technology into instruction | <input type="checkbox"/> |

Comments/Scripting:

Commendations:

Recommendations:

Postobservation #1 Date/Signatures: _____
Observer Employee Date

Postobservation #2 Date/Signatures: _____
Observer Employee Date

II. Other Responsibilities

The evaluatee: (A=above expectations, M=meets expectations, B=below expectations)

- ☐ Demonstrates proficiency in the use of library hardware, software, and network
- ☐ Evaluates and selects appropriate resources to update the collection and withdraws obsolete, worn or damaged materials
- ☐ Processes and organizes resources for easy access
- ☐ Prepares and administers federal, state, and local budgets, as applicable
- ☐ Maintains appropriate records and inventories
- ☐ Leads in evaluating, selecting and utilizing traditional and technological resources

III School Improvement Narrative

(Participates in grade level and subject area curriculum planning and evaluation; Creates partnerships with parents/caregivers; Encourages parents/caregivers to become active partners in their children's education and/or seeks community involvement in the instructional program.)

Narrative should contain comments regarding the evaluatee's efforts to support school improvement plan goals And district Strategic Plan goals (Increase student achievement. Promote safe, caring and service-oriented culture. Community engagement and communication.)

IV. Personal Traits

The evaluatee exhibits: (A=above expectations; M=meets expectations; B=below expectations)

- ☐ Poise, self-confidence, enthusiasm and optimism
- ☐ Punctuality
- ☐ Dependability
- ☐ Flexibility
- ☐ Acceptable speech and grammar
- ☐ Effective Communication with students, parents, and other adults
- ☐ Discreet handling of confidential information
- ☐ Unbiased attitude regarding race, sex, creed, religion or disability
- ☐ Uses suggestions for improvement
- ☐ Attendance
- ☐ Professional dress/demeanor

OVERALL LIBRARY/MEDIA SPECIALIST'S PERFORMANCE AT THIS TIME IS:

☐ Satisfactory ☐ Needs Improvement ☐ Not Satisfactory

Evaluator Comments:

Evaluator's Signature: _____ Date: _____

Evaluatee's Comments:

Evaluatee's Signature _____ Date: _____

(My signature indicates that I have read the results of the evaluation, but does not indicate agreement or disagreement with the results.)



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