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

East Baton Rouge Parish School Board

Press Robinson, Sr., Ph.D., President Roger Moser, Vice President

William "Bill" Black Rev. Leo Cyrus Dalton "Jay" Devall

Noel Hammatt

Daniel Henderson Eldon Ledoux

Ingrid Kelley

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August 13, 1998

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Introduction

Intent of the Plan

The intent of the East Baton Rouge Parish School Board's Plan to Improve Facilities/Technology, Discipline, and Compensation is to improve education by:

- upgrading facilities for optimal safety, health and comfort;
- providing technology for the acquisition of basic skills and tools for the workplace so that students are competitive;
- removing disruptive and academically deficient students from the regular education classroom;
- reducing truancy and providing more effective alternative education; and
- improving 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 as a result of extensive consideration of the community's response to earlier facilities tax proposals and input from many citizens in the community in the areas of facilities and technology, compensation, and discipline and alternative education. Three committees comprised of community and school system personnel recommended the enclosed Plan components, which were approved by the East Baton Rouge Parish School Board.

The Plan proposed reflects the publicly stated will of the community by providing a Plan that is financed through a sales tax on a "pay as you go" basis for five years (see Financial Overview, page 7). The Plan targets educational improvement and performance standards for students and staff, respects the community-based small school concept, provides safe and dry facilities, and is affordable.

In addition, 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 (see Accountability, page 9).

Performance Standards for Students

A foundation for educational improvement in the East Baton Rouge Parish Public School System is the establishment of performance standards for students and staff and the continuous monitoring of behavior related to the standards. In June of 1998, the Board adopted a five-year Student Accountability Plan that sets minimum expectations with regard to academic performance, student attendance, and the student dropout rate. See Exhibit A. The Student Accountability Plan states that by May of 2003, the students of the East Baton Rouge Parish public schools will:

- perform at or above the national average on standardized tests;
- attend school at a rate 5 percentage points greater than the 1997-98 school year;

- perform on grade level by their third grade year; and
- access the Internet as part of their instructional delivery system.

Performance Standards for Staff

The performance standards for teachers and other professional employees are contained in the East Baton Rouge Parish Personnel Accountability Plan (Revised June 1998). 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: <u>Guidelines for Personnel Evaluation</u>, which sets the criteria for performance and performance evaluation.

The focus of the East Baton Rouge Parish School Board's accountability plan is on student achievement and educational improvement. Philosophically, the beliefs are: 1) all students can learn; 2) good teaching increases the opportunity for student learning; and 3) teachers and other employees need and deserve effective supervision, coaching, and training. 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.

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, parents, community members, and to one another.

Simply put, teachers are expected to plan effectively for instruction, maintain an environment conducive to learning, maximize the amount of time available for instruction, manage student behavior, deliver instruction effectively, present appropriate instructional content, provide opportunities for student involvement in the learning process, and assess student progress. Principals and other professional employees are expected to provide leadership, exhibit effective human relations skills, involve parents and community members in the decision-making process, and provide for the effective management of the school and/or school system.

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, are dismissed from employment.

Financial Overview

Financial Overview - Projected Revenues and Expenditures Tax Plan for East Baton Rouge Parish School System

Fiscal Year:	00-66	00-01	01-02	02-03	03-04	Total
-	1st Year	2nd Year	3rd Year	4th Year	5th Year	
Projected Revenue Base:						
1.0c Sales Tax. @ 3.5% growth	\$ 53,600,000	\$ 55,476,000	\$ 57,417,660	\$ 69,427,278	\$ 81,507 233	\$ 287,428,174

					,	
Use of Funds:						
Discipline/Alternative Educ/Truancy Plan						
Elementary Schools	\$ 1,280,000	\$ 1,583,080	\$ 1,892,196	\$ 2,207,470	\$ 2,529,023	\$ 9.491.769
Middle and High Schools	000'866	903,840	921,017	938,537	956,408	4.717,802
School for Over-Age Students	1,738,475	1,242,705	1,262,418	1,282,523	1,303,025	6,829,146
Truancy	228,000	232,560	237,211	241,955	246,795	1.186,521
Subtotal	\$ 4,244,475	\$ 3,962,185	\$ 4,312,842	\$ 4,670,485	\$ 5,035,251	\$ 22,225,238
Compensation						
Recruit/Retain Employee	\$ 22,874,352	23,103,096	23,334,126	23,567,468	23,803,142	\$ 116.682.184
Facilities/Technology	÷	٠	٠			
Maint/ADA Restrms/New Classrms/New Schls	\$ 23,370,000	\$ 28,790,700	\$ 26,239,665	\$ 28,370,244	\$ 29,881,351	\$ 138,651,960
Technology		2,150,000	2,303,000	2,459,080	2,618,214	11,530,274
Subtotal	\$ 25,370,000	\$ 30,940,700	\$ 28,542,665	\$ 30,829,304	\$ 32,499,565	\$ 148,182,234
Total Use of Funds;	\$ 52,488,827	\$ 58,005,981	SCOKEOSKS	\$ 69,067,257	\$ 61,337,958	81,337,958 \$ 287,089,656

Accountability

Accountability

The East Baton Rouge Parish School Board shall establish separate accounting funds in connection with all amounts collected pursuant to any tax voted upon in connection with this 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 will 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, cannot be modified except to accommodate unforeseen events, emergencies, and variations in estimates. Any such modification must be minor in relation to the intent of the Plan.

If the School Board determines that there is need to consider a possible modification of this Plan, or any portion of this Plan, then 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
- 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 establish an Oversight Committee immediately upon the passage of any tax voted upon in connection with this Plan, or any portion of this Plan.

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

The functions of the Oversight Committee shall be 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.

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EAST BATON ROUGE PARISH EDUCATIONAL FACILITIES IMPROVEMENT DISTRICT

PROPOSITION NO. 1

SUMMARY: FOR THE PURPOSE OF FUNDING REPAIRS AND RENOVATIONS, ENHANCING TECHNOLOGY, CONSTRUCTION OF NEW CLASSROOMS AND CONSTRUCTION OF NEW SCHOOLS IN THE PUBLIC SCHOOL SYSTEM IN EAST BATON ROUGE PARISH, SHALL A NOT TO EXCEED 0.51% SALES AND USE TAX BE LEVIED FOR FIVE (5) YEARS?

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") approved by the School Board on August 13, 1998, shall the District, under La.R.S. 33:2740.35 and other constitutional and statutory authority, be authorized to levy and collect a tax of not to exceed fifty-one hundreths of one percent (0.51%) (the "Tax") 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, all as defined in L.R.S. 47:301 through 47:317, for a period ending five (5) years from the Tax 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

School Repairs and Renovations

Benefits to Students, Parents and Teachers:

- Provides safe, healthy and dry environments more conducive to teaching and learning;
- Improves code compliance;
- Reduces the possibility of injury to building occupants;
- Reduces the number of disruptions to classrooms by heating, ventilation and air conditioning failures, falling ceilings, leaking roofs, and loss of electrical power; and
- Provides more healthy and accessible restrooms.

Benefits to Taxpayers:

- Reduces school system liability; and
- Protects assets and investments.

The following infrastructure improvements are recommended in an effort to provide a "safe and dry" environment for the students, staff and public. They are listed in priority order. 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.

FIRE ALARMS/CODE VIOLATIONS

The Louisiana State Fire Marshal has begun intensive inspections of all East Baton Rouge Parish School System facilities. In order to correct code violations and provide a safe environment for students and staff, an estimated \$5,000,000 will be required to make these corrections. The estimate provided by the architectural firm of Grace & Hebert Architects, Inc. includes an extended plan of action that has been discussed with and approved by the Fire Marshal. All code violations that present a safety/health risk must be corrected immediately.

ROOFS

Roof repair is one of the most crucial components of a facility and is considered in the priority one category. The roof provides the greatest protection to other facility improvements.

Currently, the General Fund Budget provides an annual appropriation of approximately \$600,000 in re-roofing funds with additional appropriations made as funds become available. This amount provides for roughly one to three roof replacements per year. The present condition and age (20 years or more) of many of the roofs will not survive such a lengthy replacement cycle. This plan allows for more than \$6 million annually in roof repairs/replacements, and it is estimated that all roofs in the school district will be impacted over the five-year period.

HEATING, VENTILATION, & AIR CONDITIONING (HVAC)

Current heating, ventilation, and air conditioning (HVAC) units are being replaced from operating and maintenance funds. Most units have been in operation for over 20 years and provide very little if any energy efficient operation. The average useful life of this equipment with proper maintenance is 15-20 years. Cost estimates only include the repair of current systems, which includes the replacement of equipment in kind as needed, excluding upgrades for new building codes. It is our understanding from the Fire Marshal that repairs versus renovations would not require code compliance. Should code compliance be enforced for these repairs, the cost would be substantially higher.

ELECTRICAL SYSTEMS

Many of the electrical systems throughout the school system are inadequate to accommodate current electrical load demands, creating potentially unsafe conditions. Costs estimates only include upgrades to handle current electrical load demands. Cable or power wiring for technology is not included in these estimates.

PLUMBING - RESTROOM FIXTURES

Many of the restroom fixtures and facilities throughout the parish are in need of being replaced or repaired. Estimates do not include any major changes in the piping systems, additions, or Americans with Disabilities Act (ADA) code compliance requirements.

AMERICANS WITH DISABILITIES ACT (ADA) RESTROOM FACILITIES

The cost estimates provide a male and female restroom facility at each school location that is ADA accessible.

Action Item	Funding
Correcting Fire Alarm/Code Violations	Proposed Tax
Roof Repairs/Replacements	Proposed Tax
HVAC Repairs/Replacements	Proposed Tax
Electrical System Upgrades	Proposed Tax
Plumbing Repairs/Replacements	Proposed Tax
Restroom Upgrades	Proposed Tax

Summary of Facilities/Technology For East Baton Rouge Parish School System

Fiscal Year:	00-66	10-00	00-07	00-03	00-04	
	1st Year	2nd Year	3rd Year	4th Year	Ath Veer	Total
Plan Components:					100 100	- Ota
Maintenance						
Fire Alarms/Code Violations **	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	1 000 000	A 000 000
Roofs	6,000,000	6,180,000	6,265,000			15
HVAC	2,000,000	2,000,000	2,000,000	2,000,000	1.200.000	9 200 000
Electric Work ***	400,000	400,000	400,000	400,000	400,000	2.000.000
Figure 1		100,000	100,000	100,000	100,000	500,000
I Otal Maintenance	\$ 9,500,000	\$ 9,680,000	\$ 9,765,000	\$ 9,956,362	\$ 9,900,000	\$ 48,801,362
ADA Restrooms				\$ 1,500,000	\$ 1.500.000	3.000.000
New Classrooms	\$ 2,500,000	\$ 2,575,000	\$ 2,652,250	\$ 2.729.817	\$ 2.811.711	1
New Schools	\$ 8,500,000	\$ 13,000,000	\$ 10,600,000	-	-	
				1		
Sub-10tal Maint/ADA Rstrm/NewCirm/NewSchs	\$ 20,500,000	\$ 25,255,000	\$ 23,017,250	\$ 24,886,179	\$ 26.211.711	\$ 119.870.140
4% Management		\$ 1,010,200	\$ 920,690	\$ 995,447		\$ 4.794.806
10% contingencies	\$ 2,050,000	\$ 2,525,500	\$ 2,301,725	\$ 2,488,618		-
Total Maint/ADA Bet						
I OTAL INGILITY OF TRICHING WCILLING WSChe	\$ 23,370,000	\$ 28,790,700	\$ 26,239,665	\$ 28,370,244	\$ 29,881,351	\$ 136,651,960
Technology						_
Infrastructure	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	40,000,000
Network Specialists		\$ 150,000	\$ 303,000	\$ 459,060	1	1
Total Technology	\$ 2,000,000	\$ 2,150,000	\$ 2,303,000	\$ 2,459,060	\$ 2.618.214	-
						1
Grand Total	\$ 25,370,000	\$ 30,940,700	\$ 28,542,665	\$ 30,829,304	S 32 499 KRK	£ 148 182 524
				_		4 140, 104, 434

2,000,000 500,000 500,000

3,000,00

EBRPSS Budget * 9,000,000

^{*} These amounts will reflect the current Maintenance Budget cumulative over a five year period with no reduction to budgeted funds anticipated.

^{**} The East Baton Rouge Parish School System is currently working with the Louisiana Fire Marshal's Office to develop a detailed plan of correction for code violations other than fire alarm upgrades/replacements.

General figures for electrical repair/upgrades, plumbing repair/upgrades and ADA accessible restroom facilities were provided by Fred Grace, engineering study will be performed to develop the details and priorities for these projects. Every school site will receive some work in these Grace and Hebert Architects, Inc., at no charge to the school system. Upon passage of the tax election, a detailed architectural and areas over the five year period. ***

^{****} Robert E. Lee Auditorium demolition to be funded from General Fund in Year 1.

Fire Alarm Replacement/Code Violations Details The Management Code Violations Details The Management of the Code Violations Details The Code V

00-66	00-01	00-05	00-03	00-04
Year 1	Year 2	Year 3	Year 4	Year 5
\$510,000 Tax Revenue	\$390,000 Tax Revenue	\$315,000 Tax Revenue	\$1,000,000 Tax Revenue	\$1,000,000 Tax Revenue
Fire Alarms \$490,000 Tax Revenue Other Code Violations	Fire Alarms \$610,000 Tax Revenue Other Code Violations	Fire Alarms \$685,000 Tax Revenue Other Code Violations	Code Violations	Code Violations
dle	Wedgewood Elm	Polk Elm	Various Schools	Various Schools
	Scot Mid/Ryan Det.	Merrydale Elm		
	Broadmoor Middle	Northwestern Elm	(To be determined by	(To be determined by
lm Im	Forest Heights Elm	Progress Elm	Ongoing studies in	Opposite chidion in
Brownfields Elm	Ryan Elm	Tara High	confunction with the	The salue ginging
Zachary High	LaBelle Aire Eim	Park Forest Elm	Fire Marshal's Office)	Fire Marshall Office
Eden Park Elm	Audubon Elm			rite Maistrais Office)
Bellingrath Hills Elm	Arlington Vocational			
Westminster Elm				
Valley Park Center				

^{**} Note: Woodlawn High, Northeast Elementary, Northeast High and Capitol Middle are not included in estimates. These facilities are recommended for total replacement.

*** Note: The East Baton Rouge Parish School System is currently working with the State Fire Marshal's Office to develop a detailed plan of correction for Code Violations other than Fire Alarm Replacement.

Roof Repair & Replacement Details

00-66	00-01	00-02	£0 - 00	70'00
Year 1	Year 2	Year 3	7.60/	
\$6,000,000 Tax Revenue	\$6,180,0	\$6,265,000 Tax Revenue	* 188 456 456 ACV Doverno	1 Bar 5
\$600,000 General Fund	\$600,0	\$600,000 General Fund	\$600 000 General Ema	SOUCH BY REVENUE
			Carolina I allo	DUN' CAUALA LAND
Arlington Voc Ctr	Prescott Middle	Highland Elm	Central Ulah +	
Belfair Elm		9		Snerwood Middie
B.R. Magnet High	Bokorfield Elm			Southeast Middle
			Jefferson Terr Elm	Tara High
	_	Elm	McKinley Middle	Twin Oaks Elm
	Elm	Mayfair Elm	McKinley High	BR Ctr Visual Arts
	lddle	Parkridge Elm		Modeline Electric
			8	Wedgewood Elli
Sharon Hills Elm	Crestworth Elm	Elm		Willie mills cont Ed
Capitol High *	Middle			Wildwood Eim
dala	Biodie			Audubon Elm
		Villa Del Rey Elm	Park Forest Middle	Banks Elm
	Harding Elm	Westminster Elm		
*	Robert E. Lee High	E		Delinigiani Tilis Film
B.R. Preparatory				Brookstown EIM
Valley Park Alternative		anior Elm	~	Glasgow Middle
Westdale Elm		Menidel City		Melrose Elm
aSalle Flm		werrydale Eim		Parkview Elm
Dotor Uniante File		Broadmoor Elm		Baker Middle
Danel neignis Eim		Dalton Elm		Southdowns
		Glen Oaks Pk Elm		Western Middle #
		Howell Park Elm		Cles Octo Middle
				Cigir Cans Ivildule
	, W			Northwestern Middle *

(Projects are Funded Through a Combination of General Funds and New Tax Revenues as Indicated on the Summary Chart)

 Note: These schools have already received some roofing work through the General Fund. · Upon passage of the Tax Election, the remaining buildings will be re-roofed. ** Note: Woodlawn High, Northeast Elementary, Northeast High and Capitol Middle are not included in estimates. These facilities are recommended for total replacement.

HVAC Repair & Replacement Details

00-66	00-01	00-02	00-03	70-00
Year 1	Year 2	Year 3	Year	Yes.
\$2,000,000 Tax Revenue	\$2,000,	\$2,000,000 Tax Revenue	\$2,000,000 Tax Revenue	\$1,200,000 Tax Revenue
שייטי,טטט ספוופו פו רעווס	9400,000 General r-und	\$400,000 General Fund	\$400,000 General Fund	\$400,000 General Fund
Robert E. Lee High	Keniworth Middle	Rekerfield Elm		4
Westminster Film				Eden Park Elm
	MCMITTER MIDDIE	Lanier Elm	Highland Elm	Jefferson Terr Elm
٤	Tara High	Magnolia Wds Elm	Sherwood Middle	Nicholson Elm
ffe	Central Office	Istrouma High		Scot Mid/Rvan Det
	Elm	Glen Oaks High	Old Northdale Academy	Southdowns
dle	s Elm	Ryan Elm		Villa Del Rev Elm
_	lm	Meirose Eim		B R Visual Arts
	Elm	Glasgow Middle	onal	Westdale Fim
ligh		Dalton Elm		Winhourne Elm
		LaSalle Elm	<u>E</u>	Baker High
B.R. Magnet High	st Middle .	Greenbrier Elm	Flm	Broadmoor Lich
	Elm	E		Valley Dark Center
	Scotlandville Mag Hi	Harding Elm	iddle	Westdale Middle
		Goodwood		Capitol High
		Mayfair Elm		0
		White Hills Cont Ed	Warehouse	
			Bernard Terrace Elm	
			Brownfields Elm	
			Buchanan Elm	

(Projects are Funded Through a Combination of General Funds and New Tax Revenues as Indicated on the Summary Chart)

** Note: Woodlawn High, Northeast Elementary, Northeast High and Capitol Middle are not included in estimates. These facilities are recommended for total replacement.

Facilities/Technology

for

New Classroom Construction

Benefits to Students, Parents and Teachers:

- Provides safe, healthy and dry environments more conducive to teaching and learning;
- Provides more healthy and accessible restrooms; and
- Lowers the number of temporary buildings used for instructional purposes.

This plan reflects the cost to construct 25 additional permanent buildings, consisting of four classrooms and two restrooms (one male and one female) for a total of 100 classrooms and 50 restrooms. This would enable the school system to eliminate 69 temporary buildings on 25 campuses.

For East Baton Rouge Parish School System

Fiscal Year:	00-66	00-01	00-05	00-03	00-04	
-	1st Year	2nd Year	3rd Year	4th Year	5th Year	Total
Plan Components:						
New Classrooms	\$ 2,500,000	\$ 2,575,000	2,500,000 \$ 2,575,000 \$ 2,652,250 \$ 2,729,817 \$ 2.811,711 \$ 13,268,778	\$ 2,729,817	\$ 2.811.711	\$ 13.268.778
Grand Total	\$ 2,500,000	\$ 2,575,000	\$ 2,500,000 \$ 2,575,000 \$ 2,652,250 \$ 2,729,817 \$ 2,611,711	\$ 2,729,817	\$ 2,811,711	\$ 13.268.77B

New Classrooms Detail

00-66	00-01	00-02	00-03	00-04
Year 1	Year 2	Year 3	Year 4	Year 5
\$2,500,000 Tax Revenue	\$2,575,000 Tax Revenue	\$2,652,250 Tax Revenue	\$2,729,817 Tax Revenue	\$2,811,7
Belfair Elem	Greenville Elem		7	
		Drownields Elem	University Terrace Elem	Howell Park Elem
zachary Elem	Bernard Terrace Elem	Northwestern Elem	T	aniar Elem
Buchanan Elem	Melrose Elem		8	
LaBelle Aire Flem	Delmont Elem		1011	Cialiborne Elem
	1001		South Blvd. Elem	Dufrocq Elem
DIOUNSIOWN EIEM	North Highlands Elem	Nicholson Elem	BR Ctr Visual Perf Arts	Wildwood Elem

Facilities/Technology

for

New School Construction

Benefits to Students, Parents and Teachers:

- Provides safer, healthier and drier environments more conducive to teaching and learning;
- Improves code compliance;
- Reduces the possibility of injuries to building occupants;
- Reduces the number of disruptions to classrooms by heating, ventilation and air conditioning failures, falling ceilings, leaking roofs, and loss of electrical power; and
- Provides more healthy and accessible restrooms.

Benefits to Taxpayers:

- Reduces school system liability; and
- Protects assets and investments.

Considering the physical conditions of <u>Woodlawn High</u>, <u>Northeast Elementary</u>, <u>Northeast Middle/High and Capitol Middle</u>, it is recommended that the current facilities of these four schools be replaced (listed in priority order). Woodlawn High is built on a fault and part of the current facility has been condemned. The School System may be required to close another portion or all of the facility at any time due to additional structural damage. At Northeast Elementary, Northeast High and Capitol Middle, replacing the roofs, heating, ventilation and air conditioning systems, and making minor plumbing and electrical repairs will not be sufficient to render these facilities usable for another five years.

Action Item

Funding

Construction of 4 New Schools

Proposed Tax

For East Baton Rouge Parish School System

(Estimated Data)

Proposed	Cagegories	1st Year	2nd Year	3rd Year	4th Year	5th Year	Total
Prioritization		00-66	00-01	01-02	02-03	03-04	
#1	Woodlawn High School (1300)	\$ 500,000	\$ 10,000,000	\$ 8,500,000			\$ 19,000,000
	(Includes Land and Demolition)						
: #2	Northeast Elementary (900)	\$ 8,000,000	\$ 3,000,000				41 000 000
							00000
£	Northeast Middle & High (850)			\$ 2,100,000	\$ 10,700.000		\$ 12 800 000
	(Grades 7-12)		·	٠.			
7#	Capital Middle (850)	· •			·	\$ 12.000.000	\$ 12,000,000
			·				
	Total Maintenance & Construction	\$ 8,500,000	\$ 13,000,000	\$10,600,000	\$10,700,000	\$12,000,000	\$ 54.800.000
	4% Management	\$ 340,000	\$ 520,000	\$ 424,000	\$ 428,000	\$ 480,000	\$ 2.192.000
-	10% Contingencies	850,000	1,300,000	1,060,000	1,070,000	1.200.000	1
•	Grand Total	\$ 9,690,000	\$ 14,820,000 \$12,084,000		\$12,198,000 \$13,680,000		\$ 62,472,000

Facilities/Technology for

Technology

Benefits to Students, Parents and Staff:

- School system-wide technology network;
- Access to the Internet for every regular education classroom;
- Hands-on computer experiences for all students to assist in attaining basic skills:
- Instantaneous communication to every school and building administrator; and
- More effective planning and delivery of instruction through system-wide data collection and analysis.

Enhancements to improve student learning are essential to the comprehensive system-wide technology plan adopted in July of 1997. To meet the standards established under this design will require the completion of a basic infrastructure of connectivity for Local Area Networks at the school building level. This will be linked by a Wide Area Network to the World Wide Web and will have the electrical upgrades to support the addition of appropriate computer hardware. Every school location in the district must be touched to complete the vital improvements.

To provide technical support, trained staff members will be based at strategically located school sites throughout the system. Beginning in the second year of the plan, the district will employ five Network Specialists with five additional staff members being added each subsequent year until a total of 20 has been reached.

While this project will fund all network wiring, additional electrical circuits and proposed support personnel, only a portion of the required computer hardware can be placed in service.

Work in this area should be viewed in the following phases:

Phase One - A Basic Infrastructure of Connectivity

This part of the project would connect Local Area Networks at schools to a Wide Area Network with high-speed access to the World Wide Web. Based on six drops per room at high schools and middle schools, and five drops per room in elementary schools, the district will install 15,336 network drops throughout the parish. The total cost to provide the cabling, switches, hubs, and network software in this phase would be at least

\$5,367,600. However, if the Educational-Rate structure continues as it is currently designed, East Baton Rouge Parish could complete this work at an 80% discount, and the actual out-of-pocket expense would be \$1,073,520.

Phase Two - Electrical Upgrades to Support Technology

Based upon averages from several electrical projects that have been completed at selected sites on an "as needed" basis, a projected cost of approximately \$250 per computer drop is anticipated. An expenditure of \$3,834,000 is estimated for this part of the Plan.

Phase Three - School Based Technology Support

Twenty closely defined geographical zones known as "Technology Service Areas" would serve as the organizational basis for all technology support, planning, and implementation. A Network Specialist, headquartered at a high school or middle school site within each service area, would coordinate the support of technology, to total 20.

Phase Four - Multimedia Computer Workstations

The final part of the technology component would be partially funded through this proposal. It would require a capital outlay for 15,336 multimedia workstations to complete the needs for all classrooms. Based upon the current education market, the cost would be \$1,899 per unit for a total of \$29,123,064. Funds for this must come from several other sources since the revenue from the tax will not cover the entire amount. Those sources could include state-appropriated Classroom Based Technology Funds, federal funds (Title I), as well as other federal programs, grants, school-generated funds, community based assistance and the school system's General Fund.

Action Item	Funding
20 Network Specialists	Proposed Tax
Cabling, Switches, Hubs, Software	Proposed Tax
Computer Drops	Proposed Tax
Multimedia Workstations	Existing/Proposed Tax/Other Sources

Technology Implementation Schedule

		6	
Five Year Totals	10,000,000.00	1,530,274.20	11.530.274.20
<u></u>		*	~
Year 5	\$ 2,000,000.00	\$ 618,214.20 \$	Grand Total
Year 4	2,000,000.00 \$ 2,000,000.00	\$ 303,000.00 \$ 459,060.00 \$	
Year 3	3,000,000.00	303,000.00	
Year 2	2,000,000.00 \$ 2	\$ 150,000.00 \$	
Year 1	\$ 2,000,000.00 \$		
	Infrastructure	Personnel	

EAST BATON ROUGE PARISH EDUCATIONAL FACILITIES IMPROVEMENT DISTRICT

PROPOSITION NO. 2

SUMMARY: 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 PUBLIC SCHOOLS IN EAST BATON ROUGE PARISH, SHALL A NOT TO EXCEED 0.08% SALES AND USE TAX BE LEVIED FOR FIVE (5) YEARS?

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") approved by the School Board on August 13, 1998, shall the District, under La.R.S. 33:2740.35 and other constitutional and statutory authority, be authorized to levy and collect a tax of not to exceed eight hundreths of one percent (0.08%) (the "Tax") 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, all as defined in L.R.S. 47:301 through 47:317, for a period ending five (5) years from the Tax 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 be taken to address classroom disruptions and create focused instruction to meet individual student academic needs.

The proposed components to address such critical matters are:

Elementary Schools:

- □ Establish a zero tolerance plan for classroom disruptions that prevent the classroom teacher from being effective;
- 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:

- □ Establish an alternative school for 350 students in grades 5 8 that are two or more years older than their peers;
- Create additional space for student discipline centers; and
- Provide additional resources to existing alternative education sites that promote behavioral changes in students.

Truancy:

- Provide additional resources to work with such students and their parents; 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, Parents 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, <u>Character First!</u> will be implemented at all sites through the elementary guidance program. Cost for training the counselors as well as purchasing necessary support materials will be generated through the system's General Fund Budget and partnership with the private sector in concert with Mayor McHugh'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 teaching and other students from learning, <u>Time Out Rooms (TOR)</u> will be implemented on all 61 elementary campuses. These Time Out Rooms will be used for emergency removal of disruptive students in grades K-5.

Because 29 elementary schools currently have Parent Liaisons which will act as Time Out Room Moderators, funding will be needed for an additional 32 Time Out Room Moderators. The role of the Moderator will be to make immediate contact with parents, arrange for conferences where written agreements are completed between parents and teachers, and coordinate student reentry into the classroom. Counseling in respect to appropriate behavior will be provided, and classroom academic assignments will be maintained.

An additional <u>Elementary Discipline Center</u>, utilized for long-term suspension (10-20 days) and/or expulsion, will be established, and transportation will continue to be provided. The center will house two classrooms staffed with <u>two Teachers, two Instructional Aides</u>, and one <u>Psychology Extern</u>. The Teachers and Instructional Aides will be responsible for maintaining an uninterrupted instructional program. The Psychology Extern will coordinate 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 such as the Academy for Diverse Learners (ADL) and/or special education.

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

- 1.) <u>Twenty-five (25) Instructors and Transition Classes</u> will be made available for kindergarten children who are not prepared to enter first grade. These classes will be designed to accelerate students to the extent that on completion they will be prepared to enter second grade. These children will also be placed in an extended year program for additional instruction during the summer months.
- 2.) Twenty-five (25) Instructors and Academic Acceleration Classes will 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 will focus on basic skills instruction in reading, writing and mathematics. Extended year services will also be used to provide additional instruction during the summer months.

Both instructional programs will call for small numbers of students for each teacher, thus allowing for a 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:

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

It is being recommended that 25 elementary campuses be identified to establish the proposed academic models over the next five years. Criteria to be used to select campus sites for these instructional programs will be:

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

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

Action Item	Funding
Character First!	Existing
61 Time Out Rooms	Existing
32 Time Out Room Moderators	Proposed Tax
29 Parent Liaisons/Time Out Room Moderators	Existing
Elementary Discipline Center	Existing
Elementary Discipline Center Staff (2 Teachers, 2 Instructional Aides, 1 Psychology Extern)	Proposed Tax
25 Transition Class Instructors	Proposed Tax
25 Academic Acceleration Instructors	Proposed Tax
Staff Training	Existing

Discipline/Alternative Education/Truancy Plan Elementary Schools

iscal Year:	00-66	10-00	01-02	02-03	03-04	
	1st Year	2nd Year	3rd Year	4th Year	5th Year	Total
Plan Components:						
2 Time Out Room Moderators	\$ 704,000	\$ 718,080	\$ 732,442	\$ 747,090	\$ 762,032	\$ 732,442 \$ 747,090 \$ 762,032 \$ 3,663,644
Additional Elementary Discipline Center	-					٠
2 Teachers	000'02	71,400	72,828	74,285	75,770	364,283
2 Instructional Aides	44,000	44,880	45,778	46,693	47,627	228,978
1 Psychology Extern	35,000	35,700	36,414	37,142	37,885	182,141
ransportation to Two Discipline Centers	252,000	254,520	257,085	259,636	262,232	1,285,453
0 Transition/Academic Acceleration Instructors	175,000	458,500	747,670	1,042,623	1,343,478	3,767,269
Srand Total	\$ 1,280,000	\$ 1,583,080	\$ 1,892,196	\$ 2,207,470	\$ 2,207,470 \$ 2,529,023	\$ 9,491,769

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 <u>Dean of Students</u> and/or a <u>Time Out Room Moderator</u> will 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 added 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 <u>Violence Response Team</u> and a <u>Violence Response Plan</u>. The Violence Response Plan will give direction to the team as to what needs to be done when violence occurs at a school. An <u>Emergency Phone Number</u> will be made 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.

Four (4) additional Discipline Centers will be leased and furnished in strategic locations to make them accessible to students parishwide. These centers will be staffed with <u>four</u> <u>Teachers and four Instructional Aides</u>. 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 be hired to coordinate center assignments, and an I-Care Counselor will be employed to conduct conflict resolution and anger management sessions. Presently, the Principal of Valley Park Alternative School supervises the Discipline Centers.

With the addition of four new centers to the eight presently operating, a <u>Discipline</u> <u>Center Coordinator</u> will be hired 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. <u>Four (4) additional Teachers will be assigned to Valley Park Alternative School</u> for the following purposes:

- 1) a GED component will be added to Valley Park to give students and their parents another choice in determining the appropriate type of education for that student;
- 2) Service Learning Projects will be added to the list of potential course offerings to replace elective courses, when appropriate. Career preparation will be added to the Valley Park curriculum, via partnerships with business/industry and the Gateway Workforce Development partnership;
- 3) a second Counselor will be added to the Valley Park staff to increase one-on-one counseling sessions with students to improve and manage behavior; and
- 4) an additional Teacher will be added to the Valley Park teaching staff 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 provide <u>Staff Training</u> 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	<u>Funding</u>
11 Time Out Room Moderators/Dean of Students	Proposed Tax
Violence Response Team/Violence Response Plan	No Cost

Emergency Phone Number

4 Discipline Centers

Proposed Tax

4 Teachers/4 Instructional Aides

Proposed Tax

Materials of Instruction

Existing

Discipline Center Staff
(1 Intake Clerk, 1 I Care Counselor, 1 Discipline Center Coordinator)

Facility Lease/Renovations/Furniture

Proposed Tax

4 Teachers for Valley Park Alternative School

Proposed Tax

Staff Training

Existing

cipline/Alternative Education/Truancy Plaff

Fiscal Year:	00-66	10-00	00-02	00-03	00-04	
	1st Year	2nd Year	3rd Year	4th Year	5th Year	Total
Plan Components:						
1 Discipline Center Intake Clerk	\$ 23,000	\$ 23,460	\$ 23,929	\$ 24,408	\$ 24,896	\$ 119,693
11 Time Out Room Moderators or Dean of Students	385,000	392,700	400,554	408,585	416,736	2,003,555
1 Discipline Center Coordinator	35,000	35,700	36,414	37,142	37,885	182,141
1 I-Care Counselor for all Discipline Centers	35,000	35,700	36,414	37,142	37,885	182,141
4 Certified Instructors / 4 Instr. Aides for Discipline Centers	224,000	228,480	233,050	237,711	242,485	1,165,705
Furniture for Discipline Centers	11,000					11,000
4 Discipline Centers Renovations	100,000					100,000
4 Discipline Centers (leased)	45,000	45,000	45,000	45,000	45,000	225,000
4 Additional Staff Positions at Valley Park Alternative	140,000	142,800	145,656	148,569	151,541	728,586
Grand Total	\$ 998,000	\$ 903,840	\$ 924,017	\$ 938,637	\$ 956,408	\$ 4,717,802

Over-Age Students

(**Grades 5-8**)

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 1996-97 school year in the East Baton Rouge Parish Middle Schools revealed that there were over 1400 students in grades 6-8 who were two or more grade levels behind. To begin addressing the needs of these over-age students, White Hills Preparatory Academy was opened in January, 1998, for 180 students.

Like White Hills, a <u>second Alternative School for over-age students</u> will be established to address the needs of students who are seriously challenged and at risk of dropping out of school. The targeted grades for both sites will be 5-8; however, students in lower grades will be considered on a case-by-case basis.

The expansion of White Hills to 200 students and the addition of a second site for a maximum of 350 will more adequately address the needs of students in grades 5-8 who have fallen behind. The teacher-pupil ratio at each site will be 1:15 for grade 5 and 1:20 for grades 6-8. Like White Hills, transportation and food service will be provided.

The goal of the Alternative School 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 enroll in the Alternative School will not be given the option to return to their home school.

To open the second Alternative School, a facility consisting of approximately 25,000 square feet will be leased. Staff at the school will consist of a <u>Principal, Guidance</u> <u>Counselor, Dean of Students, Social Worker, Secretary, Librarian, and 18 Teachers.</u> <u>Two (2) additional Teachers</u> will be added to the staff at White Hills to accommodate the additional students.

<u>Technology</u> 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 <u>Materials of Instruction</u> (<u>MOI</u>) will be used to provide students with textbooks and other instructional materials.

An <u>Extended Year Program</u> will be provided for students attending the alternative schools for over-age students. Only one site will be utilized for extended year.

Staff will receive extensive <u>Staff Training</u> with particular attention focused on classroom management, instructional strategies, and diversity.

Action Item Funding

Alternative Center Staff Proposed Tax

(1 Principal, 1 Guidance Counselor, 1 Dean of Students, 1 Social Worker, 1 Secretary, 1 Librarian, 20 Teachers)

Materials of Instruction Proposed Tax

Technology Proposed Tax

Extended Year Program Proposed Tax

Facility Lease/Renovations/Furniture Proposed Tax

Staff Training Existing

Discipline/Alternative Education/Truancy Plan School for Over-Age Students (Grades 5-8)

Fig. 9 Voor	30,00					
	28-00	10-00	00-05	00-03	90-00	
	1st Year	2nd Year	3rd Year	4th Year	5th Year	Total
Plan Components for 350 Students:						
Principal	\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,946	\$ 312.242
Dean of Students	45,000	45,900	46,818	47,754	48,709	l
Secretary	30,000	30,600	31,212	31,836	32,473	158.121
Guldance Counselor	45,000	45,900	46,818	47,754	48,709	234,182
Librarian	35,000	35,700	36,414	37,142	37,885	182,141
Social Worker	35,000	35,700	36,414	37,142	37,885	182,141
20 Teachers	700,000	714,000	728,280	742,846	757,703	3.642.828
Materials of instruction	47,875	47,875	47,875	47,875	47,875	239.375
Technology	105,000					105 000
Extended Year:						
Personnel	33,000	33,330	33,663	34,000	34.340	168.333
Materials of Instruction	5,000	5,000	5,000	5,000	5,000	25.000
Facility:				-		
Renovations	300,000					300,000
Lease	187,500	187,500	187,500	187,500	187,500	937,500
Furniture & Equipment	110,100					110,100
Grand Total	\$ 1,738,476	\$ 1,242,706	\$ 1,262,418	\$ 4,282,623	\$ 4,303,025	\$ 6.829.146

DISCIPLINE/ALTERNATIVE **EDUCATION/TRUANCY** for

Truancy

Benefits to Students, Parents and Teachers:

- Reduction in drop-out rate;
- · Greater opportunity for academic attainment; and
- Improved graduation rate.

Benefits to Taxpayers:

- Reduction in juvenile crime during school hours; and
- Additional workforce-ready personnel

Truancy is the absence of students from school for which there is no legal excuse. Data consistently supports the idea 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. The fact that the East Baton Rouge Parish School System experiences approximately 1100 truants on any given school day is alarming and must be corrected.

To handle the volume of students, three Child Welfare and Attendance Officers will be added to the Child Welfare and Attendance Office. A Truancy Center will be established 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 be staffed with a Teacher, Clerk and Law Enforcement Officer.

Funding Action Item

Proposed Tax 3 Child Welfare and Attendance Officers

Proposed Tax Truancy Center Staff Members

(1 Teacher, 1 Clerk, 1 Law Enforcement Officer)

Discipline/Alternative Education/Truancy Plan

Fiscal Year:	00-66	00-01	00-05	00-03	90-04	
	1st Year	2nd Year	3rd Year	4th Year	5th Year	Total
Plan Components:						
3 Personnel Child Welfare & Attendance Officers	\$ 150,000	150,000 \$ 153,000 \$ 158,060	\$ 156,080	\$ 159.181	\$ 159.181 \$ 162.365	\$ 780,608
Truancy Center Staffing:			-			
1 Teacher	35,000	35,700	36,414	37.142	37.885	182 141
1 Clerk	23,000	23,460	23,929	24.408	24.898	119 693
1 Law Enforcement Officer	20,000	20,400	20,808	21,224	21,649	104,081
Grand Total	\$ 228,000	\$ 232,660	\$ 237,211	\$ 241,986	\$ 248,795	5 11188 521

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EAST BATON ROUGE PARISH EDUCATIONAL FACILITIES IMPROVEMENT DISTRICT

PROPOSITION NO. 3

SUMMARY: FOR THE PURPOSE OF INCREASING COMPENSATION OF TEACHERS AND OTHER SCHOOL SYSTEM EMPLOYEES IN PUBLIC SCHOOLS IN EAST BATON ROUGE PARISH, SHALL A NOT TO EXCEED 0.41% SALES AND USE TAX BE LEVIED FOR FIVE (5) YEARS?

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") approved by the School Board on August 13, 1998, shall the District, under La.R.S. 33:2740.35 and other constitutional and statutory authority, be authorized to levy and collect a tax of not to exceed forty-one hundreths of one percent (0.41%) (the "Tax") 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, all as defined in L.R.S. 47:301 through 47:317, for a period ending five (5) years from the Tax 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 purpose 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;
- More productive support employees; and
- 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 competitive in recruiting and retaining the best and the brightest teachers, assistant principals, and principals, and, in sustaining their work with qualified, committed educational support personnel.

To achieve 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 57,000 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 our 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 compensation component is designed to provide the first step in achieving the aims stated by bringing the salary and wage

schedules to parity within our regional marketplace. It also provides the School Board with the 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 School Board will reassess its compensation structure annually under this plan to ensure that the aims of internal consistency and external competitiveness are met.

Four elements are recommended as a part of the compensation component:

- Teacher salaries are compressed to a 20 schedule; recruitment and retention incentives of \$1,000 are provided for teachers recruited to East Baton Rouge Parish 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; provides improved consistency across educational degrees and experience Steps. The estimated cost is \$19,180,031 annually.
- 2) <u>Salary schedules for other employees</u> are compressed to 20 years; includes nurses, clerical, targeted management and administrative employees, custodians and maintenance workers, and school secretaries. The estimated cost is \$2,020,567 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 estimated cost is \$994,420 annually.
- Bus Driver salaries are compressed to a 20 year schedule with a starting Step of \$11,360 and a Step 20 of \$12,489. The estimated cost is \$679,334 annually.

Action Item	<u>Funding</u>
Teachers	Existing/Proposed Tax
Other Employees	Existing/Proposed Tax
Principals and Assistant Principals	Existing/Proposed Tax
Bus Drivers	Existing/Proposed Tax

EAST BATON ROUGE PARISH SCHOOL BOARD COMPENSATION COMMITTEE \$+800/700

TEACHERS' SALARY SCHEDULE \$700

COST ESTIMATE FOR SHORTENING THE SALARY SCHEDULE TO MAXIMUM 20 YEARS (Includes Nurses, Social Workers, Guidance, Librarians, Therapists & Specialists)

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TEACHERS							
Bach.	\$ 5,489,573	\$	56,041	\$	24,532	\$	5,570,14
Masters	5,544,188		261,258		39,076	\$	5,844,52
Masters + 30	3,155,860	•	340,912		107,873	\$	3,604,64
Spec.	414,344		210,162		8,656	\$	633,16
Ph.D.	144,026	•	20,790		15,433	\$	180,24
Nurses	\$ 141,317					\$	141,31
	<u> </u>		889 1631		(05-57/0)	Š	15-97410Y
EVELLE			5178×55	3	23925 E	5	3205,990
<u>0.07%</u>							
OTAL	72.875(592	5	067.618	*	234.821		9180 03

SALARY SCHEDULE - BUS DRIVERS

COST ESTIMATE

PEVEL	SALARY	BI	NEFFIS		TOTAL
Bus Drivers	\$ 620,000	\$	59,334	\$	679,334
LOTAL STATE	S-03-004	200		C	The state of the state of

SALARY SCHEDULE - SUPPORT

COST ESTIMATE

Management	\$ 675,000	135,473 \$	810,473
Clerical	135,000	27,095	162,095
Maintenance	578,000	55,315	633,315
Custodians	133,000	12,728	145,728
School Secty	224,000	44,957	268,957

SALARY SCHEDULE - PRINCIPALS/ASST. PRIN

COST ESTIMATE

PEVEL STATES	PRIN	YAP .	TOTAL
Elementary	\$ 205,000	\$ 84,200	\$ 289,200
Middle	83,000	187,000	270,000
High	 95,000	174,000	269,000
STATION AND A STATE OF THE STAT	333,000	#45200	828200
BEVIER	 76.868	30,652	166,220
20.07%			
•			
TO PAIS	459.868	534552	994 420

Exhibits

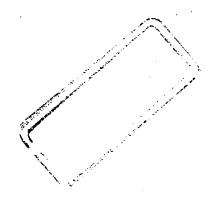


EXHIBIT A

Student Accountability Plan East Baton Rouge Parish School System 1998 -2003

DEPARTMENT OF CURRICULUM AND INSTRUCTION

EAST BATON ROUGE PARISH SCHOOL SYSTEM P.O. BOX 2950 BATON ROUGE, LA 70821

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Accountability Plan for Curriculum and Instruction

Introduction

In August 1995, Dr. Gary Mathews became Superintendent of the East Baton Rouge Parish School System and established a school improvement process to systematically improve education in the district. With the restructuring of the school system, school improvement plans were written by the elementary schools during the 1996-97 school year and approved by the Board October 1997. During the 1997-98 school year, the middle and high schools developed school improvement plans for approval by the Board April 1998.

To provide a background for the system's improvement plan, a mission statement, educational goals and objectives, key elements of instructional programs, and student accountability are presented; measurable goals, objectives, and activities for the school system follow.

Demographics

The East Baton Rouge Parish School System is comprised of over 56,000 students; 64% are black and 36% are non-black. Approximately 70% participate in free or reduced priced lunches. Data from the 1996-97 school year indicate that the dropout rate was 18.24% for high school students. The graduation rate for seniors was 91%. Also, for the 1996-97 school year, student attendance was

95.51% for elementary students, 92.74% for middle school students, and 92.22% for high school students.

Mission Statement

The mission of the East Baton Rouge Parish School System owned jointly with the community is to provide quality education which will equip all students to function at their highest potential in a complex and changing society, thereby enabling them to lead full, productive, and rewarding lives.

Educational Goals and Objectives

- A. The school system is actually unitary.
 - 1. We have a desegregated system respecting the community concept.
 - 2. There is quality and equity throughout the system.
 - 3. There is system-wide understanding and respect for diversity and all cultures.
- B. The community supports public education.
 - 1. EBR Parish School System is the first choice for education.
 - 2. Our schools address the educational needs of all our students.
 - 3. The public appreciates the knowledge, skills, and values demonstrated by our students as they become productive and responsible citizens.
- C. Each of our schools is an effective school.

- 1. Principals are instructional leaders.
- 2. Teachers have high expectations.
- 3. School mission and curriculum are clear.
- 4. Environment within well-maintained facilities is safe and orderly.
- 5. Student achievement is frequently monitored.
- 6. Home-school links are strong.
- 7. Student time on task to learn the intended curriculum is appropriate.

Key Elements of Instructional Programs

Standards-based Curriculum. Local curriculum is patterned after national and state standards in the subject areas of English language arts, mathematics, science, social studies, foreign language, and the fine arts. It defines the content and establishes the benchmarks or measurable objectives that <u>all</u> children should learn at each grade level.

The new standards and assessment instruments establish a far more rigorous and demanding curriculum for students and teachers. The higher expectations which are designed to make students more active participants in the teaching/learning process will provide a more equitable learning environment and prepare them for the future.

<u>Technology</u>. A Technology Committee including community, business, university, and school system representatives was formed in December 1996.

This committee was charged with the task of developing a comprehensive, long range technology plan for the system. The prominent features of the plan include the following:

- 1. The focus is on improving student achievement and preparing students for lifelong learning.
- 2. Each school will have computers in every classroom as well as other necessary technologies. Library media centers will have automated circulation and information retrieval systems facilitating resource sharing among schools. Administrative offices will have computer workstations for school administration and these will be connected to the Central Office.
- 3. The Office of Technology Management will direct and coordinate procurement, technical support, staff development, maintenance, and ongoing evaluation of the plan.
- 4. Staff development will play a vital role in the implementation and integration of technology into the instructional program. A multi-level, on-going staff development plan will be initiated during the 1997-98 school year and will escalate and parallel the acquisition of technology in the following years.

<u>Magnet Programs</u>. Magnet schools provide our school system a means of voluntary desegregating its student population while establishing state-of-the-art

educational programs not available in neighborhood schools. Magnet schools are designed to:

- 1. Expand educational choices for students,
- 2. Promote diversity within our schools,
- 3. Set high expectations for all students to improve student achievement,
- 4. Better prepare students for further education and the world of work,
- 5. Develop positive school climate with academic emphasis, and
- 6. Serve as an alternative to forced busing by providing educational choices for students and parents.

Early Childhood (Prekindergarten to Grade 2). The East Baton Rouge

Parish School System has affirmed that all children should be performing at or
above grade to be promoted to grade 3. To accomplish this goal, the district has
adopted and implemented the Early Literacy Model as its mode of instruction.

Additional instructional time has been provided for children who lag behind by
extending the instructional period, day, and/or year. Frequent assessment and
constant monitoring are provided at each campus.

Alternative Education. Alternative education is designed to provide instruction to students who have not been successful with the traditional approach to education. The major objectives are to:

- 1. Increase early interventions at home-based schools,
- 2. Decrease suspensions, expulsions, and dropouts,
- 3. Increase the number of students who re-enter the school system,

- 4. Increase the graduation rate, and
- 5. Decrease the recidivism rate of students entering school intervention programs.

School-to-Work. The philosophy of the East Baton Rouge Parish

School-to-Work Initiative is founded on the belief that a productive life includes meaningful work. School-to-work includes the following activities:

- 1. Developing and maintaining effective working partnerships between educators, labor, business, and community-based organizations at all levels;
- 2. Administering aptitude and interest instruments to assist in the development of career paths for middle school students; and
- 3. Providing comprehensive student internship programs with business and industry.

Advanced Coursework. The East Baton Rouge Parish School System offers a number of advanced courses in both the middle and high school. At the high school level, honors, gifted, and advanced placement courses are offered.

All high schools offer 16 honors courses which are grouped by the following core areas: English, Mathematics, Science, and Social Studies.

Advanced Placement coursework is actually college coursework taught in high school. The Advanced Placement courses offered are in English, Mathematics, Science, Social Studies, Foreign Language, and Art.

<u>Staff Development</u>. High quality teaching and learning can only be assured when comprehensive, up-to-date training and development activities are made available to teachers, principals, and other employees in the school system. A staff development council is used to evaluate needs, provide district services, and monitor the effectiveness of each activity.

Support Programs. A restructuring of the school system's pupil appraisal services as well as the management of special education instructional services has been implemented. The new administrative structure will permit the school system to be more sensitive to student and parent needs; it will better enable all timelines to be met regarding the identification and placement of students; and it will provide teachers with the necessary support to meet the educational needs of handicapped students.

Federally funded programs are now designed to be embedded within the regular education process. It is supplemental to, rather than separate from, the general education delivery system.

Student Accountability

Student Achievement Data. Student achievement data will be documented with both norm-referenced and criterion-referenced tests.

The norm-referenced test used at grades 4 and 6 from 1993 to 1997 was the California Achievement Test (CAT/5) and in 1997 the CAT/5 at grade 8 was given for one year only. The following tables for CAT/5 show median national

percentile ranks for Total Language, Total Reading, Total Mathematics, and Total Battery. A review of the data notes a significant drop in the CAT scores from grade 4 to grade 6. This drop may be explained in part by the change in delivery of instruction from a self-contained classroom to a departmental approach.

California Achievement Test: Total Language for Grade 4

Median National Percentile Ranks

	1993	1994	1995	1996	1997
PARISH	50	51	51	. 54	52
NATION	50	50	50	50	50

California Achievement Test: Total Reading for Grade 4

Median National Percentile Ranks

	1993	1994	1995	1996	1997
PARISH	48	48	48	50	48
NATION	50	50	50	50	50

California Achievement Test: Total Mathematics for Grade 4

Median National Percentile Ranks

	1993	1994	1995	1996	1997
PARISH	49	51	50	53	52
NATION	50	50	50	50	50

California Achievement Test: Total Battery for Grade 4

Median National Percentile Ranks

	1993	1994	1995	1996	1997
PARISH	48	48	49	51	49
NATION	50	50	50	50	50

California Achievement Test: Total Language for Grade 6

Median National Percentile Ranks

	1993	1994	1995	1996	1997
PARISH	46	44	43	43	43
NATION	50	50	50	50	50

California Achievement Test: Total Reading for Grade 6

Median National Percentile Ranks

	1993	1994	1995	1996	1997
PARISH	36	34	32	32	31
NATION	50	50	50	50	50

California Achievement Test: Total Mathematics for Grade 6

Median National Percentile Ranks

	1993	1994	1995	1996	1997
PARISH	41	41	38	37	37
NATION	50	50	50	50	50

California Achievement Test: Total Battery for Grade 6

Median National Percentile Ranks

	1993	1994	1995	1996	1997
PARISH	40	39	36	36	35
NATION	50	50	50	50	50

California Achievement Test: Total Language for Grade 8

Median National Percentile Ranks

	1997
PARISH	50
NATION	50

California Achievement Test: Total Reading for Grade 8

Median National Percentile Ranks

	1997
PARISH	45
NATION	50

California Achievement Test: Total Mathematics for Grade 8

Median National Percentile Ranks

	1997
PARISH	44
NATION	50

California Achievement Test: Total Battery for Grade 8

Median National Percentile Ranks

	1997
PARISH	47
NATION	50

The LEAP criterion-referenced test data show the percent of students passing from 1989 to 1997 for grades 3, 5, 7, 10, and 11. For grades 3, 5, 7, and 10, there are Language Arts and Mathematics tests; in addition, at grade 10, students take a Written Composition test. At grade 11, students take Science and Social Studies tests.

Criterion-referenced Test: Language Arts Grade 3

Percent of Students Passing the Test

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
PARISH	83%	91%	88%	89%	88%	87%	87%	89%	88%	87%
STATE	82%	88%	89%	90%	89%	90%	88%	90%	91%	90%

Criterion-referenced Test: Mathematics Grade 3

Percent of Students Passing the Test

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
PARISH	86%	91%	88%	89%	87%	87%	88%	90%	88%	85%
STATE	88%	90%	90%	89%	89%	89%	88%	89%	91%	88%

Criterion-referenced Test: Language Arts Grade 5

Percent of Students Passing the Test

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
PARISH	87%	91%	87%	89%	89%	85%	85%	86%	85%	83%
STATE	84%	89%	87%	89%	89%	87%	87%	87%	87%	85%

Criterion-referenced Test: Mathematics Grade 5

Percent of Students Passing the Test

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
PARISH	84%	87%	87%	88%	89%	87%	86%	87%	88%	85%
STATE	83%	87%	88%	88%	88%	89%	88%	89%	89%	88%

Criterion-referenced Test: Language Arts Grade 7

Percent of Students Passing the Test

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
PARISH	78%	82%	80%	83%	82%	84%	82%	82%	84%	82%
STATE	80%	83%	85%	85%	86%	86%	86%	87%	86%	85%

Criterion-referenced Test: Mathematics Grade 7

Percent of Students Passing the Test

										1998
PARISH	71%	76%	74%	78%	78%	75%	75%	74%	76%	72%
STATE	78%	81%	80%	81%	81%	81%	80%	79%	80%	79%

Criterion-referenced Test: Language Arts Grade 10

Percent of Students Passing the Test

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
PARISH	80%	86%	83%	88%	89%	87%	86%	86%	85%	88%
STATE	83%	86%	85%	88%	90%	88%	87%	86%	84%	87%

Criterion-referenced Test: Mathematics Grade 10

Percent of Students Passing the Test

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
PARISH	73%	82%	82%	82%	81%	77%	75%	77%	78%	79%
STATE	77%	82%	83%	81%	82%	78%	79%	77%	77%	76%

Criterion-referenced Test: Written Composition Grade 10

Percent of Students Passing the Test

	1989	1990	1991	1992	1993	1994	1995	1996		1998
PARISH	66%	94%	94%	87%	91%	90%	95%	93%	93%	96%
STATE	75%	92%	95%	82%	90%	89%	95%	93%	93%	95%

Criterion-referenced Test: Science Grade 11

Percent of Students Passing the Test

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
PARISH	69%	83%	86%	85%	84%	88%	83%	80%	83%	85%
STATE	71%	87%	89%	86%	85%	89%	84%	82%	82%	84%

Criterion-referenced Test: Social Studies Grade 11

Percent of Students Passing the Test

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
PARISH	78%	88%	87%	89%	89%	89%	90%	89%	90%	89%
STATE	77%	89%	88%	88%	89%	89%	90%	90%	88%	88%

Student Attendance. Student attendance data are defined as the percent of student attendance for the district and state. Only data for 1995-96 and 1996-97 are presented since those sets of data include both regular and special education students.

Percent of Student Attendance

	1995-96	1996-97
District (Elementary Schools)	95.36%	95.51%
State (Elementary Schools)	95.01%	95.20%
District (Middle Schools)	92.07%	92.74%
State (Middle Schools)	92.56%	93.14%
District (High Schools)	91.22%	92.22%
State (High Schools)	90.62%	91.06%
District (All Schools)	93.41%	93.93%
State (All Schools)	93.36%	93.70%

Student Dropouts. Dropout data are shown as the number and percent of students who dropout of school at grades 7 to 12. The National Center of Education Statistics (NCES) defines a dropout as "an individual who was enrolled in school at some time during the previous year, was not enrolled at the beginning of the current school year, has not graduated from high school or

completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death." Only data for 1995-96 and 1996-97 are shown because those sets of data include both regular education and special education students.

Student Dropouts

1995-96	1995-96	1996-97	1996-97
Percent	Number	Percent	Number
			District
			453
			538
	<u> </u>		1,204
	636	19.15%	822
10.92%	422	16.66%	599
14.10%	475	12.41%	409
13.76%	2,379	18.24%	3,034
State	State	State	State
4.46%	2,816	4.73%	2,904
6.04%	3,568	5.53%	3,232
12.90%	8,966	13.51%	9,245
11.86%	6,554	12.10%	6,626
10.78%	4,991	10.58%	4,897
10.75%	4,397	8.62%	3,605
11.75%	24,908	11.53%	24,373
	14.10% 13.76% State 4.46% 6.04% 12.90% 11.86% 10.78%	5.11% 257 7.44% 348 15.73% 846 13.62% 636 10.92% 422 14.10% 475 13.76% 2,379 State State 4.46% 2,816 6.04% 3,568 12.90% 8,966 11.86% 6,554 10.78% 4,991 10.75% 4,397	5.11% 257 9.68% 7.44% 348 11.42% 15.73% 846 22.09% 13.62% 636 19.15% 10.92% 422 16.66% 14.10% 475 12.41% 13.76% 2,379 18.24% State State State 4.46% 2,816 4.73% 6.04% 3,568 5.53% 12.90% 8,966 13.51% 11.86% 6,554 12.10% 10.78% 4,991 10.58% 10.75% 4,397 8.62%

Accountability Plan for Curriculum and Instruction: Academic Year 1998-99

GOAL 1: To improve the academic performance of students in East Baton Rouge Parish in Language and Math on standardized achievement tests by the year 2003 as evidenced by the following increases:

Increase in percentile ranks* 37 to 42 37 to 42 34 to 41 39 to 44	42 to 47 48 to 53 38 to 43 38 to 43 45 to 50	36 to 41 42 to 47 37 to 42 37 to 42 42 to 47 Increase in % of students passing** 85 to 90 82 to 87 88 to 93	85 to 90 72 to 77 79 to 84 96 to 98
Subject/Grade Level (NRT) Reading: 3rd grade Reading: 5th grade Reading: 6th grade Reading: 7th grade	Language: 3rd grade Language: 5th grade Language: 6th grade Language: 7th grade Language: 9th grade	Math: 3rd grade Math: 5th grade Math: 6th grade Math: 7th grade Math: 9th grade Subject/Grade Level (CRT & GEE) Language: 4th grade Language: 10th grade	Math: 4th grade Math: 8th grade Math: 10th grade Writing: 10th grade

* Data reflect ITBS (grades 2, 4, and 6) and ITED (grade 9) for Spring 1998 testing. **Data reflect CRT(grades 3 and 7) and GEE (grade 10) for Spring 1998 testing.

<u>Objective</u>: To improve the academic performance of students as evidenced by increasing scores for all subject areas by 20% of the five year goal measures

ACTIVITY	PERSON(S) RESPONSIBLE	TIME LINE	COMPLETION EVIDENCE
Activity 1: Develop and implement rigorous curricula aligned with the new standards set for Louisiana.	Associate Superintendent for Instruction, Executive Directors, Curriculum Supervisors, Principals, Teachers	Initiated 1997-98 and completed by the end of 1998-99	Curriculum guides for subjects on file
Activity 2: Support, monitor, and evaluate individual school improvement plans	Associate Superintendent for Instruction, Executive Directors, Director for Staff Development, Curriculum Supervisors, School Improvement Teams	Approved and monitored with elementary schools 1997-98; Approve with middle and high schools 1997-98 and monitor all levels in 1998-99	School Improvement Training Agendas on file School Improvement Plans on file School site monitoring
Activity 3: Provide professional development opportunities for administrators and teachers in order to implement new curricula.	Associate Superintendent for Human Resources, Executive Directors, Supervisors	Initiated 1997-98 and on- going as needed.	Copies of agendas and evaluations forms completed after inservices Observations of classrooms Student products which reflect benchmarks

Activity 4: Provide assistance to schools in the areas of monitoring student progress and preparation	Associate Superintendent, Executive Directors, Director of Program	September 1998 through March 1999	Agendas for professional development and administrator meetings
for testing and evaluation			Study guides and references developed and on file in Program Evaluation Department
Activity 5: Provide learning	Director of Special	Implement August 1998	Class rosters
address the specific needs	Gifted Programs, Brincipals Teachers		Classroom observations
talented students.			Individualized Education Plans
Activity 6: Offer advanced	Executive Directors, Curriculum Supervisors	Implement August 1998 and monitor March 1999	Class rosters
English, Social Studies and	Principals, Teachers		Classroom observations
schools			Course selections on file

ded year in Student rosters and lesson plans monitor at year Observations of classrooms and Evaluations School memos and flyers Staff development calendar	BBR Consent Decree Individual magnet school plans and evaluations School monitoring reports Student Enrollment Data Magnet school brochures
Implement extended year in June 1999 and all others September 1998; monitor at end of academic year	Initiated in 1996-97 and incrementally phased through 2001.
Associate Superintendent for Instruction, Executive Directors, Director of Federal Programs, School Improvement Teams, Principals, Teachers	Superintendent, Coordinator of Magnet School Programs, Director of Staff Development, Public Information Officer, School Improvement Teams; Principals, Teachers
Activity 7: Provide assistance and support for students identified as failing or at-risk of failing. a) Extended school year programs for K-12 b) After-school tutoring at specific school sites; c) Professional development for teachers	Activity 8: Provide controlled choice opportunities for learning through court-sanctioned magnet school programs. a) Secure necessary materials and technology b) Provide professional development for teachers c) Develop recruitment strategies d) Outline methods for continuous monitoring and improvement

Activity 9: Provide appropriate Special	Director of Special Education, Instructional	Develop and initiate by September 1998; monitor	Individualized Education Programs on file
Education programs which address:	Support Specialists, Associate Superintendent for Human Resources	April 1999	Recruitment advertisements
Programs b) Recruitment of teachers	Principals, Building Level Committees		
Activity 10: Develop and	Executive Director for	Develop and initiate by	Accommodations on file
implement strategies for students identified by	Special Programs; Principals: Teachers	September 1998; monitor April 1999	
Section 504 of the ADA	-		

Evaluation Design: Data from the lowa Test of Basic Skills will be compared as follows:

Elementary Level: (NRT: lowa Tests of Basic Skills) 3rd grade percentiles for 1998-99 will be compared to 2nd grade percentiles for 1997-98 and 5th grade percentiles for 1998-99 will be compared with the 4th grade percentiles for 1997-98 to determine changes over one year.

(CRT: State LEAP Test) 4th grade percentage of students passing in 1998-99 will be compared to 3rd grade passing percentages for 1997-98. Middle School Level: (NRT: lowa Tests of Basic Skills) 7th grade percentiles for 1998-99 will be compared with the (CRT: State LEAP Test) 8th grade percentage of students passing in 1998-99 will be compared to 7th grade 6th grade percentiles for 1997-98 to determine changes over one year. students passing in 1997-98.

portions of the Exit Exam in 1998-99 will be compared to percent of 10th grade students passing the same tests in 1997- 98. Data indicating percent of 11th grade students passing the Science and Social Studies portion of the High School Level: (NRT: lowa Tests of Educational Development) 9th grade percentiles for 1998-99 will be (Graduate Exit Exam) Data indicating percent of 10th grade students passing the English, Math, and Writing Exit Exam will be compared to percent of students passing the same tests in 1997-98. compared to 9th grade percentiles in 1997-98 to determine changes over one year.

GOAL 2: TO REDUCE THE PERCENTAGE OF STUDENT DROPOUTS FROM THE PARISH AVERAGE OF 18% TO 13% BY THE YEAR 2003

Objective 1: To reduce the percentage of student dropouts from the parish average of 18% to 17% by 1999

ACTIVITY	PERSON(S) RESPONSIBLE	TIME LINE	COMPLETION EVIDENCE
Activity 1: Expand alternative education settings for students who are at-risk of dropping out of school or who have dropped out of school.	Associate Superintendent for Instruction; Executive Director for High Schools	Implement August 1998	Enrollment records
Activity 2: Offer assistance to students preparing to take the Graduate Exit Exam through Remediation for High School Credit program	Executive Director for High Schools; Director of Program Evaluation	Upon completion of each academic semester	Registration records
Activity 3: Prepare study guides for new exams through an Exit Improvement Committee	Executive Directors Director of Program Evaluation	Initiate October 1998 and complete by June 1999	Study guide documents on file
Activity 4: Support, monitor, and evaluate school plans for improving average daily attendance through the Office of Child Welfare and Attendance	Associate Superintendent, Executive Directors, Supervisors for Child Welfare and Attendance	Initiate August 1998 and monitor throughout the year	School Improvement Plans Attendance records

Objective 2: To reduce in-school suspensions from 4.32% to 3.2%; out of school suspensions from 4.75% to 3.35%; and to reduce expulsions from .24% to .20%

Activity 1: Support and monitor a Zero Tolerance Policy	Superintendent, Executive Directors, Director of Security, Principals	Implement August 1998 and monitor throughout the year	Discipline referrals on file
Activity 2: Support and monitor the I CARE Program	Associate Superintendent; Executive Directors, Principals	Implement August 1998 and monitor April 1999	I CARE calendar on file
Activity 3: Provide alternative education settings for students who are suspended or expelled	Associate Superintendent, Executive Directors	Implement August 1998 and monitor throughout the year	Enrollment records School site monitoring Alternative school improvement plans

Objective 3: To increase parent involvement from 140,000 volunteer hours in 1997-98 to 151,200 hours in 1998-99 (8% increase)

Activity 1: Coordinate efforts through Volunteers in Public Schools	Associate Superintendent, VIPS Coordinators	Implement August 1998 and assess results June 1999	Volunteer logs School PTA/PTO membership records
Activity 2: Support and monitor individual school plans to improve parent involvement	Executive Directors,	Implement August 1998	School Improvement Plans
	Principals	and monitor April 1999	School site monitoring

compared for the 1997-98 and 1998-99 school years. A percentage of dropouts, suspensions, and expulsions from the Evaluation Design: Data from Information Systems related to school dropouts, suspensions, and expulsions will be total population of students will be calculated and examined for differences in the predicted direction of change.

Data related to volunteer hours will be collected from schools by Volunteers in Public Schools and aggregated for a parish total number of hours. The data for the 1997-98 and 1998-99 school years will be compared for differences.

GOAL 3: TO IMPROVE THE ACADEMIC PERFORMANCE OF STUDENTS IN EARLY CHILDHOOD PROGRAMS, Pre-K THROUGH 2ND GRADE, AS EVIDENCED BY:

3.1 A 15% INCREASE ON APPROPRIATE GRADE LEVEL SKILLS CHECKLISTS FOR PRE-K,

3.2 A 20% REDUCTION IN THE NUMBER OF STUDENTS SCORING IN THE LOWEST QUARTILE OF THE KINDERGARTEN DEVELOPING SKILLS CHECKLIST; AND

3.3 100% OF 1ST AND 2ND GRADE STUDENTS READING ON LEVEL BY THE YEAR 2003

increase on appropriate Pre-K checklists; a 4% decrease in the number of students who score in the lowest quartile of the Developing Skills Checklist; and by increasing the percentage of 1st grade students reading on grade level from Objective 1: To improve the academic performance of students in early childhood programs as evidenced by a 3% 46% (this is the pre-test mark) to 70% in 1998-99

ACTIVITY	PERSON(S) RESPONSIBLE	TIME LINE	COMPLETION EVIDENCE
Activity 1: Increase students served by Pre-K programs	Instructional Supervisors	On-going	Enrollment records
Activity 2: Develop and implement a system-wide lesson plan for Pre-Kindergarten teachers	Instructional Supervisors	Implement plan 1998-99	Lesson plans on file
Activity 3: Develop a common curriculum for Pre-K programs to assure quality and consistency across the system	Instructional Supervisors	Continue development through 1998-99	Committee meeting minutes
Activity 4: Design a continuous monitoring process to improve future Pre-K programs	Instructional Supervisors	Continue development through 1998-99	Committee meeting minutes

Activity 5: Monitor and	Associate Superintendent	Implement August 1998	Staff meeting agendas
maintain support for the K-3 for Instruction; Executive	for Instruction; Executive	and assess May 1999	
Reading Initiative	Director for Elementary		Classroom Observation
implemented in 1998	Programs, Instructional		
-	Supervisors		School-site monitoring

Evaluation Design:

- academic year, will be compared to determine the increase in the average number of skills mastered by students. 3.1 Pre-K Level: Data from Early Learning Level Checklists retrieved from the beginning and end of the 1998-99
- 3.2 Kindergarten Level: Data retrieved from the Developing Skills Checklist in 1997-98 will be compared to data retrieved in 1998-99 to determine changes in the number of students scoring in the lowest quartile.
- 3.3 Reading Initiative: Data retrieved at the beginning and end of the academic year will be compared to determine the increase in the number of first and second grade students who are identified as on-level.

NUMBER OF SCHOOLS WITH INTERNET CONNECTIVITY AND COMPUTER HARDWARE FROM 22 SCHOOLS TO 101 SCHOOLS GOAL 4: TO INCREASE THE USE OF TECHNOLOGY IN ALL LEARNING ENVIRONMENTS BY INCREASING THE

Objective 1: To enhance the technology available to students by providing a completed infrastructure of Internet connectivity and additional computer hardware in 16 additional schools per year

ACTIVITY	PERSON(S) RESPONSIBLE	TIME LINE	COMPLETION EVIDENCE
Activity 1: Coordinate school system plan through a Technology Committee, represented by community, business/industry, parents, and teachers.	Associate Superintendent for Instruction; Director of Technology	Annual	Meeting minutes of the Technology Committee
Activity 2: Identify and secure sources of funding	Director of Technology	Annual	Budget Expenditure Reports from selected departments, programs, grants, and school sites
Activity 3: Coordinate and procure equipment through a central Office of Technology Management	Director of Technology	Annual	QED Survey
Activity 4: Include funding for technology in local tax proposals for voter approval	School board; Superintendent; Director of Technology	November 1998	Election Ballot

Evaluation Design: Data will be collected from the state mandated QED Survey.

Objective 2: To increase the number of teachers who meet Level 1 requirements of the district plan for staff development in technology from 0 to 15 percent during the 1998-99 school year

ACTIVITY	PERSON(S) RESPONSIBLE	TIME LINE	COMPLETION EVIDENCE
Activity 1: Coordinate staff development and evaluation of technology programs through a central Office of Technology	Director of Technology	Initiated 1997-98; on-going	System Organizational Chart
Activity 2: Provide professional development and on-site technical assistance for administrators, teachers and support staff	Associate Superintendent for Human Resources; Director of Technology	Initiated 1997-98; on-going	Agendas of meetings Support materials developed in conjunction with Office of Technology
Activity 3: Encourage and support system-wide dialog among school sites and school improvement teams to design effective methods of technology-supported instruction	Associate Superintendent for Instruction; Director of Technology; Instructional Supervisors; School Improvement Teams	October, 1999	Agendas and minutes of meetings Instructional resources shared across sites

Evaluation Design: Data from the records of the multimedia training division of the Office of Technology Management will be analyzed for differences from the SY 1997-98 to SY 1998-99.

EXHIBIT B

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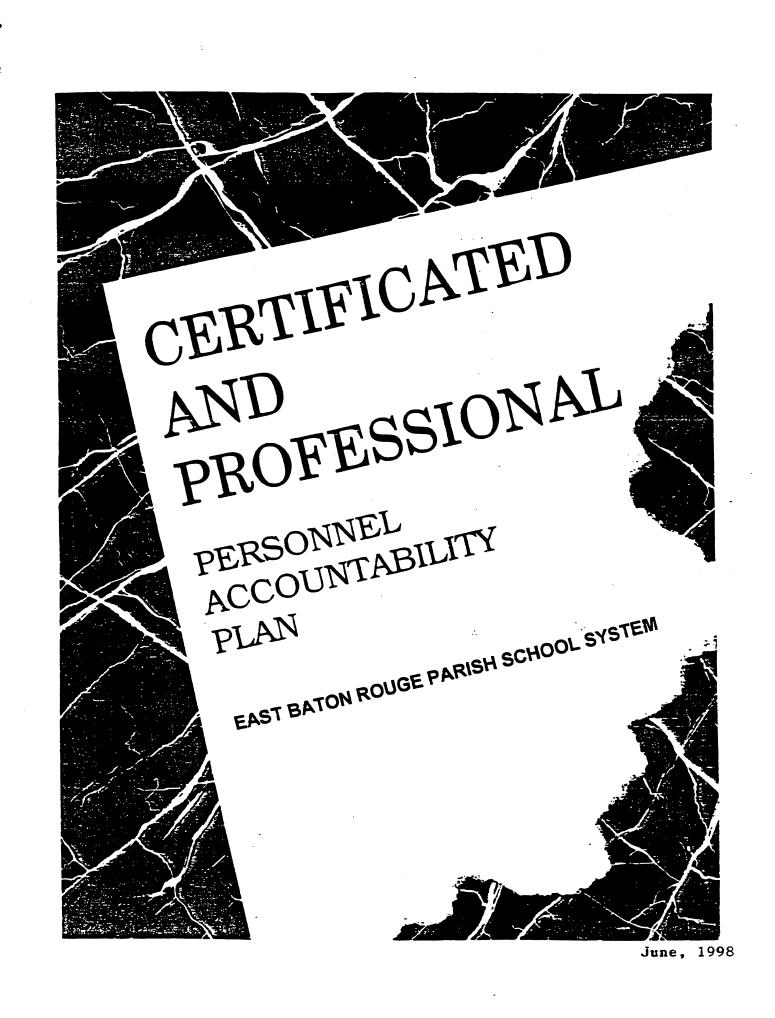


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EAST BATON ROUGE PARISH SCHOOL BOARD PERSONNEL EVALUATION PLAN

INTRODUCTION

As mandated by Act 621, Act 9, and other Acts relevant to certified and other professional evaluation passed by the Louisiana Legislature, all local educational agencies (LEAs) are required to develop an accountability plan to fulfill the requirements set forth by the laws. The intent of the legislature was to establish within each LEA a uniform system for the assessment of certified and other professional personnel.

SECTION 1.0. FOCUS ON EDUCATIONAL IMPROVEMENT

The East Baton Rouge Parish Personnel Accountability Plan is in compliance and reflective of the Louisiana Department of Education's philosophy and goals of personnel evaluation.

The goals of personnel evaluation in East Baton Rouge Parish and in each school in Louisiana are as follows:

- 1. To assure the public that:
 - a. the educational system is providing the best opportunities for all children 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 internship.
- 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.

The process of establishing local, school-based goals will occur on a yearly basis. In order to insure continued support of growth and to enhance the continuous improvement of the teaching/learning process by every person involved in the instructional programs, the East Baton Rouge Parish Personnel Evaluation Plan will continue to focus on a triennial process.

SECTION 2.0. STAFF INVOLVEMENT IN THE PERSONNEL EVALUATION PLAN

- 1. The Personnel Evaluation Committee represents a balanced representation of four administrators, six 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.

The tasks of the Personnel Evaluation Committee include the following:

- The Personnel Evaluation Committee reviews the current East Baton Rouge Personnel Evaluation Plan and on a continuing basis assesses the strengths and weaknesses of the plan in light of the state guidelines.
- The Personnel Evaluation Committee makes recommendations strengthening the current East Baton Rouge Personnel Evaluation Plan when necessary. Plans will be presented to the East Baton Rouge School Board for its approval prior to submission to the LDE.
- 3. The Personnel Evaluation Committee oversees the planning and implementation of any necessary revisions to the current East Baton Rouge Personnel Evaluation Plan.
- 4. The Personnel Evaluation Committee reviews and revises the Personnel Evaluation Plan every three years or as needed to determine the extent to which the purposes of the East Baton Rouge Personnel Evaluation Plan are being achieved. This process will take place during the spring semester every third year (1996, 1999, etc.).

SECTION 3.0. PHILOSOPHY OF PERSONNEL EVALUATION

Recognizing the need for excellence in education, the East Baton Rouge Parish School System, in compliance with the 1977 legislative mandates of Act 621, Act 9, and other acts relevant to teacher evaluation, establishes a system wide program of educational accountability in the area of personnel evaluation which strives to generate confidence among the public and professionals alike.

The philosophy and purposes for which teacher evaluation is used in the local school district are stated clearly in writing. This philosophy is grounded in the beliefs that all students can learn, good teaching increases the chances of students learning, and a collegial, collaborative relationship between an evaluatee and evaluator creates the appropriate climate for good teaching.

All employees of the East Baton Rouge Parish Schools 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 children can learn.

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 in his/her schooling. A safe, consistent environment will serve to give each child the security and flexibility he/she needs to grow at his/her own pace toward competency and proficiency in the cognitive and effective domains.

This philosophy is based on the democratic ideas of valuing each individual and citizens' taking personal responsibility for their lives. 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 Personnel Evaluation Plan is to assure the public that the educational system is providing the best opportunities for all children to learn, that the best qualified personnel are employed in every position, and that effective teaching continues in the classroom.

Another purpose of the Personnel Evaluation 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 are consistent with the contemporary research on effective classroom practices. Personnel evaluation includes promoting the professional growth and development of staff, as well as providing support for new personnel during their period of internship.

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

In summary, personnel evaluation is pursued with the spirit that it is a productive process for making good administrative, instructional, and support services personnel better, rather than one that is directed toward finding fault with performance.

Personnel evaluation is a part of the process that assists in enhancing the professional growth and development of employees of this school system. Personnel evaluation should provide procedures necessary to 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. EAST BATON ROUGE PARISH PERSONNEL EVALUATION GLOSSARY

In order that consistency in terminology be maintained on a statewide basis, the LDE has established a list of terms and the definitions of each which must be utilized by all LEAs. These terms were given careful consideration during the development of the East Baton Rouge Parish Personnel Evaluation Plan.

- 1. Accountability shared responsibility for actions relating to the education of children.
- 2. Assistance Level denotes the number of times assistance has been prescribed.
- 3. Certified School Personnel those persons whose positions require LDE certification.
- 4. Criteria demonstrable levels of performance upon which a judgment or decision may be based.
- 5. Davs Working days.
- 6. 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.
- 7. <u>Due Process</u> 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.
- <u>Duties</u> 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.
- 9. Educational Accountability the respective shared responsibilities and duties of the following groups:
 - a) Local school boards, administrators, and other personnel;
 - b) The State Department of Education;
 - c) Parents and students;
 - d) Other governing authorities as specified by the Constitution and laws of the State.

- 10. Evaluatee Regular full-time or part-time certified or classified employee.
- 11. 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, and the characteristics of the situation of the individual being evaluated, and the specific standards of performance pre-established for the position.
- 12. Evaluator one who evaluates.
- 13. Goal a statement of broad direction or intent, which is general and timeless and is not concerned with a particular achievement within a specified time period.
- 14. <u>Instructional Personnel</u> those LEA personnel who provide classroom instruction (e.g., classroom teacher, special education teacher, special projects teacher).
- 15. <u>Intensive Assistance Plan</u> 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.
- 16. 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.) Space must be provided for signature and date.
- 17. LEA local educational agency; parish school board; local school system.
- 18. <u>LEA Core Team</u> a local school district team comprised of two resource persons, the superintendent (or his/her designee) and the personnel evaluation contact person. This team will be trained by the LDE through the RSCs to serve as a personnel evaluation staff development resource to the LEA and its steering committee. Also, the two resource persons on this team will assist the LDE in its review of the personnel evaluation programs of other school districts in the service region.
- 19. <u>LEA Steering Committee</u> a local school district committee representing instructional, certified and other professional personnel to review the current personnel evaluation program.
- 20. LDE Louisiana Department of Education.
- 21. Multi-opportunity more than one opportunity.
- Non-Instructional Certified and Other Professional School Personnel those LEA personnel who do
 not provide classroom instruction.
- 23. <u>Objective</u> a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evidence of achievement.
- 24. <u>Observation</u> the process of gathering facts, noting occurrences, and documenting evidence of performance.
- 25. Other Professional 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 LEA.

- 26. <u>Performance Criteria</u> general and specific standards by which personnel may be evaluated or on which judgments and decision making may be based.
- 27. <u>Period of Evaluation</u> that time, determined by the LEA, which has been designated for conducting a systematic personnel evaluation and assessment of an individual's performance.
- 28. <u>Philosophy</u> 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 philosophy are derived.
- 29. <u>Program (6.7.)</u> is defined as a specified curriculum or type of supplementary instruction (examples: Title I, Reading Recovery, Speech Therapy, etc.).
- 30. <u>Professional Growth Plan</u> a written plan formulated by the satisfactorily performing evaluatee to enhance his/her skills and performance. The plan includes specific goal(s), objective(s), action plans, timelines and evaluation criteria.
- 31. <u>Public Schools</u> public elementary and secondary schools governed by parish or city school boards and under the supervision of the State Board of Elementary and Secondary Education (SBESE).
- 32. School Board parish or city school board governing public elementary and secondary schools.
- 33. School District the area of each parish or municipality under the jurisdiction of a local school board.
- 34. <u>School Personnel</u> teachers, librarians, counselors, administrators, and other professional personnel of the public schools of the state, including members of the professional staff of the LDE.
- 35. Self-Evaluation the process of making considered judgments of one's own performance concerning professional accomplishments and competencies as a certified employee or other professional person based upon personal knowledge of the area of performance involved, the characteristics of the given situation, and the specific standards of performance pre-established for the position; to be verified by the individual to the appropriate superordinate for use in the compilation of the individual's evaluation report.
- 36. Single Official Personnel File single personnel file maintained in the LEA Central Office.
- Staff Development process designed for groups of LEA personnel with similarities guided by school/district goals and plans. Encourage collective growth in a common direction and leads to enhance repertoire of skill/concepts.
- 38. <u>Standard</u> that which is set up and established by an authority or mutual acceptance as a basis for the measure of quantity, value or quality.
- 39. Standard of Performance an authoritative or mutually established level of accomplishment.
- 40. <u>Transcript</u> a written verbatim account taken from the audio tape of the testimony and any other written evidence presented in the hearing.
- 41. <u>Uniform Evaluation System</u> a system of evaluation that applies the same procedures in a consistent manner to all employees of each type or class of certified employees, as well as other professional school personnel.
- 42. Triennially occurring every three years.

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 Schools.

Each year, during the spring semester, the Personnel Evaluation Committee will need to review the evaluation/assessment process and report the progress to the East Baton Rouge Parish School Board and community so that individuals can be recognized, and schools and special programs/projects can be acknowledged for their accomplishments.

SECTION 6.0. PERSONNEL EVALUATION PROCESS DESCRIPTION

Personnel evaluation is a part of the process that assists in enhancing professional growth and development of employees of this school system. 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.

The evaluation of instructional personnel is based on one or a combination of the following:

- 1) The evaluator's assessment of teaching based on the criteria specified in the teacher's written job description, including the Louisiana Components of Effective Teaching.
- 2) The evaluator's assessment of the progress the teacher has made toward achieving those objectives included in the professional growth plan that was developed collaboratively with the evaluator.
- The teacher's self-evaluation and progress toward achieving those objectives included in his/her professional growth plan.

This process applies to all Certificated Professional Evaluations. Appendix B refers to procedures for principal evaluation.

SECTION 6.1 EVALUATION CRITERIA

The evaluation criteria for all certified and other professional personnel are defined in their job descriptions.

SECTION 6.1A INSTRUCTIONAL PERSONNEL

The evaluation criteria must conform to the guidelines listed below:

- 1) The evaluation criteria for all instructional personnel are stated clearly in writing in the job descriptions.
- 2) The Louisiana Components of Effective Teaching are included in the job descriptions of instructional personnel.
- 3) The evaluation criteria provide a frame of reference for a descriptive review and analysis rather than only a rating scale or checklist of teaching effectiveness.

SECTION 6.1B PRINCIPAL PROFICIENCIES

See Appendix B

SECTION 6.1C NON-INSTRUCTIONAL CERTIFIED/OTHER PROFESSIONAL SCHOOL PERSONNEL

The evaluation instruments are reflective of the job descriptions which contain the evaluation criteria.

SECTION 6.2. ACCOUNTABILITY RELATIONSHIPS:

EVALUATEE	INSTRUMENT	EVALUATOR
Superintendent	A	Board Members
Associate Supt. Curriculum & Instruction	В	Superintendent
Associate Supt. HR/SD	В	Superintendent
Associate Supt. Budget/Management	В	Superintendent
Assistant Supt. for Student Services	В	Assoc. Supt. Curriculum & Instruction
Executive Directors - Elementary, Middle High Schools, and Federal Programs	В	Assoc. Supt. Curriculum & Instruction
Principals	Ċ	Exec. DirElementary, Middle & High. School
Assistant Principals of Administration	С	Principals - Secondary Schools
Assistant Principals for Instruction	С	Principals - Secondary Schools
Elementary Assistant Principals	С	Principals - Elementary Schools
Administrative Director Transportation	В	Assoc. Supt. for Operations & Budget Management
Administrative Director -Physical Plant Services	В	Assoc. Supt. for Operations & Budget Management
Director for Employee Relations	В	Assoc. Supt. for Human Resources/Staff Development
Director for Personnel Services	В	Assoc. Supt. for Human Resources/Staff Development
Director for Staff Development	В	Assoc. Supt. for Human Resources/Staff Development
Director for Information Systems	В	Assoc. Supt. for Operations and Budget Management
Director for Instructional Warehouse	В	Assoc. Supt. for Operations and Budget Management
Director of Special Education Services	В	Assoc. Supt. for Curriculum and Instruction
Director for Planning, Research and Development	В	Assoc. Supt. for Curriculum and Instruction
Director for Vocational Education	В	Assoc. Supt. for Curriculum and Instruction
Director for Adult/Alternative Education	В	Assoc. Supt. for Curriculum and Instruction
Director of Instruction	В	Assoc. Supt. for Curriculum and Instruction

SECTION 6.2 ACCOUNTABILITY RELATIONSHIPS CONT'D:

Director of Elementary Programs	В	Assoc. Supt. for Curriculum and Instruction
Director of ADAPP/I CARE	В	Assistant Supt. for Student Services
Director Transfers/Security	В	Assistant Supt. for Student Services
Director Child Welfare/Attendance	В	Assistant Supt. for Student Services
Director of Technology		Assoc. Supt. Curriculum & Instruction
Supervisor - Elementary Staffing	В	Assoc. Supt. Human Resources/Staff Development
Supervisor - Secondary Staffing	В	Assoc. Supt. Human Resources/Staff Development
Supervisor - Classified Personnel Services	В	Assoc. Supt. Human Resources/Staff Development
Supervisor for Support Programs	В	Assoc. Supt. Human Resources/Staff Development
Supervisor - Educational Media	В	Assoc. Supt. Gurriculum & Instruction
Supervisor - Health & Physical Education	В	Executive Director for High Schools
Supervisor - J.R.O.T.C.	В	Executive Director for High Schools
Supervisor - English	В	Executive Director for High Schools
Supervisor - Math/Science	В	Executive Director for Middle Schools
Supervisor - Reading	В	Executive Director for Elementary Schools
Supervisor of Libraries	В	Assoc. Supt. Curriculum & Instruction
Supervisor of Early Childhood	В	Executive Director Elementary Schools
Supervisor for Family Literacy	В	Director for Federal Programs
Supervisor of Ancillary Services	В	Director of Special Education Services
Supervisors of Title I	В	Director for Federal Programs
Supervisors of Special Education	В	Director of Special Education Services
Quality Assurance, Referrals		
Supervisor of Hearing/Suspensions	В	Asst. Supt. for Student Services
Coordinator - Music/Arts	В	Assoc. Supt. Curriculum & Instruction

SECTION 6.2 ACCOUNTABILITY RELATIONSHIPS CONT'D:

Coordinator - Tech Prep	В	
Coordinator - HILT	В	Director for Federal Programs
Coordinator - Title I	В	Director for Federal Programs
Technology Specialist	В	Assoc. Supt. Curriculum & Instruction
Specialists	D	Assoc. Supt. Curriculum & Instruction
Teachers	D	Principals
Teacher for Instructional Support	D	Principals
Dean of Students	D	Principals
Time Out Room Moderator	D	Principals
A Regular Education	D	Principals
B. Title I	D	Principals
C. Special	D	Principals
Guidance Counselors	D	Principals
Media Specialist/Librarians	D	Principals
Leap Specialist	D	Principals
School/Parent Liaison	D	Principals

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 6.4	Teacher Observation
EBR-6.4P	Principal/Administrator Observation
EBR 6.5	Professional Growth Plan
EBR-6.7A	Teacher Evaluation
EBR-6.7	Special Education Teacher (Sp. Ed.)
EBR-6.7	Occupational Therapist (O.T.)
EBR-6.7	Physical Therapist (P.T.)
EBR-6.7	Speech Therapist (S.T.)
EBR-6.7	Library Media Specialist (L.M.S.)
EBR-6.7	Guidance Counselor (G.C.)
EBR-6.7	Teacher for Instructional Support (T.I.S.)
EBR-6.7	Dean of Students (D.S.)
EBR-6.7	Time Out Room Moderator (T.O.M.)
EBR-6.7	School/Parent Liaison (P.L.)
EBR-6.7B	Support Personnel Evaluation
EBR-6.7C	Principal Evaluation (P)
EBR-6.7C	Assistant Principal for Elementary (APE)
EBR-6.7C	Assistant Principal of Administration (APA)
EBR-6.7C	Assistant Principal of Instruction (API)
EBR-6.7D	Management Evaluation
EBR-6.7E	Superintendent Evaluation
EBR-6.8A	Notification of Intensive Assistance Program
EBR-6.8B	Intensive Assistance Program

SECTION 6.4. OBSERVATION PROCEDURES

- A. The following observation procedures shall be used by the observer:
 - Observations will be conducted by the designated evaluators and by other assigned personnel.
 - 2. Evaluatees with <u>0-3</u> years of experience in their present position will be observed at least two (2) times each year (one time each semester) and as the need arises.
 - 3. When a minimum of two (2) observations are required, one will be conducted in the Fall Semester and the other in the Spring Semester.
 - 4. A pre-observation conference is held to review the teacher's lesson plan. The observation shall occur at a time and place established in advance. This does not preclude unannounced classroom visitation as specified in R.S.17:3902, Section B (5).
 - 5. Observations are to be of sufficient duration to see the lesson begin, develop, and culminate.
 - 6. Only the observation form (EBR 6.4) (series) will be used for observations.
 - 7. A post-observation conference is held to discuss and analyze the lesson, as well as to prepare an observation report. It should be held within (5) working days of the observation.
 - 8. The primary purpose of the classroom observation is to reach consensus on commendations and recommendations to strengthen or enhance teaching. It is not to rate the teacher.

- 9. Follow-up classroom visits and observations may be conducted to reinforce acceptable positive practices and to determine how recommendations have impacted the quality of the teaching and learning process.
- 10. Within, five (5) working days following the observation, a post-observation conference will be held with the evaluatee. The items on the observation form will be discussed and analyzed and an observation report will be prepared. The post-observation conference must allow for evaluatees to give input on commendations and recommendations to strengthen or enhance teaching. After the signatures of the evaluatee and observer have been affixed and dated, the evaluate will receive a copy of the completed form.
- 11. The Employee Observation form will be filed in the evaluator's office until the appropriate evaluation form has been completed. The observation forms will be attached to the evaluation form and filed in the single official file in the Human Resources Department.
- 12. If professional assistance is necessary, it shall be discussed by the evaluator and the evaluatee at the post evaluation conference. Employee Intensive Assistance Program(EBR 6.8B) must be initiated within five (5) working days after the conference.

Note* This process applies to all professional observations.

Appendix B refers to Principals.

SECTION 6.5. PROFESSIONAL GROWTH PLAN

The goal of the professional growth plan is two-fold. First, it strengthens job performance of all certified instructional and other professional personnel, and second, it enhances the students' learning experiences. Professional Growth Plans may be written to extend beyond one school year. Professional growth plans are based on objectives developed collaboratively by the evaluatee and evaluator. The successful educator shall not be mandated to participate in any one specific growth activity. These plans must be reviewed and updated annually. Usually such plans include two to three objectives developed collaboratively by the evaluatee and the evaluator. The plan is developed at the beginning of the evaluation period and is based on a descriptive analysis of job performance rather than only on the results of a checklist or rating scale. The plan is reviewed by October 15 and is updated by the end of the year. For successful, experienced personnel, these objectives may extend beyond the professional responsibilities included in the job description and may be used to explore new, untried, innovative ideas or projects. Each objective includes a plan of action to guide the evaluatee's progress, as well as observable evaluation criteria that the evaluatee and evaluator can use to determine the extent to which each objective has been achieved. The evaluation criteria should show specifically how achievement of the objectives will impact the quality of the job performance.

Recommended activities may include, but are not limited to, being a mentor teacher; developing curriculum; delivering inservices; 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 observation of peers, and parent-teacher organizations, etc.

The following guidelines must be observed when developing the professional growth plan.

- 1) All certified and other professional personnel who are not being formally evaluated will develop long-term professional growth plans to strengthen or enhance job performance.
- 2) The professional growth plan is developed at the beginning of the evaluation period. The plan is reviewed by October 15 and is updated by the end of the school year.
- 3) Professional growth plans are based on objectives developed collaboratively by the evaluatee and evaluator. The successful teacher shall not be mandated to participate in any one specific growth activity. These plans must be reviewed and updated annually. Intent: All certified and other professional personnel shall be mandated to develop Professional Growth Plans; however, an evaluatee shall not be mandated to participate in any one particular activity.
- 4) A plan of action and evaluation criteria are specified for each objective.
- 5) For successful, experienced personnel, objectives may be used to explore new, untried, innovative ideas or projects.
- 6) The evaluator(s) and evaluatee(s) must sign and date each completed Professional Growth Plan form prior to dissemination and filing and sending a copy to the Human Resources Department and filing in the employee's personnel file.
- 7) The evaluator and the evaluatee must maintain a copy of all completed forms.
- 8) All future evaluations forms will have a line which will indicate the status of the evaluatee's completion of the Professional Growth Plan.

SECTION 6.6. PERSONNEL SELF-EVALUATION

All certified and other professional personnel must be encouraged to assume significant responsibilities for the evaluation of their performances.

- All certified personnel and other professional personnel shall participate in self-evaluation on a yearly basis. Documentation of self evaluation must be completed on a yearly basis.
- Training shall be provided for certified and other professional personnel in techniques for personal reflection, self-evaluation and peer collaboration by October of each school year.
- Certified and other professional personnel will be afforded opportunities throughout the
 evaluation process for personal reflection, self-evaluation, and peer collaboration. These
 opportunities may occur during state-mandated planning periods and staff development inservice meetings.
- 4. The products of such efforts are shared in self-evaluation reports which certified and other professional personnel verify completion of as part of the personnel evaluation process.

SECTION 6.7. THE EVALUATION PERIOD

- 1. All certified and other professional personnel are evaluated in writing each year.
- 2. Only one (1) evaluator will determine the overall rating on the evaluation form.
- 3. The evaluatee will be provided a copy of the East Baton Rouge Parish Personnel Evaluation Plan which will include the criteria for expected performance. All personnel will be notified of evaluation procedures. No deviations from the evaluation procedures will be permitted.
- 4. All certified and other professional personnel who work directly with students with 1-3 years of experience in their present position, will be evaluated a minimum of once each year using EBR 6.7A.
- 5. All teachers new to Louisiana Public Schools will be evaluated using the Louisiana State New Teacher Assistance and Assessment Program. (Note: Teachers from out-of-state may be exempt if granted exclusion from the S.D.E.
- 6. Teachers new to a location (and were not formally evaluated the prior year) or new to a program and/or discipline, will be evaluated the first year using the EBR 6.7 A.
- 7. All certified and other professional personnel who work directly with students with 4 or more years of experience in their present position will be evaluated every year using either EBR 6.7A or Professional Growth Plan. EBR 6.5.

The three-year cycle will be implemented as follows:

- Year 1 Certified and other professional personnel are evaluated formally based on observations.
- Year 2-3 Certified and other professional personnel are evaluated on the basis of progress toward those objectives in their Professional Growth Plan, EBR 6.5. One observation/year is needed and must be submitted annually for filing in Human Resources.
- 8. Copies of the appropriate job description and evaluation forms are provided to evaluatees. A roster will be provided and will be signed annually, indicating receipt and/or review of individual's job description. The original will be sent to the Human Resources Department, and a copy will be filed at the place of origin.
- 9. A post-evaluation conference between the evaluator and the evaluatee will be held within two weeks following the evaluation for the results of the evaluation to be discussed. All observations attached to the evaluation are to be reviewed with the evaluatee at this conference.
- 10. The evaluation form with observation forms attached will be filed in the single official file, (Human Resources Department) and will be due by the end of the school year.
- 11. An Intensive Assistance Program Plan must be implemented when an evaluatee <u>does not</u> satisfactorily meet the EBRP standards of performance as determined through the complete evaluation process. The process includes the following:
 - A. A minimum of four (4) formal observations, using EBR 6.4.
 - B. One (1) formal evaluation, using EBR 6.7.
 - C. A minimum time frame of nine (9) weeks from the first formal observation to the notification of the Intensive Assistance Program, using EBR 6.8A.
- 12. Grievance procedure, as it relates to personnel evaluation is outlined in the official East Baton Rouge Parish School Board Handbook. (See Grievance Procedure, Section 6.10) in the EBR Personnel Evaluation Plan.

SECTION 6.8. EMPLOYEE INTENSIVE ASSISTANCE PROGRAM

If it is determined through the evaluation process that an evaluatee does not satisfactorily meet the East Baton Rouge Parish standards of performance, then that evaluatee is placed in an Intensive Assistance Program. (See # 10, 6.7) page 20.

The following guidelines shall be used when placing an evaluatee in an Intensive Assistance Program:

- 1. Any evaluatee placed in the Intensive Assistance Program is informed in writing of the reason(s) for this placement using Notification of Intensive Assistance Program (EBR 6.8A).
- 2. The evaluator will develop the Intensive Assistance Program with the evaluatee using Intensive Assistance Program (EBR 6.8B). The program shall be designed to assist the employee in overcoming weaknesses identified through the complete evaluation process. (See 6.7, 10). More than one assistance level will be available to the employee as determined by the evaluator. Multiple opportunities within each level shall be afforded the evaluatee by the evaluator.
- 3. Prescribed activities will be described on EBR 6.8B in terms of specific anticipated outcomes. Such activities may include, but are not limited to, the following:
 - a. Inter-school classroom visitations and/or observations.
 - b. Intra-school classroom visitations and/or observations.
 - A series of demonstration lessons taught by a mentor teacher, principal, assistant principal, assistant principal of instruction, an instructional specialist, and/or a subject-matter supervisor.
 - d. Special in-service meetings and training programs.
 - e. Voluntary peer assistance or selection of a mentor.
 - f. Academic assistance, i.e., consultation, coursework, and applicable research.
 - g. Inter- or intra- school teaching.
 - h. Others as agreed upon.

For non-instructional professional school personnel, a program of on-the-job training, special schools, or short courses would be recommended.

- 4. If, after at least three (3) intensive assistance activities, the evaluatee fails to acquire the skills needed, the Director of Human Resources will counsel with the evaluatee and make recommendations to the Associate Superintendent of Human Resources and Staff Development. The Associate Superintendent of Human Resources shall review all documentation and make recommendations to the School Board Staff which shall include the Superintendent, and the Instruction Department. This task will be completed prior to the end of the school year. Several alternatives will be considered:
 - a. Remain in the same school.
 - b. Transfer to another school for evaluation.
 - c. Recommend dismissal.

5. An evaluatee who disagrees with the prescribed Intensive Assistance Program may appeal to the superordinate for a review of the decision. If the response is not satisfactory, the evaluatee may then utilize the grievance procedure.

SECTION 6.9 ASSESSMENT OF NEW TEACHERS

- 1. East Baton Rouge Parish will follow the Assessment Program as outlined in Louisiana State Department of Education Bulletin 1943.
- 2. Should there be a need to place a new teacher in Intensive Assistance, the procedure outlined in Bulletin 1525, Section II, page 44 will be followed.
- Whenever a new teacher is assigned to a school, a mentor will be selected during the first week of school for the purpose of assisting the new teacher in learning school policy, routine and other pertinent information

Section 6.10 DUE PROCESS PROCEDURE

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 compliant 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 Director of Personnel Relations, Division of Human Resources and Staff Development.

Procedure:

- LEVEL 1: The employee may present his/her dissatisfaction or grievance in writing to the principal or for personnel not based at a school site to the immediate supervisor. The principal or supervisor shall schedule hearing on the matter within five (5) working days. The principal or supervisor shall answer the grievance in writing within five (5) working days thereafter. A copy of this decision will be given to the employee and the employee's designated representative, if any.
- LEVEL 2: If any employee is not satisfied with the decision of the immediate supervisor or principal, or if the immediate supervisor or principal fails to respond within the specified time period, the employee may submit the grievance to the Level 2 official who will conduct a hearing on the grievance within five (5) working days. (For classified employees, the Level 2 official shall be the Department Director). A copy of this decision will be given to the employee and the employee's designated representative, if any.
- LEVEL 3: In the event the employee is not satisfied with the decision of the grievance at Level 2, or if no decision has been rendered within five (5) days from the date or receipt of the grievance by the hearing officer in charge of the grievances, the employee may write to the Superintendent, East Baton Rouge Parish School Board, 1050 South Foster Drive, Baton Rouge, LA 70806 and request a full hearing before the Superintendent or his designee. The Superintendent or his designee shall maintain a transcript of the proceedings, and make a written recommendation for the disposition of the grievance. A copy of the transcript and the recommendation shall be provided to the employee representative.

At no time will Level 2 and 3 hearings be conducted by the same hearing officer. Decisions shall be rendered by the hearing officer in charge of the grievance at Level 3 within five (5) working days. A copy of this decision shall be given to the employee and the employee's representative, if any.

LEVEL 4: If the employee is not satisfied with the Superintendent's decision, the employee may appeal to the School Board, which shall hold a full and fair hearing on the grievance at the next scheduled and/or available Board meeting. The portion of the meeting which pertains to the grievance shall be a closed meeting, if requested and permitted by law. A copy of the transcript of the full hearing at Level 3 shall be provided to the School Board with the Superintendent's recommendation. The decision of the School Board shall be final.

Miscellaneous

- 1. While employees are allowed to air their complaints through the formal grievance procedure, it is suggested that employees first attempt to resolve their problems in an informal manner. An employee may, at any point during the informal process, elect to initiate the formal grievance procedure.
- 2. In the event the employee is not satisfied with the decision rendered by the appropriate management-level persons using this informal procedure, the employee may pursue his or her complaint through the formal grievance procedure.
- 3. Grievances shall be processed as rapidly as possible. The number of days indicated at each level are a maximum, and every effort shall be made to expedite processing the grievance.
- 4. A grievance may be withdrawn at any level without prejudice.
- 5. There shall be no restraint, interference, retaliation or discrimination against any employee for filing a grievance in accordance with the provisions outlined herein.
- 6. Copies of all written decisions of grievances shall be sent to all parties.
- 7. The grievant shall have the right to present the grievance without representation or may designate a representative to appear with him at any level of the above procedure. A grievant who chooses to have representation shall provide advance notice of such in writing to the appropriate level official at least two days prior to the hearing on the grievance.
- 8. The management-level official and/or hearing officer shall make every effort to schedule the hearing at a time which is acceptable to the employee and the employee's designated representative, if any. The employee and the employee's designated representative, if any, shall be given at least 24 hours notice of the grievance hearing.
- 9. The grievance shall be submitted at the lowest level at which it is capable of effective resolution.
- 10. Grievances may be filed by individual employees or by a group of employees.

Definitions:

- 1. An employee is defined as regular full-time or part-time certified or classified personnel.
- 2. "Days" shall mean working days.
- 3. "Transcript" shall mean a written verbatim account taken from the audio-tape of the testimony and any other written evidence presented in the hearing.

SECTION 7.0 STAFF DEVELOPMENT FOR PERSONNEL INVOLVED IN EVALUATION

Training will be provided on a continuing basis for all staff, central office administrators and supervisors, principals and assistant principals, and classroom teachers involved in the teacher evaluation process. This training 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, and understanding of the Louisiana Components of Effective Teaching, and an understanding of EBR's Personnel Evaluation 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 effectively. This training will focus on the following skill areas:

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

SECTION 8.0. PROCESS INSTRUMENTS

(See attached. Note recommended revisions of Professional Growth Plan according to Monitoring visit recommendations.)

SECTION 9.0. JOB DESCRIPTIONS (See attached)

The LEA must submit a copy of all job descriptions. The minimum scope of development for job descriptions by the LEA is as follows:

Administration

- 1) Superintendents
- 2) Assistant Superintendents
- 3) Associate Superintendents
- 4) Executive Assistant
- 5) Executive Directors
- 6) Directors
- 7) Supervisors
- 8) Principals

- 9) Assistant Principals
- 10) Any employee whose position does not require certification but does require a minimum education attainment of a bachelor's degree from an accredited institution of higher learning.
- 11) Any employee whose position requires certification, but whose position is not given in this list.
- 12) Any employee who holds a major management position, but who is required to have a college degree or certification.
- 13) The annual renewal and/or receipt of job descriptions will be in the official personnel files.

Instructional

- 1) Classroom Teacher
- 2) Special Education Teacher
- 3) Special Projects Teacher (Example: Chapter I)

Support Services

- 1) Guidance Counselors
- 2) Librarians
- 3) Therapists

POSITION DESCRIPTION REVIEW

SIGNATURE ROSTER

IGNATURE OF EVALUATEE	POSITION	DATE
		<u> </u>

MAKE A COPY FOR YOUR FILE - SUBMIT ORIGINAL TO HUMAN RESOURCES DEADLINE FOR SUBMITTING TO THE HUMAN RESOURCES - SEPTEMBER 15TH

POSITION DESCRIPTION SIGNATURE ROSTER

LOCATION:	
POSITION:	
Terms of Employment:	
Reports to:	
Supervises:	
Signature of Evaluatee: (Signature indicates that the evaluatee has reviewed the	
(Signature indicates that the evaluatee has reviewed the performance responsibilities of the position.)	Date
Signature of Evaluator:	
(Signature indicates that the evaluatee has reviewed the performance responsibilities for the position and has indicated such to the evaluator.)	Date

SECTION 10.0 EMPLOYMENT REQUIREMENTS

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	 <u></u> ,	 <u></u>	Date		
	•			•	

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 compl	iance with R.S. 17:391.5H, pleas	se provide the following evaluation results of the person
named al	bove. This employee left the e	employment of
	performance rating of: (check one	•
	Satisfactory	Less Than Satisfactory
Signature	e of Personnel Director	
Opinianal:	E.D.D. Dorish Cabool Doors	
Pink:	E.B.R. Parish School Board Your copy	
Yellow:	Applicant's Copy	

То:	From:	E.B.R. Parish School Board Human Resources Departmen Post Office Box 2950 Baton Rouge, LA 70821
Applicant's Name		Social Security Number
In compliance with R.S. 17:391.5H, the followers on named above. This employee left the System with the performance rating of:		
SATISFACTORY	LES	S THAN SATISFACTORY
Signature of Personnel Director		

SECTION 12.0. STATEMENT OF ASSURANCE

It is assumed that the East Baton Rouge Parish personnel evaluation program 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 Legislative as outlined in the <u>Guidelines for Personnel Evaluation Bulletin 1525</u> revised September 1992 and March 1994.

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

Plan revised May 1998

Dr. Gary S. Mathews, Superintendent East Baton Rouge Parish School System

Dr. Press Robinson, President East Baton Rouge Parish School System

Date: ______ Date: _____

SECTION 11.0. EVALUATION EXEMPTION

"R.S. 17:391.5 (I) REQUIRES 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."

*The Evaluation Exemption Section conforms to the guidelines listed below:

- 1) Teachers assessed under the Teaching Internship Law or Children First Act are exempt from the accountability evaluation required by law during the year(s) that they are assessed.
- 2) This exemption shall not interfere with the right and duty of the assigned administrator to observe and evaluate the teachers in the performance of their duties.
- 3) East Baton Rouge Parish maintains the right to make employment decisions.

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 attributes in the planning domain and any additional teacher-supplied information. Daily written plans should follow local policy. Requirements for written planning shall 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 describe specific ways individual difference 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*

The Individual Educational Program (IEP), Individual Transitional Program (ITP), and/or Individual Family Service Program (IFSP) will meet state guidelines.

^{*}For special education teachers only.

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, materiais, 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 rational for any modifications during the lesson.

The observer must take into account the special requirements of Act 504, special education regulations, and any other identifiable groups. Alternate methods of assessment must be developed for other professionals holding teaching certificates (i.e., librarians, counselors, speech therapists, and assessment teachers).

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

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 interests of the students.

- 2. Presents accurate subject matter
- 3. Relates relevant examples, unexpected situations, or current events to the content
- 4. Answers questions correctly and/or directs students to additional sources (i.e., references, labs, learning centers, etc.)

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 assesses student progress.

ATTRIBUTES:

1. Uses assessment technique(s) effectively

Assessing student performance may include formal and/or informal assessment procedures, as well as formative and summative. Feedback may be verbal or non-verbal.

- 2. Monitors ongoing performance of students
- 3. Provides timely feedback to students regarding their progress

<u>DOMAIN IV. PROFESSIONAL DEVELOPMENT</u> (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 observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

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

COMPONENT B. The intern 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, and/or III, as agreed upon with his/her principal and other members of the support team.

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

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

APPENDIX B

PHILOSOPHICAL STATEMENT ON THE ROLE OF THE PRINCIPAL

The effective principal 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 in all aspects of the broader school curriculum.

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

Principals of outstanding schools 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.

New criteria will be included within the framework of "The Proficiencies of the Effective Principal." The following is a minimum list of proficiencies that are considered necessary by the East Baton Rouge Parish School System's Sterring Committee.

PROCEDURES FOR PRINCIPAL EVALUATION

- 1 Review of the position description, East Baton Rouge Parish School System's goals, individual school's current Action Plan, and Professional Growth Plan must occur with the evaluator of record.
- 2. Observations will be conducted by the designated evaluator.

PROCEDURES FOR PRINCIPAL EVALUATION (cont.)

- 3. Principals 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 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 Certificated Employee Observation Form (EBR 6.4) 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 Action Plan and Professional Growth Plan. Recommendations and commendations are to be discussed and documented on (EBR 6.4).
- 7. Follow-up visits to the school and with the principal 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 being evaluated. The items on the observation form will be discussed and analyzed. During this conference, the principal-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 observation form (EBR 6.4) will be filed in the evaluator's office until the appropriate evaluation form has been completed. The observations forms will be attached to the evaluation form and filed in the single official personnel file in the Human Resources Department.
- 10. If professional assistance is necessary, it shall be discussed by the evaluator and the evaluatee during the post-observation and evaluation conference. The Employee Intensive Assistance Program (EBR 6.8 A/B) 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 will be completed (EBRP 6.6) by May 15th of each year.

LEADERSHIP

- 1. Exercises vision in defining and gaining support for the school mission and goals.
- 2. Communicates effectively and gains support for goals within the school and the community.
- 3. Sets high expectations and performance standards that lead to the attainment of school and district goals.
- 4. Identifies and analyzes relevant information before making decisions or committing resources.
- 5. Provides incentives for both teachers and students to excel.
- 6. Serves as a model of professionalism and communicates educational values.
- 7. Identifies areas for instructional and program development through the collection and interpretation of student and school data.
- 8. Involves others effectively in the improvement of curriculum and instruction.
- 9. Evaluates professional and support staff constructively.
- 10. Coaches teachers to enhance their instructional effectiveness.
- 11. Engages in and promotes a program of ongoing professional development.
- 12. Recruits, selects, and assigns appropriate personnel for the effective delivery of the school program.

HUMAN RELATIONS

Consideration

- 13. Solicits and gives specific and constructive feedback.
- 14. Maintains a positive attitude to enhance the school climate.
- 15. Demonstrates an appreciation for the accomplishments of others.
- 16. Listens actively to others.
- 17. Utilizes clear and meaningful oral and written expression.

Collaboration

- 18. Fosters teamwork and collegiality.
- 19. Elicits participation in decision making and cultivates leadership in others.
- 20. Facilities group processes and effectively manages conflict.

Parental/Community Involvement

- 21. Communicates effectively with parents, community, and gains their support for school goals, programs, and policies.
- 22. Provides parents and the community with an appropriate voice in the school's decision-making process.
- 23. Seeks input from parents and the community as to how the quality of education can be improved.

Participation

- 24. Involves parents and the community in the activities of the school to build a sense of shared responsibility for the quality of education being provided.
- 25. Encourages the volunteer participation of parents and the community and uses this resource to enhance the quality of education in the schools.

MANAGEMENT

- 26. Plans and prepares an appropriate budget and manages fund effectively.
- 27. Seeks, allocates appropriate resources (materials, money, time) to support the school program.
- 28. Implements school programs within the confines of the district's goals and policies.
- 29. Schedules curricular and co-curricular activities efficiently and effectively.
- 30. Understands and applies knowledge of organizations and community policies in generating support for the school.

MANAGEMENT (cont)

- 31. Identifies rules, guidelines, and procedures for total school operation and aspects of responsibility for student, teacher, and staff compliance.
- 32. Collaboratively develops effective discipline and attendance policies.
- 33. Maintains a visible presence in the school environment.
- 34. Protects instructional time when scheduling events and communication efforts.
- 35. Ensures that school facilities are conducive to a positive school environment.

97/9/58

EAST BATON ROUGE PARISH SCHOOL SYSTEM TEACHER OBSERVATION

Teacher	Social Security#
Location	Position
Observer	Position
Date Time a.m./p.m	Subject/Grade
Pre-observation conference date	Time
I. Observation Statement: Evidence of at least one of the I	ouisiana Components of Effective Teaching.

II. Commendations:		97/9/58
	•	
		· · · · · · · · · · · · · · · · · · ·
	· · · · · · · · · · · · · · · · · · ·	
	·	
III Danamara and dan	·	
III. Recommendations:		
IV. Employee's Comments:		
-		
Observer's Signature	Evaluatee's Signature	Post-Observation Conference Date

EAST BATON ROUGE PARISH SCHOOL SYSTEM PRINCIPAL/ASSISTANT PRINCIPAL OBSERVATION

Employee	Social Securi	ity Number
Location	Position	
Observer	Position	
Date	Time	A.M. P.M.
Pre-observation conference date		
I. Observation Statement: Evidence		
	•	
II. Commendations:		
III. Recommendations:		
ass. appealmentation.		
IV. Employee's Comments:		

-		
		Post-Observation
01 2 5		Conference Date
Observer's Signature	Evaluatee's Signature	78-1.0
White Copy - Human Resources	Yellow Copy - File	Pink Copy - Evaluate

Į de	mployee	Position	Location	S	Position Location Review C	Review of Year	
	Objectives – What area do you want to strengthen	want to streng	ithen or enhance ? (Topic)		Proféssional Growth Plan Modification (If any)	(A	
	Rationale – Why do you want to strengthen or enh	strengthen or	r enhance this area? (Purpose)	•	Completion of Self-Evaluation:Yes	S L	
	What is your Plan of Action? (Activities)	ACHVIII 08)			Position Description Review		
			w **		(Signature indicates that the evaluates has reviewed the performance responsibilities of the position.)	e performance responsibilities of the position.)	
					Evaluator's Signature	Position Date	
>	What are the Criteria for Evaluation?	stlon?	ž.	-			
					(Signature indicates that the evaluates has reviewed the performance responsibilities for the position and has indicated such to the evaluator;	se performance responsibilities for the position	_
					Evaluatee's Signature Date	9	
	Evaluator's Signature	Date	Evaluateo's Signature	Date			

EAST BATON ROUGE PARISH SCHOOL SYSTEM TEACHER EVALUATION

LOCATION:

Teacher:	Evaluator:
Social Security#:	Position:
Subject and/or Grade:	Date:
Years in Position 0-34+	
	te rating of each major topic by placing a circle around the S, NI, or U, ijor headings using (S) to denote satisfactory performance, (NI) to den performance.
I. PERFORMANCE RESPONSIBILITIES	
A. PLANNING	S NI U
Plans effectively for instruction	
Develops clear and concise written ob	viectives
Identifies and plans for individual diff	
Plans for the substitute teacher	
Utilizes the state and local curriculum	guides
B. MANAGEMENT	
Maintains an environment conducive	
	ect students, equipment, materials and
Performs duty assignment	
Maximizes the amount of time availa	ble for instruction
Maintains accurate, complete and cor	rect records
Manages learner behavior to provide	productive learning opportunities
C. INSTRUCTION	
Delivers instruction effectively	
Employs a variety of methods and tec	chniques
Presents appropriate content	
Presents appropriate concepts and ma	
Utilizes knowledge of subject matter	
Provides opportunities for student in	olvement in the learning process
Reteaches when necessary	
Gives positive feedback throughout t	he lesson
Assesses student progress	Circlinidad and and
Evaluates strengths and weaknesses	
Measures student's growth using esta	test for understanding and application of
subject matter	est for understanding and application of
Informs students and/or parents of st	udent progress
D.PERSONAL TRAITS	-
Exhibits:	
Poise and self-confidence	· · · · · · · · · · · · · · · · · · ·
Enthusiasm and optimism	
Punctuality	

Dependability		97/9/5:
Flexibility		
Acceptable speech and grammar	•	
Effective communication with students		
Effective communication with colleagues		,
Effective communication with parents and other adu	ITS	
Discreet handling of confidential information		
Unbiased attitude regarding race, sex, creed, religion Use of suggestions for improvement	or disability	
Use of suggestions for improvement		
II. TEACHER'S PERFORMANCE AT THIS TIME IS (check	cone)	
Satisfactory Needs Improvement Unsa	atisfactory	
III. IMPLEMENTATION OF THE PROFESSIONAL GRO	OWTH PLAN	
Progress toward achievement of Professional Growth Plan		
Is Minimal Is Satisfactory Has reached c	ompletion	
IV. COMPLETION OF SELF-EVALUATION Yes	No	
V. EVALUATOR'S NARRATIVE COMMENTS: (Supplement	itary sheet may be attached if necessary)	
	•	
EVALUATOR'S SIGNATURE	DATE	
VI. TEACHER'S COMMENTS: (Attach sheet if necessary)		
TEACHER'S SIGNATURE:	UAIEUAIE	
My signature indicates that I have read the results of the evaluation with the results.	mon, our uses not muncuse agreement of westgreen	

97/9/53

EAST BATON ROUGE PARISH SCHOOL SYSTEM SPECIAL EDUCATION TEACHER EVALUATION

Special Educ	cation Teacher: Social Security#_			
Evaluator: _	Position: Years in Positi	on 0-3_	4+	
Location:	Date:			,
or U. The e	The evaluator is to indicate the appropriate rating of each major topic by placing evaluator shall then mark each item under the major headings using (S) to denote needs improvement, and (U) to denote unsatisfactory performance.	g a circle : satisfacto	around tory perfo	he S, NI, ormance,
	RMANCE RESPONSIBILITIES			
A. P	PLANNING	S	NI	U
C	Conducts initial and/or review IEP conferences as appropriate			
	Develops appropriate short-term objectives as indicated by annual goals and continuous assessment			
P	lans effectively for instruction by designing daily lesson plans which incorporate	2		
:	short-term objectives			-
B N	AANA GEMENT	c	217	71
D. IV	MANAGEMENT nsures appropriate scheduling of students into regular classes as indicated on IEP	S	NI	U
	Names appropriate scheduling of students into regular classes as indicated on ter- Namages learner behavior to provide productive learning opportunities			
·C	Conducts periodic conferences concerning student progress with parents and			
	regular education teachers where indicated		•	
C	completes and maintains in a timely manner all required records, such as:			
	monthly class rolls, IEP forms, Confidential Records, Requisitions, progress reports etc.			
C	ompletes re-evaluation forms in timely manner according to Pupil Appraisal requirements			
	Creates a classroom environment conductive to learning and appropriate to			
	the functioning levels of students		•	
	faximizes amount of time available for instruction			
$\subset \Pi$	NSTRUCTION	S	NI	U
C. 11	Implements short-term objectives as indicated by IEP	S	141	U
	Delivers instruction effectively			
	Presents appropriate content	,		
	Provides opportunities for student involvement in the learning process			
	Assesses student progress on an on-going basis	4-4		
D. PI	ERSONAL TRAITS	S	NI	U
Ex	thibits:			
	Poise and confidence			
	Enthusiasm and optimism			
	Punctuality			
	Dependability			
	Flexibility			
	Acceptable speech and grammar			
	Effective communication with students			
	Effective communication with colleagues			

	ommunication with parents and oth	er adults			
Discreet ha	andling of confidential information	linian on disability			
	uttitude regarding race, sex, creed, re	eligion, or disability			
Use of sug	gestions for improvement				
E. PROFESSION	AL GROWTH AND DEVELOPME	NT	S	NI	U
Displays ex	ridence of professional growth and part	ticipation in special			
education	in-service sessions				
Demonstra	ates an awareness of current trends i	in Special Education			
Provides i	n-service on Special Education Serv	rices to school staff upon	request		
Plans for p	professional self-development				
CDECLAI EDIICAT	ION TEACHER PERFORMANC	TE AT THIS TIME IS: (Check one)		
SPECIAL EDUCAT	Needs Improvement U	Insatisfactory	, , , , , , , , , , , , , , , , , , , ,		
Sausiactory					
IMPLEMENTATIO	ON OF PROFESSIONAL GROW	TH PLAN			
Progress toward	achievement of Professional Growth	Plan is - Minimal	Satisfactory		
Has reached com					
COMPLETION OF	SELF EVALUATION: Yes	_ No			
	ARRATIVE COMMENTS: (Supp				
VATITATOR'S SIGN	ATURE		DA7	TE	
111111111111111111111111111111111111111					
			>		
I. SPECIAL EDUCA	TION TEACHER COMMENTS	: (Attach sheet if necessar	Y)		
					
	_				
	N TEACHER'S SIGNATURE		TAC	E	

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 OCCUPATIONAL THERAPIST EVALUATION

Evaluator:	Position:		
ocation:			
o denote n	The evaluator is to indicate the appropriate rating of each major topic by placing a circle around distance shall then mark each item under the major headings using (S) to denote satisfactory performance.	the S. I	VI. or
I. PE	RFORMANCE RESPONSIBILITIES		
A.I	PLANNING	S N	
	Plans effectively for therapoutic intervention	.	. •
	Identifies and plans for individual differences in the therapy setting		
B. 1	MANAGEMENT	S N	
	Maintains an environment conductive to therapeutic intervention	9 M	
	Takes appropriate precautions to protect students, equipment, materials and facilities		
	Maximizes the amount of time available for each therapy session		
	Maintains records as mandated by federal, state and school board guidelines and policies		
	Manages student behavior to provide productive therapeutic intervention		
	Administers appropriate tests based on student need		
	Serves as a member of Pupil Appraisal Team for students requiring an occupational therapy assessment		
C.	INSTRUCTION		
	Delivers instruction effectively		
	Implements a therapy program for Special Education students identified as requiring occupational therapy		
	Presents appropriate content through therapeutic intervention		
	Utilizes knowledge of child growth and development		
	Utilizes knowledge of clinical methodology		
	Provides opportunities for student involvement in the therapeutic process		
	Gives positive feedback throughout the session		
	Assesses student progress		
•	Uses a variety of evaluative tools to test for fine motor, self-care, oral motor, visual percepti. visual-motor integration, range of motion, strength, muscle tone, postural reflexes, sensory integration, and the need for adaptive equipment		
	informs the parents/guardians, teacher, and other professionals of the student's progress		
	ERSONAL TRAITS		
	Poise and self-confidence	•	
	Enthusiasm and optimism	_	
	• Punctuality		
	Dependability		•
	• Flexibility		_
	Willingness to implement recommendations		
	Acceptable speech and grammar		
	 Effective communication with students, parents/guardians, teachers, professionals, and other adults 		
	Discreet handling of confidential information		
	Unbiased attitude regarding race, sex, creed, religion, or disability		
	OFESSIONAL DEVELOPMENT		
	The therapist exhibits competency in the following areas:		
	PATIONAL THERAPIST PERFORMANCE AT THIS TIME:		
	CK ONE) Satisfactory Needs Improvement Unsatisfactory —		
L COMPI	LETION OF SELF-EVALUATION: Yes No		
	.UATOR'S NARRATIVE COMMENTS: (Supplementary sheet may be attached if necessary.)		
VAI IIAT	OR'S SIGNATURE:		
	PATIONAL THERAPIST'S COMMENTS: (Attached sheet, if necessary.)	-	
	A ATTOMAL THERAPIST'S COMMENTS: (Attached sheet, if necessary.)		
CCUPAT	IONAL THERAPIST'S SIGNATURE:		
	DATE:		
Mv	O'ATE:		

EAST BATON ROUGE PARISH SCHOOL SYSTEM PHYSICAL THERAPIST EVALUATION

valuator: Position:	
ocation: Date:	
Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.	and the S. NI.
I. PERFORMANCE RESPONSIBILITIES	
A. PLANNING	S NI U
Plans effectively for therapeutic intervention	
Identifies and plans for individual differences in the therapy setting	
B. MANAGEMENT	S NI U
Maintains an environment conducive to therapeutic intervention	
Takes appropriate precautions to protect students, equipment, materials, and facilities	1
Maximizes the amount of time available for each therapy session	
Maintains records as mandated by federal, state, and school board guidelines and policies	
Manages student behavior to provide productive therapeutic intervention	
Administers appropriate tests based on student need	
Serves as a member of Pupil Appraisal team for students requiring a physical	
therapy assessment	
C. INSTRUCTION	S NI U
Delivers instruction effectively	g Mi U
Implements a therapy program for Special Education students identified as	
requiring physical therapy	
Presents appropriate content through therapeutic intervention	
Utilizes knowledge of child growth and development	
Provides opportunities for student involvement in the therapeutic process	
Gives positive feedback throughout the session	
Assesses student progress	
Uses a variety of evaluative tools to test for strength, range of motion, muscle tone, postural reflexes, gross motor skills, and positioning, to include adaptive equipment or wheelchairs, self-care skills, balance and equilibrium, gait, posture and sensory testing	
Informs the parents/ guardians, teachers, and other professionals of the student's progress	
II. PERSONAL TRAITS	SNIU
The therapist exhibits competency in the following areas:	
Poise and self-confidence	
Enthusiasm and optimism	
Punctuality	
Dependability	
• Flexibility	
Willingness to implement recommendations	
Acceptable speech and grammar	
 Effective communication with students; parents/guardians, teachers, professionals, and other adults 	
Discreet handling of confidential information	
 Unbiased attitude regarding race, sex, creed, religion or disability 	
PROFESSIONAL DEVELOPMENT	SNI
The therapist maintains certification and qualifications	
I. PHYSICAL THERAPIST'S PERFORMANCE AT THIS TIME IS: (CHECK ONE) Satisfactory Needs Improvement Unsatisfactory II. COMPLETION OF SELF-EVALUATION: Yes No III. EVALUATOR'S NARRATIVE COMMENTS: (Supplementary sheet may be attached if necessari	
EVALUATOR'S SIGNATURE: DAT	E:
IV: PHYSICAL THERAPIST'S COMMENTS: (Attach sheet, if necessary.)	

PHYSICAL THERAPISTS SIGNATURE:

DATE: _

East Buton Rouge Parish School System Speech Therapist Evaluation

•		repist:	
Evalu		Position:	
Locati		Date:	
Tue e	ASIMS	The evaluator is to indicate the appropriate rating of each major topic by placing a circle are tor shall then mark each item under the major headings using (S) to denote satisfactory performent, and (U) to denote unsatisfactory performance.	ound the S. NI. or U mance, (NI) to denote
I.	PEF A	RFORMANCE RESPONSIBILITIES PLANNING	SNIU
		Plans effectively for therapeutic intervention	5 M U
		Develops clear and concise written objectives for lesson plans Identifies and plans for individual differences in the therapy setting	
	B.	MANAGEMENT.	S NI U
		Maintains an environment conducive to therapeutic intervention Takes appropriate precautions to protect students, equipment, materials and facilities	
		Performs duty assignment	
		Maximizes the amount of time available for each therapy session Maintains records mandated by federal, state, and school board	
		guidelines and policies	
		Manages learner behavior to provide productive learning opportunities Administers appropriate diagnostic test in the areas of speech, language	
		and hearing Serves as a member of the Pepil Appraisal team for students with	
		suspected communication disorders	
		Refers any student with suspected vocal pathologies to Laryngology Clinics and preparess the student for the examination	
		The therapist conducts or attends IEP Conferences for students identified	
	C.	by Pupil Appraisal with speech impairments INSTRUCTION	0.10.00
	٠.	Delivers instruction effectively	S NI U
		Implements a program of approapriate goals and objectives for students with speech disorders	
		Presents appropriate content through therapeutic intervention	
		Presents appropriate concepts and materials Utilizes knowledge of subject matter and clinical methodologies	
		Utilizes knowledge of growth and development	
		Provides opportunities for student involvement in the therapeutic process Reteaches when necessary	
		Gives positive feedback throughout the eassion Assesses student progress	
		Uses a variety of evaluative tools to test for understanding and acquisition	
		of communication skills Informs students, perents/guardians, teachers, and other professionals	
		of student progress	
	D.	PERSONAL TRAITS	S NI U
		Exhibits: (The therapist exhibits competency in the following areas) Poise and self-confidence	
		Enthusiasm and optimism	
		Punctuality Dependability	
		Flexibility	
		Willingness to implement recommendations Acceptable speech and grammar	
		Effective communication with students, parents, guardians, teachers, and other professionals	
		Discreet handling of confidential information	
		Unbiased attitude regarding race, sex, creed, religion or disability	
	PRO	DFESSIONAL DEVELOPMENT The therapist maintains certification and qualifications	
Ш.	SPI	ECH THERAPIST'S PERFORMANCE AT THIS TIME IS (Check one)	
	Set	usfactory Needs Improvement Unsatisfactory	
IV.	CO	MPLETION OF SELF-EVALUATION. Yes No No	
V.			
₹.	_	ALUATOR'S NARRATIVE COMMENTS: (Supplementary sheet may be attached if necessary.)	
	EV.	ALUATOR'S SIGNATURE: DATE	
VI.	SP	EECH THERAPIST'S COMMENTS: (Attached sheet, if necessary.)	
	TH	ERAPIST'S SIGNATURE: DATE	•
	My	signature indicates that I have read the results of the evaluation, but does not indicate agreement	or disagreement

47/4/21

EAST BATON ROUGE PARISH SCHOOL SYSTEM LIBRARY MEDIA SPECIALIST EVALUATION

Librarian:	Social Security#	0.5		
Evaluator:	Position: Years in Po	sition 0-3	4+ _	
Location:	Date:			
The evalua	The evaluator is to indicate the appropriate rating of each major topic by placing a cator shall then mark each item under the major headings using (S) to denote satisfactor rovement, and (U) to denote unsatisfactory performance.	circle around tory performan	he S, NI, ce, (NI) to	or U. denot
I PERF	ORMANCE RESPONSIBILITIES			
	PLANNING	S	NI	U
A.	Plans effectively and collaboratively for instruction			
	Develops clear and concise written objectives for lesson plans			
	Identifies and plans for individual differences			
	Plans for the substitute teacher			
	Utilizes the state and local curriculum guides			
	Assists with curriculum development and evaluation			
	Assists with media production, equipment, and technology			
	Provides access to outside resources			
	Provides access to outside resources			
R	MANAGEMENT	S	NI	U
ב	Maintains an environment conducive to learning			
	Maximizes the amount of time available for instruction and library facility use			
	Manages learner behavior to provide productive learning opportunities			
	Maintains appropriate records and inventories			
	Evaluates, selects, orders, processes, and maintains material and equipment			
	Prepares, recommends, and administers federal and local budgets			
	Designs and implements an effective building media program			
	Design and imposition and of the grant and			
Г). INSTRUCTION	S	NI	U
	Delivers instruction effectively			
	Presents appropriate content and courses of study	-		
	Provides opportunities for student involvement in the learning process			
	Assesses student progress			
	· · · · · · · · · · · · · · · · · · ·			
F	PERSONAL TRAITS	S	NI	U
. •	Exhibits:	,		
	Poise and self-confidence			
	Enthusiasm and optimism			
	Punctuality			<u> </u>
	Dependability			
	Flexibility			
	Acceptable speech and grammar			
	Effective communication with students	_		
	Effective communication with colleagues	_		
	Effective communication with parents and other adults			
	Discreet handling of confidential information			

Unbiased attitude regarding race, sex, creed, religion or disability Responds appropriately to commendations and recommendations	
II. LIBRARY MEDIA SPECIALIST'S PERFORMANCE AT THIS TIME IS: (Check o	ne)
Satisfactory Needs Improvement Unsatisfactory	,
III. IMPLEMENTATION OF PROFESSIONAL GROWTH PLAN Progress Toward Achievement of Professional Growth Plan - Is Minimal Is Satisfactory Has Reached Completion	
IV. COMPLETION OF SELF-EVALUATION: Yes No	
V. EVALUATOR'S NARRATIVE COMMENTS: (Supplementary sheet may be attached	d if necessary)
EVALUATOR'S SIGNATURE	DATE
VI. LIBRARY MEDIA SPECIALIST'S COMMENTS: (Attach sheet if necessary)	•
	·
LIBRARY MEDIA SPECIALIST'S SIGNATURE:	DATE:
My signature indicates that I have read the results of the evaluation, but does not indicate with the results.	

EAST BATON ROUGE PARISH SCHOOL SYSTEM GUIDANCE COUNSELOR EVALUATION

97/9/54

Counselor:		Social Security#			
Evaluator:	Position:	Years in Position	0-3 _	4+	
Location:					
or U. The evaluator sha	tor is to indicate the appropriate rating of each all then mark each item under the major head approvement, and (U) to denote unsatisfactory	ings using (S) to denote sati	ircle a	around to	he S, orman
. PERFORMANCE	RESPONSIBILITIES	•			
	NG		S	NI	U
Provides	individual counseling in a confidential setting	***********************************	5	141	U
	small group counseling sessions in a confidential	setting			
Provides	activities and experiences for students to develo	p a positive self-concent			-
through	an understanding of abilities, interests, and stren	eths			
Provides	activities and experiences for students to develop	p appropriate social skills			
Provides	activities and experiences for students to develo	p a positive attitude toward			
acceptal	ble behavior at school, at home, and in the comm	nunity			
Provides:	activities and experiences for students to develop	problem-solving skills			
Provides	activities and experiences for students to develo	p career-related goals			
B. CONSULTA	TION		S	NI	Ŧī
Consults	with appropriate personnel and/or agencies on b	ehalf of the student	3	MI	U
Provides	opportunities for administrators, teachers, and p	arents to discuss concerns			
related t	to student				
Maintains	s and fosters confidentiality in regard to information	on concerning student			
Participate	s in the School Building Level Committee/Building	Level Committee			
C. COORDINA	TION		S	NI	U
Coordina	tes the testing program and interprets test scores	********************************	5	141	
Coordinat	tes and disseminates information regarding gradu	iation requirements and			
course d	lescriptions, as appropriate				
Participate	es in orientation activities				
D. PLANNING	·		S	NI	U
Identifies	and plans for individual differences		J	141	J
	a written plan with clear and concise objectives for	providing guidance services			
Plans effec	ctively for instruction				
E. MANAGEME	ENT		S	NI	U
Takes apr	propriate precautions to protect students, equipm	ent materials and facilities	J	141	U
	an environment conductive to learning				
	es the amount of time available for instruction				
	s accurate, complete and correct records as relate	ed to counseling services			
Manages	learner behavior to provide productive learning				

Pink Copy - Evaluatee

F. INSTRUCTION	. S		NI	
Assesses student progress	-			
Provides opportunities for student involvement in the learning process	-			
Presents appropriate content	-			
Delivers instruction effectively				
•				
G. PERSONAL TRAITS	. S		NI	U
Exhibits:				
Poise and self-confidence	_			
Enthusiasm and optimism	-			
Punctuality	_			
Dependability	-			
Flexibility	_			
Acceptable speech and grammar	_			
Effective communication with students, colleagues, and other adults	_			
Confidential and ethical handling of information regarding students				
acquired in the course of professional services	-			
Openness in examining counselor techniques	-			
Willingness to continue the development of counseling skills	-			
Unbiased attitude regarding race, sex, creed, religion or disability	-			
Accepts commendations and recommendations				
Satisfactory Needs Improvement Unsatisfactory IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN	atisfactory	7		
Satisfactory Needs Improvement Unsatisfactory IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN Progress toward achievement of Professional Growth Plan is - Minimal Sa Has reached completion COMPLETION OF SELF-EVALUATION: (Check one) Yes	atisfactory . No		_	
Satisfactory Needs Improvement Unsatisfactory IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN Progress toward achievement of Professional Growth Plan is - Minimal Sa Has reached completion COMPLETION OF SELF-EVALUATION: (Check one) Yes	•			
Satisfactory Needs Improvement Unsatisfactory IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN Progress toward achievement of Professional Growth Plan is - Minimal Sa Has reached completion COMPLETION OF SELF-EVALUATION: (Check one) Yes	•			
Satisfactory Needs Improvement Unsatisfactory IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN Progress toward achievement of Professional Growth Plan is - Minimal Sa Has reached completion COMPLETION OF SELF-EVALUATION: (Check one) Yes EVALUATOR'S COMMENTS: (Supplementary sheet may be attached if necessary)	No			
Satisfactory Needs Improvement Unsatisfactory IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN Progress toward achievement of Professional Growth Plan is - Minimal Sa Has reached completion COMPLETION OF SELF-EVALUATION: (Check one) Yes EVALUATOR'S COMMENTS: (Supplementary sheet may be attached if necessary)	•			
Satisfactory Needs Improvement Unsatisfactory IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN Progress toward achievement of Professional Growth Plan is - Minimal Sa Has reached completion COMPLETION OF SELF-EVALUATION: (Check one) Yes EVALUATOR'S COMMENTS: (Supplementary sheet may be attached if necessary) VALUATOR'S SIGNATURE:DATE:	No			
Satisfactory Needs Improvement Unsatisfactory IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN Progress toward achievement of Professional Growth Plan is - Minimal Sa Has reached completion COMPLETION OF SELF-EVALUATION: (Check one) Yes EVALUATOR'S COMMENTS: (Supplementary sheet may be attached if necessary) VALUATOR'S SIGNATURE:DATE:	No			
Satisfactory Needs Improvement Unsatisfactory IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN Progress toward achievement of Professional Growth Plan is - Minimal Sa Has reached completion COMPLETION OF SELF-EVALUATION: (Check one) Yes EVALUATOR'S COMMENTS: (Supplementary sheet may be attached if necessary) VALUATOR'S SIGNATURE:DATE:	No			
Satisfactory Needs Improvement Unsatisfactory IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN Progress toward achievement of Professional Growth Plan is - Minimal Sa Has reached completion COMPLETION OF SELF-EVALUATION: (Check one) Yes EVALUATOR'S COMMENTS: (Supplementary sheet may be attached if necessary) VALUATOR'S SIGNATURE:DATE:	No			
IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN Progress toward achievement of Professional Growth Plan is - Minimal Sa Has reached completion .COMPLETION OF SELF-EVALUATION: (Check one) Yes EVALUATOR'S COMMENTS: (Supplementary sheet may be attached if necessary)	No			

EAST BATON ROUGE PARISH SCHOOL SYSTEM TEACHER FOR INSTRUCTIONAL SUPPORT EVALUATION

Name:	Years in Position 0-3 4+ _	SS#:	Date
Evaluator:	Position:	School:	
CASIMSTOL 21	s: The evaluator is to indicate the appropriate rating of each major shall then mark each item under the major headings using (S) to denote unsatisfactory performance.	r topic by placing a circ denote satisfactory per	cie around the S. Nl. or U. The formance, (Nl) to denote needs
PART I.	PERFORMANCE RESPONSIBILITIES		S NI
Leaversing	ip and Instruction Assists in defining and gaining support for the School Improve		
	Communicates and participates effectively in gaining support	Corport Figure	hool and the community
3.	 Assists in providing incentives for both teachers and environs. 	to excei	
4.	 Serves as a model of professionalism and communicates educi- 	ational values	
5.	 Assists in identifying areas for instructional and amoram deve 	io pmen t through the c	ollection and
6	interpretation of student and school data		
7.	 Involves others effectively in the improvement of curriculum. Guides and/or assists teachers in enhancing their instructional 	and mistraction	a vaciativ
	of techniques and methods		. a valuely
. 8.	Engages in and promotes a program of ongoing professional d	ievelopment	
9.	 Kecords, interprets and reports data related to achool improve 	ensent.	
10	Demonstrates knowledge of child growth and development, st	ubject matter, and asse	ssment techniques
Human Re	Relations	•	S NI
11	11. Solicits and gives specific and constructive feedback		
12	12. Maintains a positive attitude to enhance the school climate		
13	13. Demonstrates an appreciation for the accomplishments of other	EES	-
15	Listens actively to others Utilizes clear and meaningful oral and written expression		
16	16. Fosters teamwork and collegiality		
17	17. Participates in decision-making and cultivates leadership in ot	thers	
12	18. Facilitates group processes		
Parental/C	/Community involvement		e wi
	19. Communicates effectively with students, parents, and the com	in and pains the	S NI 1
	goals, programs, and policies		
20	20. Involves parents and the community and participates in the ac	sivinies of the school to	o build a sense of
	snated responsibility for the quality of education being proving	rieri	
21	 Encourages the volunteer participation of parents and the comenhance the quality of education in the school 	unmany and uses their	resources to
22	22. Exhibits self-direction		
	Poise and self-confidence		
,	Enthusiasm and optimism		
	Punctuality Dependability		
	Flexibility		**********
	Acceptable speech and grammar		
	Effective communication with principal		
	Effective communication with students		
	Effective communication with colleagues Effective communication with parents and other adults		
	Discreet handling of confidential information		
	Unbiased attitude regarding race, sex, creed, religion or disabi	ility	-
	Ose of suggestions for improvement		
I. TEACH	HER'S PERFORMANCE AT THIS TIME IS: Satisfactory	Needs Improven	ment Unsatisfactory
II. IMPLEI Progress	EMENTATION OF PROFESSIONAL GROWTH PLAN ss toward achievement of Professional Growth Plan is: minimal	satisfactory _	has reached completion
	PLETION OF SELF-EVALUATION Yes No		
	.UATOR'S NARRATIVE COMMENTS: (Supplementary she		necessary.)
EVALU	UATOR'S SIGNATURE:	DA	TE
	HER'S COMMENTS: (Attached sheet, if necessary.)		
	,		
TEACII	HER'S SIGNATURE:	DA1	TE
My sign	gnature indicates I have read the results of the evaluation, but does	come andicate agreeme	int or disagreement with the results

EAST BATON ROUGE PARISH SCHOOL SYSTEM DEAN OF STUDENTS EVALUATION

NAME	E SO	CIAL SECURITY NUMBER			
EVAL	PO	SITION			
SCHO	DOL DA	TE			
DIRE	CTIONS: The evaluator is to indicate the appropri	iate rating of each major topic by placin	g a	circi	e
	d the S, NI, or U. The evaluator shall then mark ex				
	actory performance, NI to denote needs improvement				
	•				
i. PEI	RFORMANCE RESPONSIBILITIES		_		
Leader	rship		S	NI	U
1.	Assists in defining and gaining support for the school miss	sion and goals			
2.	Communicates effectively and gains support for goals with				
3.	Sets high expectations and performance standards that lead	d to the attainment of school and district goals	Ξ		_
4.	Identifies and analyzes relevant information before making	g decisions or committing resources	_		
5 .	Assists in providing incentives for both teachers and stude	nts to excel	_		
6.	Serves as a model of professionalism and communicates e		-		
7.	Assists in identifying areas for instruction and program de interpretation of students and school data	velopment through the collection and			
8.	Involves others effectively in the improvement of curricul	um end instruction	-		
U .	arone came and the majoretham of culture		_		
Huma	n Relations		S	NI	U
	Consideration				
9.	Solicits and gives specific and constructive feedback		_		
10.	Maintains a positive attitude to enhance the school climate		_		
11. 12.	Demonstrates an appreciation for the accomplishments of Listens actively to others	others	_		
13.	Utilizes clear and meaningful oral and written expression		_		
	Comment of the Commen		_		
	Communication				
14.	Fosters teamwork and collegiality		_		
15.	Elicits participation in decision-making and cultivates lead	lership in others	_		
16.	Facilitates group processes and effectively manages confli	ct	_		
Parent	al/Community Involvement		s	NI	U
	Communication				
17.	Communicates effectively with students, parents, and the egoals, programs, and policies.	community, and gains their support for school	_		
18.	Assists in providing students, parents, and the community,				
• • •	decision-making process	with an appropriate voice in the school's	.—		
•	Providence in the second secon		•		
19.	Participation				
17.	Involves parents and the community in the activities of the for the quality of education being provided	school to build a sense of shared responsibility	_		
20.	Encourages the volunteer participation of parents and the c	ammunity and uses their resources to achieve			
	the quality of education in the school	·	_		_
110000					
Vianago	School Program Management		S	NI	U
21.	Assists in implementing school programs within the confin	as of the district a made and multiples			
12.	Assists in scheduling, supervising, and evaluating curricula	to co-consistence and extra-consistences			
	activities efficiently and effectively		_		_
13.	Understands and applies knowledge of community organization	ations in generating support for the school			
!4 .	Rules and Regulations				
. 4 .	Assists in identifying rules, guidelines, and procedures for a responsibility for student, teacher, and staff compliance	total school operation and accepts	_		
25.	Develops effective discipline and attendance policies collab	orations.			
6.	Maintains a visible and accessible presence in the school	-			 -
7.	Assists in protecting instructional time when scheduling ever	ents and communication efforts			_
8 .	Assists in ensuring that school facilities are conducive to a s	nositive school environment	-		
9.	Assists the principal with the responsibility for all physical	nonnesties assigned to the school	_		
0.	Assists in planning, preparing, and distributing student and	faculty handhooks	_		_
1.	Cooperates with community agencies whose purpose relate students	to the health, safety, and welfare of			
2.	Assists with responsibilities for graduation and/or closing of	Fachani accininina *	_		_
	Premariou author Closing of	Petroni Sellalliez			

11.	TEACHER'S PERFORMANCE AT THIS TIME IS: Satisfactory Needs improvement Unsatisfactory
III.	IMPLEMENTATION OF PROFESSIONAL GROWTH PLAN Progress toward achievement of Professional Growth Plan is: minimal satisfactory has reached completion
į٧.	COMPLETION OF SELF-EVALUATION Yes No
v.	EVALUATOR'S NARRATIVE COMMENTS: (Supplementary sheet may be attached if necessary.)
	EVALUATOR'S SIGNATURE:DATE
VI.	EVALUATEE COMMENTS: (Attached sheet, if necessary.)
	FVALUATEE SIGNATURE:DATE
	EVALUATEE SIGNATURE:
	DIA 218 Harrie Higheries : ware cons me conserve or me conserved par goes was managing and

•

Manage		S	NI
1	. Maintains accurate records for the Time Out Room program		
2	Assists in implementing school programs within the confines of the district's goals and policies		
3	Understands and applies knowledge of community organizations in		
	generating support for the school		
4.	Takes appropriate precautions to protect students, equipment, materials,	-	
	and facilities		
5.	Performs duty assignment		
6.	Maximizes the amount of time available for instruction		
7.	Manages learner behavior to provide productive learning opportunities		-
8.	Maintains effective discipline and attendance in the Time Out Room		
9.	Assists in ensuring that the Time Out Room is conductive to a positive		
	school environment		
Personal	Traite	_	
	Exhibits:	S	NI
•	Poise and self-confidence		
	Enthusiasm and optimism		
	Punctuality		
	Dependability		
	Flexibility		
	Acceptable speech and grammar		
	Effective communication with students		
,	Effective communication with colleagues		
	Effective communication with parents and other adults		
	Discreet handling of confidential information		
	Unbiased attitude regarding race, sex, creed, religion or disability		
	Use of suggestions for improvement		
II. EVA	LUATEE'S PERFORMANCE AT THIS TIME IS:	S I	NI
III. CON	MPLETION OF SELF-EVALUATION: Yes No		
IV. EVA	ALUATOR'S NARRATIVE COMMENTS - Attach sheet if necessary		
V. EVA	LUATEE'S COMMENTS - Attach sheet if necessary		

EAST BATON ROUGE PARISH SCHOOL SYSTEM SCHOOL/PARENT LIAISON EVALUATION

Name:	SS#	Date:
Evaluator:	Position:	School:
around the S, NI, or U. The	evaluator shall then mark each ite	of each major topic by placing a circle em under the major headings using (S) to rement, and (U) to denote unsatisfactory
 Concentrates ef Is self-directed 	ties gned duties according to the po forts in major areas of responsi in the promotion of the systen	ibility
 Exercises good Maintains high 	bility to work well with individe judgment in arriving at decision standards of ethics, honesty, are professional matters	ons
II. EVALUATEE'S PE	RFORMANCE AT THIS T	IME IS: S NI U
III. COMPLETION OF	SELF-EVALUATION: Yes	No
IV. EVALUATOR'S NA	ARRATIVE COMMENTS -	Attach sheet if necessary
v. EVALUATEE'S CO	OMMENTS - Attach sheet if n	aecessary
EVALUATEE'S SIGNAT My signature indicates I h or disagreement with the r	ave read the results of the eval	DATE uation, but does not indicate agreement

EAST BATON ROUGE PARISH SCHOOL SYSTEM TIME OUT ROOM MODERATOR EVALUATION

Name: _	SS#	Date:			_
Evaluator	: Position:	School:			
around the	s: The evaluator is to indicate the appropriate rate S, NI, or U. The evaluator shall then mark each tisfactory performance, (NI) to denote needs impace.	h item under the major headings u	sing	(S) to	
I. GE	NERAL CHECKLIST				
Leadersl	hip	•	S	NI U	IJ
	 Assists in defining and gaining support for Communicates effectively and gains support and community 				_
3.	Sets high expectations and performance state attainment of school and district goals	ndards that lead to the			
	 Identifies and analyzes relevant information committing resources 	_			_
5.	Assists in providing incentives for students	to excel			_
6.	Serves as a model of professionalism and covalues	ommunicates educational			_
7.	Assists in identifying areas for program dev	elopment through the			_
	collection and interpretation of data				
8.	Engages in and promotes a program of ong	oing professional development			_
Human l	Relations		S	NI	U
1.	Solicits and gives specific and constructive	feedback			
	Maintains a positive attitude to enhance the				_
3.	Demonstrates an appreciation for the accom	aplishments of others			_
4.	Listens actively to others	•			
5.	Utilizes clear and meaningful oral and writt	en expression			_
6.	Fosters teamwork and collegiality	•			_
	Elicits participation in decision-making and in others	l cultivates leadership			-
8.	Facilitates group processes and effectively	manages conflict	-		_
Parental/	/Community Involvement		S	NI I	U
	Communicates effectively with students, pa	arents, and the community	_	- · •	_
	and gains their support for school goals, pro				
2.	Encourages the volunteer participation of participation o				_
	and gains their support for school goals, pro				

EAST BATON ROUGE PARISH SCHOOL SYSTEM PRINCIPAL EVALUATION

Name:		Position:	Years in Positior	ı 0-3	4	+
Social Security	#:	School:		_ Da	te:	
Evaluator:		Position:				
hall then mark ea	valuator is to indicate the appropriate ration chitem under the major headings using actory performance.					
PEDECEM	ANCE RESPONSIBILITIES	•				
	RSHIP			S	NI	U
1. 2. 3.	Exercises vision in defining and gaining Communicates effectively and gains sup Sets high expectations and performance district goals	support for the school mission a sport for goals within the school standards that lead to the attains	and goals and community ment of school and		INI	
	Identifies and analyzes relevant informa Provides incentives for both teachers an		committing resources			
6. 7.	Serves as model of professionalism and Identifies areas for instructional and pro interpretation of student and school	communicates educational value gram development through the d data	collection and	•		
	Involves others effectively in the improve		ction			
	Evaluates professional and support staff					
	Coaches, guides, and/or assists teachers					
	Engages in and promotes a program of c Assists in the selection and assignment c school program					
HUMA	N RELATIONS			S	NI	U
	Consideration			_		_
13.	Solicits and gives specific and construct	ive feedback				
	Maintains a positive attitude to enhance					
	Demonstrates an appreciation for the ac					
	Listens actively to others	•				
	Utilizes clear and meaningful oral and v Collaboration	vritten ex pre ssion				
18.	Fosters teamwork and collegiality					
	Elicits participation in decision-making		ers			
20.	Facilitates group processes and effective	ely manages conflict				
PARE	NTAL/COMMUNITY INVOLVE	MENT		S	NI	U
111103	Communication					
21.	Communicates effectively with students support for school goals, programs, a		and gains their			
22.	Provides students, parents, and the com- decision-making process		e in the school's			
23.	Participation Involves parents and the community in shared responsibility for the quality		aild a sense of			
24	Encourages the volunteer participation		nd uses their	•		
24.	resources to enhance the quality of					
D.C.A.D.T.	GEMENT			S	NI	U
MATATA			•••••	5	.141	
	School Program Management	as and managers for all officers 1	in accordance			
	Plans and prepares an appropriate budg with district guidelines					
	Seeks, allocates, and maintains records equipment, time) to support the scho	ool program				
27.	Implements school programs within the	confines of the district's goals	and policies			

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28.	Schedules, supervises, and evaluates curricular, co-curricular, and extra curricular activities efficiently and effectively	-
29.	Understands and applies knowledge of community organizations in generating support for the school	•
30.	Identifies rules, guidelines, and procedures for total school operation and accepts responsi	bility
21	for student, teacher, and staff compliance	
51.	Develops effective discipline and attendance policies collaboratively	
22	General Operations	
	Supervises all personnel assigned to the school	
33. 3 <i>1</i>	Maintains a visible and accessible presence in the school	
34. 35	Protects instructional time when scheduling events and communication efforts Ensures that school facilities are conducive to a positive school environment	
35. 36	Assumes responsibility for all physical properties assigned to the school	
37.	Plans, prepares, and distributes student and faculty handbooks	
38.	Cooperates with community agencies whose purposes relate to the health, safety, and well of students	are
39.	Assumes responsibilities for graduation and/or closing of school activities	411.
II. EVALUAT	TEE'S PERFORMANCE AT THIS TIME IS: (check one)	
	ctory Needs Improvement Unsatisfactory	
III. IMPLEM	ENTATION OF THE PROFESSIONAL GROWTH PLAN	
	oward achievement of Professional Growth Plan is -	
	al Is Satisfactory Has reached completion	
13 14111111	Has reactied completion	
	TION OF SELF-EVALUATION: Yes No OR'S NARRATIVE COMMENTS: (Supplementary sheet may be attached)	ed if necessary)
	· · · · · · · · · · · · · · · · · · ·	
EVALUATOR	R'S SIGNATURE	DATE
VI. EVALUA	TEE'S COMMENTS: (Attach sheet if necessary)	
EVALUATEE	S'S SIGNATURE:	DATE
My signature i	ndicates that I have read the results of the evaluation, but does not indicate	agreement or disagreement

EAST BATON ROUGE PARISH SCHOOL SYSTEM ELEMENTARY ASSISTANT PRINCIPAL EVALUATION

Name:	Position:	Social Security#			
Years in P	Position 0-34+ Evaluator:	Position:			
School: _		Date:			
hen mark e	The evaluator is to indicate the appropriate rating of each major each item under the major headings using (S) to denote satisfactor atisfactory performance.				
	ORMANCE RESPONSIBILITIES				
			_	NTT	w 1
	dership		S	NI	U
	Assists in defining and gaining support for the school mission	•			
	Communicates effectively and gains support for goals within the				
	Sets high expectations and performance standards that lead to the	_			
	 Identifies and analyzes relevant information before making dec Assists in providing incentives for both teachers and students 	<u> </u>			
	Serves as a model of professionalism and communicates educa				
	Assists in identifying areas for instructional and program deve				
1.	collection and interpretation of student and school data	iopinent anosgii mo			
8	Involves others effectively in the improvement of curriculum a	nd instruction			
	Assists in the constructive evaluation of professional and sup				
	Coaches, guides, and/or assists teachers in enhancing their ins				
	Engages in and promotes a program of ongoing professional d				
12.	Assists in the selection and assignment of appropriate personn	el for the effective			
	delivery of the school program				
Hur	man Relations		S	NI	U
	Consideration			•	
13.	. Solicits and gives specific and constructive feedback	·			
	. Maintains a positive attitude to enhance the school climate				
15.	. Demonstrates an appreciation for the accomplishments of other	rs			
16.	Listens actively to others				
17.	Utilizes clear and meaningful oral and written expression				
	Collaboration				
	. Fosters teamwork and collegiality				
	Elicits participation in decision-making and cultivates leadersh	ip in others			
	Facilitates group processes and effectively manages conflict				
Par	ental/Community Involvement		S	NI	U
	Communication				
21.	 Communicates effectively with students, parents, and the com- support for school goals, programs, and policies 	munity, and gains their			
22.	Assists in providing students, parents, and the community with a the school's decision-making process	ın appropriate voice in			
	Participation	·			
23.	Involves parents and the community in the activities of the sc				
0.4	of shared responsibility for the quality of education being				
24.	Encourages the volunteer participation of parents and the con- resources to enhance the quality of education in the school	•			
Mai	nagement		S	NI	U
14760	School Program Mangement				
25.	5. Assists in planning and preparing an appropriate budget and	manages funds			
	effectively in accordance with district guidelines				
26.	 Assists in seeking, allocating, and maintaining records for app (materials, money, equipment, time) to support the school 				
77	Assists in implementing school programs within the confines				
28	Assists in implementing school programs which the commes Assists in scheduling, supervising, and evaluating curricular, c	o-curricular, and extracurricular activities	;		
-0.	efficiently and effectively				

•	29. Understands and applies knowledge of community organizations in generating support for the schemes and Regulations	100l		٠-رو
	30. Assists in identifying rules, guidelines, and procedures for total school operation			
	and accepts responsibility for student, teacher, and staff compliance			
	31. Develops effective discipline and attendance policies collaboratively			
	Ceneral Operations			
	General Operations	. S	NI	Ü
	32. Assists in supervising all personnel assigned to the school			
	33. Maintains a visible and accessible presence in the school			
	34. Assists in protecting instructional time when scheduling events and communication efforts			
	35. Assists in ensuring that school facilities are conductive to a positive school environment	-		
	36. Assists the principal with the responsibility for all physical properties assigned to the school			
	37. Assists in planning, preparing, and distributing student and faculty handbooks 38. Cooperates with community occasion when the school student and faculty handbooks	-		
	38. Cooperates with community agencies whose purpose relate to the health, safety, and welfare of studer 39. Assists with responsibilities for graduation and/or closing of school activities	nts		
		***************************************	***	
II. F	VALUATEE'S PERFORMANCE AT THIS TIME IS: (Check one)			
	Satisfactory Needs Improvement Unsatisfactory			•
	Onsatisfactory			
TT.	MPLEMENTATION OF PROFESSIONAL CROSS			
-44	MPLEMENTATION OF PROFESSIONAL GROWTH PLAN			
	Progress Toward Achievement of Professional Growth Plan -			
s M	nimal Is Satisfactory Has Reached Completion			
	\cdot			
V. (OMPLETION OF SELF-EVALUATION: Yes No			
7. E	ALUATOR'S COMMENTS: (Supplementary sheet may be attached if necessary)			
	(Supplementary sheet may be attached if necessary)			
		.•		
	· ·			
		•		
;VA	UATOR'S SIGNATURE	ATE		
1. 1	VALUATEE'S COMMENTS: (Attach sheet if necessary)			
_		····		
				-,
	<u> </u>	•		
		 		
VA	UATEE'S SIGNATURE:DATE:			
v si	nature indicates that I have read the results of the evaluation, but does not indicate agreement or disag	reement wit	h the roc	uite
	The state of the s	, cemen wi	1531	~ ****.

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LASI BAI ON ROUGE PARISH SCHOOL SYSTEM ASSISTANT PRINCIPAL OF ADMINISTRATION EVALUATION

Name:		Position:	Social Security	/#		
Years in Pos	ition 0-3 4+	Evaluator:	Position:			
hen mark each	ne evaluator is to indicate the item under the major head factory performance.	he appropriate rating of each major dings using (S) to denote satisfac	or topic by placing a circle around the S, tory performance, (NI) to denote needs it	NI, or U.	The evaluent, and (I	uator si U) to
	MANCE RESPONS	TRII ITTEC				
				•	277	w.
Lead	Accists in defining and a			S	NI	U
		gaining support for the school mi	ssion and goals thin the school and the community			
			ad to the attainment of school and			
4.	Identifies and analyzes re	elevant information before makin	g decisions or committing resources			
5.	Assists in providing ince	entives for both teachers and stud	ients to excel			
· 6.	Serves as a model of prof	fessionalism and communicates of	educational values			
7.	Assists in identifying are	eas for instructional and program	development through the	-		
	collection and interp	pretation of student and school d	ata			
		ly in the improvement of curricul				
		ve evaluation of professional and				
10.	Coaches, guides, and/or	assists teachers in enhancing the	eir instructional effectiveness			
11.	Engages in and promotes	s a program of ongoing professio	nal development			
12.	Assists in the selection a delivery of the school	and assignment of appropriate pe ol program	rsonnel for the effective			·
Hun	an Relations			S	NI	U
	Consideration					
13.	Solicits and gives specifi	ic and constructive feedback				
		tude to enhance the school clima				
		iation for the accomplishments of	fothers			
	Listens actively to others					
17.		ngful oral and written expression				
	Collaboration					
	Fosters teamwork and co					
		cision-making and cultivates lea				
		ses and effectively manages conf				
Pare	ental/Community Invested	olvement	••••••	S	NI	U
	Communication					
21.		ly with students, parents, and the	community, and gains their			
		goals, programs, and policies				
. 22.	the school's decision	ents, parents, and the community in-making process	with an appropriate voice in			
22	Participation		ha ashaal sa kuild a sana			
23.		community in the activities of the community in the activities of the community for the quality of education				
24		er participation of parents and the				
. 24.		ce the quality of education in the				
Man	agement	•	***************************************	· S	NI	U
11244	School Program Manag				- 1-	_
25.	Assists in planning and	preparing an appropriate budget dance with district guidelines	and manages funds			
26 .	Assists in seeking, alloca	ating, and maintaining records for equipment, time) to support the s			•	
27.			ines of the district's goals and policies			
		pervising, and evaluating curricu	lar, co-curricular, and extracurricular			

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This Com Homes Persusas

	Understands and applies knowledge of community organizations in generating support for the school			97/49
	Rules and Regulations	***************************************		
30 . :	Assists in identifying rules, guidelines, and procedures for total school operation			
	and accepts responsibility for student, teacher, and staff compliance			•
31.	Develops effective discipline and attendance policies collaboratively			
Gene	eral Operations	S	NI	TJ
32.	Assists in supervising all personnel assigned to the school	3	MI	U
33.	Maintains a visible and accessible presence in the school			
34.	Assists in protecting instructional time when scheduling events and communication efforts	-		
35.	Assists in ensuring that school facilities are conducive to a positive school environment			
36 .	Assists the principal with the responsibility for all physical properties assigned to the school	-		
37.	Assists in planning, preparing, and distributing student and faculty handbooks			
. 38.	Cooperates with community agencies whose purpose relate to the health, safety, and welfare		-	· ·
	of students			
39 .	Assists with responsibilities for graduation and/or closing of school activities	*********		
L E VALUA	TEE'S PERFORMANCE AT THIS TIME IS: (Check one)			
Satisf	actory Needs Improvement Unsatisfactory			
III. IMPLEN	MENTATION OF PROFESSIONAL GROWTH PLAN			
Progra	ess Toward Achievement of Professional Growth Plan -			
Ic Mi	nimal Is Setisfactory II-D 14.5			
13 1411	nimal Is Satisfactory Has Reached Completion			
V. COMPL	ETION OF SELF-EVALUATION: Yes No			
	140			
	TOR'S COMMENTS: (Supplementary sheet may be attached if necessary)			
			- · · · · · · · · · · · · · · · · · · ·	
		7		
	R'S SIGNATURE			
· VALUAI UI	R'S SIGNATURE	DATE		
/I. EVALUA	ATEE'S COMMENTS: (Attach sheet if necessary)			
				
	_			

VALUATEE	E'S SIGNATURE:			

ly 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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EAST BATON ROUGE PARISH SCHOOL SYSTEM ASSISTANT PRINCIPAL OF INSTRUCTION EVALUATION

Name: _	Position: Social Section	uritv#		
Years in	Position 0-3 4+ Evaluator: Positi	02.		
School:	Date:	OII		
hen mark	s: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the ceach item under the major headings using (S) to denote satisfactory performance, (NI) to denote necessatisfactory performance.			uator si (U) to
.PERF	FORMANCE RESPONSIBILITIES			
Lea	adership	6	NIT	••
3	 Assists in defining and gaining support for the school mission and goals Communicates effectively and gains support for goals within the school and the community Sets high expectations and performance standards that lead to the attainment of school and district Identifies and analyzes relevant information before making decisions or committing resources Assists in providing incentives for both teachers and students to excel 	S	NI	
(o. Serves as a model of professinalism and communicates educational and an arrangement			
•	collection and interpretation of student and program development through the			
ģ	8. Involves others effectively in the improvement of curriculum and instruction 9. Assists in the constructive evaluation of professional and support staff	-		
10	J. Coaches, guides, and/or assists teachers in enhancing their increasing at a second			
	- Engages in and promotes a program of ongoing professional development			
14	delivery of the school program			
Hu	man Relations		ATT	
		S	NI	U
13	Solicits and gives specific and constructive feedback			
14	Maintains a positive attitude to enhance the school climate			
15	Demonstrates an appreciation for the accomplishments of others			
17	Listens actively to others			
***	Utilizes clear and meaningful oral and written expression Collaboration			
18.	Fosters teamwork and collegiality		•	
19.	Elicits participation in decision-making and cultivates leadership in others	-		
20.	Facilitates group processes and effectively manages conflict			
Par	ental/Community Involvement			
7 611	ental/Community Involvement	S	NI	U
	. Communicates effectively with students, parents, and the community, and gains their support for school goals, programs, and policies		•	
	. Assists in providing students, parents, and the community with an appropriate voice in the school's decision-making process	-		
	Involves parents and the community in the activities of the school to build a sense of shared responsibility for the quality of education being provided	-		
24.	Encourages the volunteer participation of parents and the community and uses their resources to enhance the quality of education in the school	-		
Mar	nagement			
	SCROOL Frogram Management .	S	NI	U
	Assists in planning and preparing an appropriate budget and manages funds effectively in accordance with district guidelines	•		
20.	Assists in seeking, allocating, and maintaining records for appropriate resources	-		
27	(materials, money, equipment, time) to support the school programs Assists in implementing school programs within the confines of the district's goals and policies			
28.	Assists in implementing school programs within the contines of the district's goals and policies Assists in scheduling, supervising, and evaluating curricular, co-curricular, and extracurricular active	rities		

29. Understands and applies knowledge of community organizations in generating support for the school Rules and Regulations			טודט
30. Assists in identifying rules, guidelines, and procedures for total school operation			
and accepts responsibility for student, teacher, and staff compliance	-		
31. Develops effective discipline and attendance policies collaboratively			
General Operations	S	NI	U .,
32. Assists in supervising all personnel assigned to the school			
33. Maintains a visible and accessible presence in the school			
34. Assists in protecting instructional time when scheduling events and communication efforts			
35. Assists in ensuring that school facilities are conducive to a positive school environment			
36. Assists the principal with the responsibility for all physical properties assigned to the school37. Assists in planning, preparing, and distributing student and faculty handbooks			
38. Cooperates with community agencies whose purpose relate to the health, safety, and welfare of students			
39. Assists with responsibilities for graduation and/or closing of school activities			
II. EVALUATEE'S PERFORMANCE AT THIS TIME IS: (Check one)			
Satisfactory Needs Improvement Unsatisfactory			
III. IMPLEMENTATION OF PROFESSIONAL GROWTH PLAN			
Progress Toward Achievement of Professional Growth Plan -			
Is Minimal Is Satisfactory Has Reached Completion			
IV. COMPLETION OF SELF-EVALUATION: Yes No			
110			
V. EVALUATOR'S COMMENTS: (Supplementary sheet may be attached if necessary)			
· · · · · · · · · · · · · · · · · · ·			
EVALUATOR'S SIGNATUREDAT	E		
VI. EVALUATEE'S COMMENTS: (Attach sheet if necessary)			•
			·
<u> </u>			
			
EVALUATEE'S SIGNATURE: DATE:			
My signature indicates that I have read the results of the evaluation, but does not indicate agreement or disagreem	ent with	the resul	is.

EAST BATON ROUGE SCHOOL SYSTEM MANAGEMENT EVALUATION

NAME		POSITION	POSITION				
YEARS :	IN POSITION- 0-3 4+	SOCIAL SECURITY#	SOCIAL SECURITY#				
EVALUA	ATOR	POSITION	POSITION				
DATE		LOCATION					
CODE:	S - Satisfactory NA - Not Applicable	NI - Needs Improvement U - Unsatisfactory					
	CRAL CHECKLIST						
	ersonal Qualities	•	0	NTY	DT A	T7	
	. Devotes time and energy effectively to j		S	NI	NA	U	
	. Demonstrates ability to work well with		S	NI	NA	U	
	. Exercises good judgement in arriving at		S	NI	NA	U	
4	. Maintains high standards of ethics, hone	esty, and integrity in all					
	personal and professional matters		S	NI	NA	U	
II. PRO	FESSIONAL PERFORMANCE IN						
A	A. Instruction						
	1. Works effectively with teachers		S	NI	NA	U	
	2. Assumes leadership in in-servic	e activities	S	NI	NA	U	
	3. Initiates and implements improve	ved curricula	S	NI	NA	U	
Ŧ	3. Related Responsibilities					•	
	1. Discharges assigned duties		S	NI	NA	U	
	2. Concentrates efforts in area of n	najor responsibility	S	NI	NA	U	
	3. Is self-directed		S	Nİ	NA	U	
	4. Keeps abreast of current trends	in education	S	NI	NA	U	
	5. Exhibits loyalty in the promotion	n of the system's goals	S	NI	NA	U	
	6. Exhibits professional ethics		S	NI	NA	U	
(C. Relationships	•					
	1. With teachers		S	NI	NA	U	
	2. With school administrators		S	NI	NA	U	
	3. With central office staff		S	NI	NA	\mathbf{U}	
	4. With community		S	NI	NA	U	
	ALUATEE'S PERFORMANCE AT THE Satisfactory Needs Improvemen			-			
]	PLEMENTATION OF PROFESSIONA Progress Toward Achievement of Profess Has Reached Completion	ional Growth Plan is - Minimal _					
VCON	PLETION OF SELF-EVALUATION	(attach sheet if necessary)	Yes	No			

VI. NARRATIVE COMMENTS BY EVALUATOR:	(attach sheet if necessary)	917916
EVALUATOR'S SIGNATURE	DATE	
VII. EVALUATEE'S COMMENTS: (attach sheet if ne	ecessary)	
		•
		· · · · · · · · · · · · · · · · · · ·
		· · · · · · · · · · · · · · · · · · ·
-		
EVALUATEE'S SIGNATURE		
My signature indicates that I have read the results of the c	evaluation, but does not indicate agre <mark>eme</mark> nt or c	disagreement

White Copy - Human Resources

with the results.

Superintendent Evaluation

Name		Evaluator:	
Positio	on: _		
Shall (The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S mark each item under the major headings using (S) to denote satisfactory performance. (NI) to denote unsatisfactory performance.	. NI, or U. The evaluato
A.	R	ELATIONSHIP WITH THE BOARD	
		The Superintendent:	S NI U
		Keeps the board informed on issues, needs and operation of the school system and responds to board members questions and requests for additional information	
	2.	Provides information and recommendations to the board on items assuring board and	
		- repares extensity for posts meetings	
	•	Understands role in administration of board policy and interprets and executes the intent	
	5.	Supports board policy and actions to the staff and public	•
	6.	has a constructive working relationship with the board, working impartially with board members in attempting to resolve differences of opinion when they arise.	
	7.	Feels free to maintain position on matters under consideration by board until board action approves a different position, then supports board decision	
	8.	Accepts responsibility for the maintaining understanding and respect between the board and the staff	
		Makes recommendations for the employment and promotion of personnel according to adopted policy, and when a personnel recommendation is not supported by the board, finds another person to recommend	
	10.	Receives recommendations regarding personnel from board members with an open mind and continues to apply the appropriate criteria in making selections for recommendation to the board	
B.	CO	MATUNITY RELATIONSHIPS	
		te Superintendent:	
		Gains respect and support of the community in the conduct of the operation of the school system	
	2.	Gives attention and consideration to the concerns and thinking of individuals and groups in	
	3.	Develops cooperative working relationships with the news media and works well with them	
		and affected	
	5.	Maintains good relations with governmental and educational leaders	
C.	ST/	AFF AND PERSONNEL RELATIONSHIP e Superintendent:	
	1.	Develops and executes sound personnel procedures and practices	
	<u>د.</u> ع	Works to improve staff morals and loyalty to the organization	
	4.	Treats all personnel fairly without favoritism or discrimination	
	5.	Delegates duties and responsibilities to staff members appropriate to the positions each holds	
		Encourages participation of appropriate staff members and groups in planning procedures and policy implementation	
		Evaluates performance of staff members giving commendations for good work as well as constructive suggestions for improvement	
	7.	Takes an active role in development of salary schedules for all personnel and recommends to the board the levels which, within budgetary limitations, will best serve the interests of the school system	
D.		CATION LEADERSHIP	
	1. 1	Superintendent: Understands and keeps informed regarding all aspects of the instructional program in implementing the school system's philosophy of education	
	2. 1	Participates with the staff heard and annual and	
	3. I	rovides democratic procedures and exemplifies 45 - 170	
		processional state and expersons of the community	-
E.		INESS AND FINANCE	
		Superintendent:	•
	1. 1	seeps informed on needs of the school program - plant facilities, equipment and supplies	
	2. 3	supervises operations, insisting on competent and efficient performance	
	J. M A F	fanages the business and fiscal affairs effectively, maintaining adequate controls and accounting	
	¬. £	valuates financial needs and makes recommendations for adequate financing	

	PERSONAL QUALITIES				
	The Superiniendent:				
	 Maintains high standards of ethics, honesty, integrity and grooming is professional matters 	n all personal and			
	 Earns respect and standing among colleagues by attending conferences, vis meeting with other superintendents, reading current educational materia professional committee 	iting other districts, als and working on			
	3. Devotes time and energy effectively to the position				
	9. Pussesses the health necessary to meet the properties of the project				
	 Demonstrates ability to work well with individuals and groups by exercise and utilizing the democratic process 	ing good judgement			
G.	SUPERINTENDENT'S PERFORMANCE AT THIS TIME IS (Check one)	-			
	Satisfactory Needs Improvement Unsatisfactory				
H.	COMPLETION OF SELF-EVALUATION Yes No No				
I.	EVALUATORS' NARRATIVE COMMENTS: (Supplementary sheet may be a	attached if necessary.)			
	SCHOOL BOARD PRESIDENT'S SIGNATURE:				
J.		DATE			
•	EVALUATEE'S (Attached sheet, if necessary.)				
	EVALUATEE'S SIGNATURE: DATE				
	My signature indicates that I have read the results of the evaluation, but does with the results.	not indicate agreement or disagreemen			
	opy - Human Resources	Pink Copy - Evaluator's file			

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EAST BATON ROUGE PARISH SCHOOL SYSTEM NOTIFICATION OF INTENSIVE ASSISTANCE PROGRAM

Employee	Location	Location				
Position	· ·					
Years in Position 0-3 4+						
Please be informed that you are being p East Baton Rouge Parish standards of p	placed in the Intensive Assistance performance that are outlined on y	Program for failure to satisfactorily meet the your job description:				
It should be noted that the implications of	this action may have a bearing on th					
Please meet with me on Intensive Assistance Program Plan.	at	to discuss your				
Evaluator's Signature	Position	Date				
Evaluatee's Signature	Date					

Evaluatee's Signature

EAST BATON ROUGE PARISH SCHOOL SYSTEM INTENSIVE ASSISTANCE PROGRAM

Evaluatee .	Pns	ition	Sc	cial Security Number			
	Level: Level 1						
	Date:						
1.	Objectives to be accomplished:						

II.	Activities designed to strengthen performance (multiple opportunities required):						
				, 			

III.	Evaluator's Expectations:						
IV.	Evaluator's Responsibilities and Monitoring Procedures:						
	•						
·	Time Span for Implementation	: From:		То:			
	Consequences for non-improve	ment:					
				· · · · · · · · · · · · · · · · · · ·			
·	Evaluator's Signature		te Evaluatee's Signat		Date		
	My signature does not mean th	at I agree or dis	agree with statemen	ts included herein.			
	Attach white copy (initial confe	rence) to back o	f evaluation with at l	least four (4) observations	i.		
	Date of Follow-up Conference _	Im	provement	Non-improvement	• •		
	Evaluator's Comments:						
		·					
	Evaluator's Recommendations:						
	Evaluator's Recommendations:						
	Evaluator's Signature		8 1				
			e Evaluatee's Signat		Date		
	My signature does not mean that I agree or disagree with statements included herein.						
	Attach green (final conference) to back of evaluation with at least four (4) observations.						
	White copy - to Human Resources	Green com-	- to Human Resources	Yellow copy - Evaluator's	Glo.		
	(initial conference)		nference)	renow copy - Evaluators	1116		
	Pink copy - Evaluatee's	Caldana					
	(final conference)		opy - Evaluatee				

			·	
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