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   Daniel Henderson   Jacqueline Mims
Rev. Leo Cyrus         Eldon Ledoux       Warren Pratt, Jr.
Dalton “Jay” Devall    Ingrid Kelley      Patricia Smith
Noel Hammatt

Gary S. Mathews, Ph.D., Superintendent

EBR
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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: Guidelines for Personnel Evaluation, 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**

<table>
<thead>
<tr>
<th>Fiscal Year:</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
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<tr>
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<td>1st Year</td>
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<td>3rd Year</td>
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<td><strong>Projected Revenue Base:</strong></td>
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<td></td>
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<tr>
<td>1.0% Sales Tax @ 3.5% growth</td>
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<td>$55,476,000</td>
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</tr>
<tr>
<td><strong>Discipline/Alternative Edu/Truancy Plan</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Elementary Schools</td>
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<td>$1,583,080</td>
<td>$1,892,186</td>
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<tr>
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<td>1,242,705</td>
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<td>Truancy</td>
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<tr>
<td>Recruit/Retain Employee</td>
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<td><strong>Facilities/Technology</strong></td>
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<td>Maint/ADA Restrms/New Classrms/New Schls</td>
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<td>2,000,000</td>
<td>2,150,000</td>
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<td>2,459,060</td>
<td>2,618,214</td>
<td>11,530,274</td>
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<tr>
<td><strong>Subtotal</strong></td>
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<td>30,940,700</td>
<td>28,542,665</td>
<td>30,829,304</td>
<td>32,499,565</td>
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<td>$59,067,257</td>
<td>$61,337,966</td>
<td>$287,089,666</td>
</tr>
</tbody>
</table>
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

2) notify the members of the Oversight Committee referred to below in writing of the possible modification to the Plan, or a portion of the Plan, and the specific date of the meeting when the same shall be considered.

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

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correcting Fire Alarm/Code Violations</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Roof Repairs/Replacements</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>HVAC Repairs/Replacements</td>
<td>Proposed Tax</td>
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<tr>
<td>Electrical System Upgrades</td>
<td>Proposed Tax</td>
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<tr>
<td>Plumbing Repairs/Replacements</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Restroom Upgrades</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Fiscal Year:</td>
<td>99-00 1st Year</td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
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<tr>
<td><strong>Plan Components:</strong></td>
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<tr>
<td><strong>Maintenance</strong></td>
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<tr>
<td>Fire Alarms/Code Violations **</td>
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<tr>
<td>Roofs</td>
<td>$6,000,000</td>
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<tr>
<td>HVAC</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Electric Work ***</td>
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<tr>
<td>Plumbing ***</td>
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<td><strong>Total Maintenance</strong></td>
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<td>ADA Restrooms</td>
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<td>New Classrooms</td>
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<tr>
<td>New Schools</td>
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<td><strong>Sub-Total Maint/ADA Rstrm/NewClrm/NewSch</strong></td>
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<td><strong>4% Management</strong></td>
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<td><strong>10% Contingencies</strong></td>
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<tr>
<td><strong>Total Maint/ADA Rstrm/NewClrm/NewSch</strong></td>
<td>$23,370,000</td>
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<td><strong>Technology</strong></td>
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<td>Infrastructure</td>
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<td>Network Specialists</td>
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<td><strong>Total Technology</strong></td>
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<td><strong>Grand Total</strong></td>
<td>$25,370,000</td>
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* 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, Grace and Hebert Architects, Inc., at no charge to the school system. Upon passage of the tax election, a detailed architectural and engineering study will be performed to develop the details and priorities for these projects. Every school site will receive some work in these 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

<table>
<thead>
<tr>
<th>99-00 Year 1</th>
<th>00-01 Year 2</th>
<th>00-02 Year 3</th>
<th>00-03 Year 4</th>
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<td>Other Code Violations</td>
<td>Other Code Violations</td>
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</tbody>
</table>

- **Central Middle**
- **Wedgewood Elm**
- **Polk Elm**
- **Various Schools**

- **Lanier Elm**
- **Scot Mid/Ryan Det.**
- **Merrydale Elm**

- **Banks Elm**
- **Broadmoor Middle**
- **Northwestern Elm**
- **(To be determined by ongoing studies in conjunction with the Fire Marshal's Office)**

- **Cedarcr South Elm**
- **Forest Heights Elm**
- **Progress Elm**
- **(To be determined by ongoing studies in conjunction with the Fire Marshal's Office)**

- **Brownfields Elm**
- **Ryan Elm**
- **Tara High**
- **Fire Marshal's Office**

- **Zachary High**
- **LaBelle Aire Elm**
- **Park Forest Elm**
- **Fire Marshal's Office**

- **Eden Park Elm**
- **Audubon Elm**

- **Bellingrath Hills Elm**
- **Arlington Vocational**

- **Westminster Elm**

- **Valley Park Center**

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

**III. 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

<table>
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<tr>
<th>Year 1</th>
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<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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- Arlington Voc Ctr: Prescott Middle
- Belfair Elm: Baker High
- B.R. Magnet High: Bakerfield Elm
- Beechwood Elm: Belleair High
- Buchanan Elm: Cedarcr South Elm
- Dufrocq Elm: Central Middle
- Riveroaks Elm: Claiborne Elm
- Sharon Hills Elm: Crestworth Elm
- Capitol High*: Crestworth Middle
- Broadmoor Middle: Greenville Elm
- Broadmoor High: Harding Elm
- Brownfields Elm*: Robert E. Lee High
- B.R. Preparatory: Kenilworth Middle
- Valley Park Alternative: Lanier Elm
- Westdale Elm: Merrydale Elm
- LaSalle Elm: Broadmoor Elm
- Baker Heights Elm: Dalton Elm
- Glen Oaks Pk Elm: Howell Park Elm

- Central High*
- Istroma Middle
- Istroma High
- LaBelle Aire Elm
- Mayfair Elm
- Parkridge Elm
- Polk Elm
- Progress Elm
- So Boulevard Elm
- Villa Del Rey Elm
- Westminster Elm
- Forest Heights Elm
- Kenilworth Middle
- Lanier Elm
- Merrydale Elm
- Broadmoor Elm
- Dalton Elm
- Glen Oaks Pk Elm

- Central High*
- Glen Oaks High*
- Jefferson Terr Elm
- LaBelle Aire Elm
- Mayfair Elm
- Parkridge Elm
- Polk Elm
- Progress Elm
- So Boulevard Elm
- Villa Del Rey Elm
- Westminster Elm
- Forest Heights Elm
- Kenilworth Middle

- Central High*
- Glen Oaks High*
- Jefferson Terr Elm
- LaBelle Aire Elm
- Mayfair Elm
- Parkridge Elm
- Polk Elm
- Progress Elm
- So Boulevard Elm
- Villa Del Rey Elm

- Central High*
- Glen Oaks High*
- Jefferson Terr Elm
- LaBelle Aire Elm
- Mayfair Elm
- Parkridge Elm
- Polk Elm

- Central High*
- Glen Oaks High*
- Jefferson Terr Elm
- LaBelle Aire Elm
- Mayfair Elm

- Central High*
- Glen Oaks High*

<table>
<thead>
<tr>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7,200,000 Tax Revenue</td>
</tr>
<tr>
<td>$600,000 General Fund</td>
</tr>
</tbody>
</table>

*(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.*
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert E. Lee High</td>
<td>Kenilworth Middle</td>
<td>Bakerfield Elm</td>
<td>So Boulevard Elm</td>
<td>Eden Park Elm</td>
</tr>
<tr>
<td>Westminster Elm</td>
<td>McKinley Middle</td>
<td>Lanier Elm</td>
<td>Highland Elm</td>
<td>Jefferson Terr Elm</td>
</tr>
<tr>
<td>Bellingrath Hills Elm</td>
<td>Tara High</td>
<td>Magnolia Wds Elm</td>
<td>Sherwood Middle</td>
<td>Nicholson Elm</td>
</tr>
<tr>
<td>Christa McAuliffe</td>
<td>Central Office</td>
<td>Istrouma High</td>
<td>Progress Elm</td>
<td>Scot Mid/Ryan Det.</td>
</tr>
<tr>
<td>McKinley High</td>
<td>Wildwood Elm</td>
<td>Glen Oaks High</td>
<td>Old Northdale Academy</td>
<td>Southdowns</td>
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<tr>
<td>Istrouma Middle</td>
<td>Riveroaks Elm</td>
<td>Ryan Elm</td>
<td>No Highlands Elm</td>
<td>Ville Del Rey Elm</td>
</tr>
<tr>
<td>Belaire High</td>
<td>Parkview Elm</td>
<td>Melrose Elm</td>
<td>Broadmoor Elm</td>
<td>B R Visual Arts</td>
</tr>
<tr>
<td>Belfair Elm</td>
<td>Merrydale Elm</td>
<td>Glasgow Middle</td>
<td>Arlington Vocational</td>
<td>Westdale Elm</td>
</tr>
<tr>
<td>Central High</td>
<td>Dufrocq Elm</td>
<td>Dalton Elm</td>
<td>Banks Elm</td>
<td>Winbourne Elm</td>
</tr>
<tr>
<td>Polk Elm</td>
<td>Shenandoah Elm</td>
<td>LeSalle Elm</td>
<td>Audubon Elm</td>
<td>Baker High</td>
</tr>
<tr>
<td>B.R. Magnet High</td>
<td>Park Forest Middle</td>
<td>Greenbrier Elm</td>
<td>Baker Heights Elm</td>
<td>Broadmoor High</td>
</tr>
<tr>
<td>Parkridge Elm</td>
<td>LaBelle Aire Elm</td>
<td>Baker Middle</td>
<td>Valley Park Center</td>
<td></td>
</tr>
<tr>
<td>Scotlandville Mag Hi</td>
<td>Harding Elm</td>
<td>Broadmoor Middle</td>
<td>Westdale Middle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goodwood</td>
<td>University Terr Elm</td>
<td>Capitol High</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mayfair Elm</td>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White Hills Cont Ed</td>
<td>Warehouse</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bernard Terrace Elm</td>
<td>Brownfields Elm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buchanan Elm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
## New Classroom Construction
For East Baton Rouge Parish School System

<table>
<thead>
<tr>
<th>Fiscal Year:</th>
<th>99-00</th>
<th>00-01</th>
<th>00-02</th>
<th>00-03</th>
<th>00-04</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Components:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Classrooms</td>
<td>$ 2,500,000</td>
<td>$ 2,575,000</td>
<td>$ 2,652,250</td>
<td>$ 2,729,817</td>
<td>$ 2,811,711</td>
<td>$ 13,268,778</td>
</tr>
<tr>
<td>Grand Total</td>
<td>$ 2,500,000</td>
<td>$ 2,575,000</td>
<td>$ 2,652,250</td>
<td>$ 2,729,817</td>
<td>$ 2,811,711</td>
<td>$ 13,268,778</td>
</tr>
</tbody>
</table>
## New Classrooms Detail

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>99-00</td>
<td>2000-01 (Year 2)</td>
<td>2000-02 (Year 3)</td>
<td>2000-03 (Year 4)</td>
<td>2000-04 (Year 5)</td>
</tr>
<tr>
<td>$2,500,000 Tax Revenue</td>
<td>$2,575,000 Tax Revenue</td>
<td>$2,652,250 Tax Revenue</td>
<td>$2,729,817 Tax Revenue</td>
<td>$2,811,711 Tax Revenue</td>
</tr>
<tr>
<td>Belfair Elem</td>
<td>Greenville Elem</td>
<td>Brownfields Elem</td>
<td>University Terrace Elem</td>
<td>Howell Park Elem</td>
</tr>
<tr>
<td>Zachary Elem</td>
<td>Bernard Terrace Elem</td>
<td>Northwestern Elem</td>
<td>Wedgewood Elem</td>
<td>Lanier Elem</td>
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<tr>
<td>Buchanan Elem</td>
<td>Melrose Elem</td>
<td>Tanglewood Elem</td>
<td>Glen Oaks Park Elem</td>
<td>Clairborne Elem</td>
</tr>
<tr>
<td>LaBelle Aire Elem</td>
<td>Delmont Elem</td>
<td>Highland Elem</td>
<td>South Blvd. Elem</td>
<td>Dufrocq Elem</td>
</tr>
<tr>
<td>Brookstown Elem</td>
<td>North Highlands Elem</td>
<td>Nicholson Elem</td>
<td>BR Ctr Visual Perf Arts</td>
<td>Wildwood Elem</td>
</tr>
</tbody>
</table>
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 Woodlawn High, Northeast Elementary, Northeast Middle/High and Capitol Middle, 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.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction of 4 New Schools</td>
<td>Proposed Tax</td>
</tr>
</tbody>
</table>
## New School Construction for East Baton Rouge Parish School System

*(Estimated Data)*

<table>
<thead>
<tr>
<th>Proposed Prioritization</th>
<th>Cagegories</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Woodlawn High School (1300)</td>
<td>$ 500,000</td>
<td>$ 10,000,000</td>
<td>$ 8,500,000</td>
<td></td>
<td></td>
<td>$ 19,000,000</td>
</tr>
<tr>
<td></td>
<td>(Includes Land and Demolition)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Northeast Elementary (900)</td>
<td>$ 8,000,000</td>
<td>$ 3,000,000</td>
<td></td>
<td></td>
<td></td>
<td>$ 11,000,000</td>
</tr>
<tr>
<td></td>
<td>Northeast Middle &amp; High (850)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 2,100,000</td>
<td>$ 10,700,000</td>
<td></td>
<td>$ 12,800,000</td>
</tr>
<tr>
<td></td>
<td>(Grades 7-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Capital Middle (850)</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 12,000,000</td>
<td>$ 12,000,000</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Maintenance &amp; Construction</td>
<td>$ 8,500,000</td>
<td>$ 13,000,000</td>
<td>$ 10,600,000</td>
<td>$ 10,700,000</td>
<td>$ 12,000,000</td>
<td>$ 54,800,000</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4% Management</td>
<td>$ 340,000</td>
<td>$ 520,000</td>
<td>$ 424,000</td>
<td>$ 428,000</td>
<td>$ 480,000</td>
<td>$ 2,192,000</td>
</tr>
<tr>
<td></td>
<td>10% Contingencies</td>
<td>850,000</td>
<td>1,300,000</td>
<td>1,060,000</td>
<td>1,070,000</td>
<td>1,200,000</td>
<td>5,480,000</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td>$ 8,890,000</td>
<td>$ 14,820,000</td>
<td>$ 12,084,000</td>
<td>$ 12,168,000</td>
<td>$ 13,680,000</td>
<td>$ 62,472,000</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Network Specialists</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Cabling, Switches, Hubs, Software</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Computer Drops</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Multimedia Workstations</td>
<td>Existing/Proposed Tax/Other Sources</td>
</tr>
<tr>
<td>Year</td>
<td>Infrastructure</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>Year 1</td>
<td>$2,200,000.00</td>
</tr>
<tr>
<td>Year 2</td>
<td>$1,900,000.00</td>
</tr>
<tr>
<td>Year 3</td>
<td>$2,000,000.00</td>
</tr>
<tr>
<td>Year 4</td>
<td>$303,000.00</td>
</tr>
<tr>
<td>Year 5</td>
<td>$459,060.00</td>
</tr>
</tbody>
</table>

| Five Year Totals | $6,184,140.00 | $6,184,140.00 |
| Grand Total      | $11,830,274.20| $11,830,274.20|

Technology Implementation Schedule
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 hundredths 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, Character First! 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, Time Out Rooms (TOR) 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 **Elementary Discipline Center**, 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 **two Teachers, two Instructional Aides, and one Psychology Extern**. 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.) **Twenty-five (25) Instructors and Transition Classes** 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 **Staff Training** for teachers, counselors, principals and others. Staff will receive training with particular attention focused on classroom management, instructional strategies, and diversity.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character First!</td>
<td>Existing</td>
</tr>
<tr>
<td>61 Time Out Rooms</td>
<td>Existing</td>
</tr>
<tr>
<td>32 Time Out Room Moderators</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>29 Parent Liaisons/Time Out Room Moderators</td>
<td>Existing</td>
</tr>
<tr>
<td>Elementary Discipline Center</td>
<td>Existing</td>
</tr>
<tr>
<td>Elementary Discipline Center Staff</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>(2 Teachers, 2 Instructional Aides, 1 Psychology Extern)</td>
<td></td>
</tr>
<tr>
<td>25 Transition Class Instructors</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>25 Academic Acceleration Instructors</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Staff Training</td>
<td>Existing</td>
</tr>
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</table>
## Discipline/Alternative Education/Truancy Plan

### Elementary Schools

<table>
<thead>
<tr>
<th>Fiscal Year:</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Year</td>
<td>2nd Year</td>
<td>3rd Year</td>
<td>4th Year</td>
<td>5th Year</td>
<td></td>
</tr>
<tr>
<td><strong>Plan Components:</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32 Time Out Room Moderators</td>
<td>$704,000</td>
<td>$718,080</td>
<td>$732,442</td>
<td>$747,090</td>
<td>$762,032</td>
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<tr>
<td>1 Additional Elementary Discipline Center</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Teachers</td>
<td>70,000</td>
<td>71,400</td>
<td>72,828</td>
<td>74,285</td>
<td>75,770</td>
<td>364,283</td>
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<td>2 Instructional Aides</td>
<td>44,000</td>
<td>44,880</td>
<td>45,778</td>
<td>46,693</td>
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<td>228,978</td>
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<tr>
<td>1 Psychology Extern</td>
<td>35,000</td>
<td>35,700</td>
<td>36,414</td>
<td>37,142</td>
<td>37,885</td>
<td>182,141</td>
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<td>Transportation to Two Discipline Centers</td>
<td>252,000</td>
<td>254,520</td>
<td>257,065</td>
<td>259,636</td>
<td>262,232</td>
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<td>50 Transition/Academic Acceleration Instructors</td>
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<td>458,500</td>
<td>747,670</td>
<td>1,042,623</td>
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<td>$1,583,080</td>
<td>$1,892,198</td>
<td>$2,207,470</td>
<td>$2,629,023</td>
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</table>
DISCIPLINE/ALTERNATIVE EDUCATION/TRUANCY
for
Middle and High Schools

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

A Dean of Students and/or a Time Out Room Moderator will 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 Violence Response Team and a Violence Response Plan. The Violence Response Plan will give direction to the team as to what needs to be done when violence occurs at a school. An Emergency Phone Number will 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 four Teachers and four Instructional Aides. 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 Discipline Center Coordinator 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. Four (4) additional Teachers will be assigned to Valley Park Alternative School 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 Staff Training for teachers and administrators regarding behavior management. Training will also be made available to Hearing Officers to bring greater consistency to due process hearings for students recommended for long term suspension or expulsion. The cost of staff training will be included in the yearly operating budget.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Time Out Room Moderators/Dean of Students</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Violence Response Team/Violence Response Plan</td>
<td>No Cost</td>
</tr>
<tr>
<td>Description</td>
<td>Status</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
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<tr>
<td>Emergency Phone Number</td>
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<tr>
<td>4 Discipline Centers</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>4 Teachers/4 Instructional Aides</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Materials of Instruction</td>
<td>Existing</td>
</tr>
<tr>
<td>Discipline Center Staff</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>(1 Intake Clerk, 1 I Care Counselor, 1 Discipline Center Coordinator)</td>
<td></td>
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<tr>
<td>Facility Lease/Renovations/Furniture</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>4 Teachers for Valley Park Alternative School</td>
<td>Proposed Tax</td>
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<tr>
<td>Staff Training</td>
<td>Existing</td>
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## Discipline/Alternative Education/Truancy Plan
### Middle and High Schools

<table>
<thead>
<tr>
<th>Fiscal Year:</th>
<th>99-00</th>
<th>00-01</th>
<th>00-02</th>
<th>00-03</th>
<th>00-04</th>
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<td></td>
<td>1st Year</td>
<td>2nd Year</td>
<td>3rd Year</td>
<td>4th Year</td>
<td>5th Year</td>
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</tr>
<tr>
<td>Plan Components:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Discipline Center Intake Clerk</td>
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<td>$119,693</td>
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<td>392,700</td>
<td>400,554</td>
<td>408,565</td>
<td>416,736</td>
<td>2,003,555</td>
</tr>
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<td>35,700</td>
<td>36,414</td>
<td>37,142</td>
<td>37,885</td>
<td>182,141</td>
</tr>
<tr>
<td>1 I-Care Counselor for all Discipline Centers</td>
<td>35,000</td>
<td>35,700</td>
<td>36,414</td>
<td>37,142</td>
<td>37,885</td>
<td>182,141</td>
</tr>
<tr>
<td>4 Certified Instructors / 4 Instr. Aides for Discipline Centers</td>
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<td>228,480</td>
<td>233,050</td>
<td>237,711</td>
<td>242,485</td>
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<td>Furniture for Discipline Centers</td>
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<tr>
<td>4 Discipline Centers Renovations</td>
<td>100,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100,000</td>
</tr>
<tr>
<td>4 Discipline Centers (leased)</td>
<td>45,000</td>
<td>45,000</td>
<td>45,000</td>
<td>45,000</td>
<td>45,000</td>
<td>225,000</td>
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<tr>
<td>4 Additional Staff Positions at Valley Park Alternative</td>
<td>140,000</td>
<td>142,800</td>
<td>145,658</td>
<td>148,589</td>
<td>151,541</td>
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<td><strong>Grand Total</strong></td>
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<td><strong>$903,840</strong></td>
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<td><strong>$939,937</strong></td>
<td><strong>$958,408</strong></td>
<td><strong>$4,717,802</strong></td>
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</table>
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 second Alternative School for over-age students 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 Principal, Guidance Counselor, Dean of Students, Social Worker, Secretary, Librarian, and 18 Teachers. Two (2) additional Teachers will be added to the staff at White Hills to accommodate the additional students.

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

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

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

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Center Staff</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>(1 Principal, 1 Guidance Counselor, 1 Dean of Students, 1 Social Worker, 1 Secretary, 1 Librarian, 20 Teachers)</td>
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</tr>
<tr>
<td>Materials of Instruction</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Technology</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Extended Year Program</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Facility Lease/Renovations/Furniture</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Staff Training</td>
<td>Existing</td>
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### Discipline/Alternative Education/Truancy Plan

#### School for Over-Age Students (Grades 5-8)

<table>
<thead>
<tr>
<th>Fiscal Year:</th>
<th>99-00</th>
<th>00-01</th>
<th>00-02</th>
<th>00-03</th>
<th>00-04</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Year</td>
<td>2nd Year</td>
<td>3rd Year</td>
<td>4th Year</td>
<td>5th Year</td>
<td></td>
</tr>
<tr>
<td><strong>Plan Components for 350 Students:</strong></td>
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</tr>
<tr>
<td>Principal</td>
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<td>$61,200</td>
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<td>Dean of Students</td>
<td>45,000</td>
<td>45,900</td>
<td>46,818</td>
<td>47,754</td>
<td>48,709</td>
<td>234,182</td>
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<td>Secretary</td>
<td>30,000</td>
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<td>31,212</td>
<td>31,836</td>
<td>32,473</td>
<td>156,121</td>
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<td>Guidance Counselor</td>
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<td>47,754</td>
<td>48,709</td>
<td>234,182</td>
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<tr>
<td>Librarian</td>
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<td>35,700</td>
<td>36,414</td>
<td>37,142</td>
<td>37,885</td>
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</tr>
<tr>
<td>Social Worker</td>
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<td>35,700</td>
<td>36,414</td>
<td>37,142</td>
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<tr>
<td>20 Teachers</td>
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<td>714,000</td>
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<td>105,000</td>
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<tr>
<td>Extended Year:</td>
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<tr>
<td>Personnel</td>
<td>33,000</td>
<td>33,330</td>
<td>33,663</td>
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<tr>
<td>Renovations</td>
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<td>187,500</td>
<td>937,500</td>
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<tr>
<td>Furniture &amp; Equipment</td>
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<td></td>
<td>110,100</td>
</tr>
<tr>
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<td>$1,242,705</td>
<td>$1,262,418</td>
<td>$1,262,823</td>
<td>$1,303,026</td>
<td>$6,829,146</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Child Welfare and Attendance Officers</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>Truancy Center Staff Members</td>
<td>Proposed Tax</td>
</tr>
<tr>
<td>(1 Teacher, 1 Clerk, 1 Law Enforcement Officer)</td>
<td></td>
</tr>
</tbody>
</table>
### Discipline/Alternative Education/Truancy Plan

#### Truancy

<table>
<thead>
<tr>
<th>Fiscal Year:</th>
<th>99-00</th>
<th>00-01</th>
<th>00-02</th>
<th>00-03</th>
<th>00-04</th>
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<tr>
<td>Total</td>
<td></td>
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</tr>
</tbody>
</table>

#### Plan Components:

- **3 Personnel Child Welfare & Attendance Officers**
  - 99-00: $150,000
  - 00-01: $153,000
  - 00-02: $156,080
  - 00-03: $159,181
  - 00-04: $162,365
  - Total: $780,808

#### Truancy Center Staffing:

- **1 Teacher**
  - 99-00: $35,000
  - 00-01: $35,700
  - 00-02: $36,414
  - 00-03: $37,142
  - 00-04: $37,885
  - Total: $182,141

- **1 Clerk**
  - 99-00: $23,000
  - 00-01: $23,480
  - 00-02: $23,929
  - 00-03: $24,408
  - 00-04: $24,898
  - Total: $119,693

- **1 Law Enforcement Officer**
  - 99-00: $20,000
  - 00-01: $20,400
  - 00-02: $20,808
  - 00-03: $21,224
  - 00-04: $21,849
  - Total: $104,081

#### Grand Total

- 99-00: $228,000
- 00-01: $232,800
- 00-02: $237,211
- 00-03: $241,886
- 00-04: $246,785
- Total: $1,188,521
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 hundredths 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:

1) **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) **Salary schedules for other employees** 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.

4) **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.

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<tr>
<th><strong>Action Item</strong></th>
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<tr>
<td>Teachers</td>
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<tr>
<td>Bus Drivers</td>
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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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<th>10 MONTH</th>
<th>12 MONTH</th>
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<td>$ 56,041</td>
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<td>$ 679,334</td>
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45
# SALARY SCHEDULE - SUPPORT

## COST ESTIMATE

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# SALARY SCHEDULE - PRINCIPALS/ASST. PRIN

## COST ESTIMATE

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<th>AVG</th>
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<td>High</td>
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| BENEFITS  | 76,388  | 39,452 | 115,830 |
| 20.07%    |         |        |         |
| **TOTAL** | 459,388 | 534,552| 994,320 |
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
# Table of Contents

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<td>Demographics</td>
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<tr>
<td>Mission Statement</td>
<td>2</td>
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<tr>
<td>Educational Goals and Objectives</td>
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<tr>
<td>Key Elements of Instructional Programs</td>
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</tr>
<tr>
<td>Standards-based Curriculum</td>
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<td>Early Childhood (Prekindergarten to Grade 2)</td>
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Student Dropouts

Goal 1

Goal 2

Goal 3

Goal 4

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21
24
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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 all 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.

Technology. 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.

**Magnet Programs.** 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.
**Staff Development.** 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

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California Achievement Test: Total Reading for Grade 4

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California Achievement Test: Total Mathematics for Grade 4

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California Achievement Test: Total Battery for Grade 4

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California Achievement Test: Total Reading for Grade 6

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California Achievement Test: Total Battery for Grade 6

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California Achievement Test: Total Language for Grade 8

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California Achievement Test: Total Reading for Grade 8

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California Achievement Test: Total Mathematics for Grade 8

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California Achievement Test: Total Battery for Grade 8

Median National Percentile Ranks

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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

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Criterion-referenced Test: Mathematics Grade 3

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<td>Parish</td>
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<tbody>
<tr>
<td>Parish</td>
<td>78%</td>
<td>82%</td>
<td>80%</td>
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<td>State</td>
<td>80%</td>
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<tbody>
<tr>
<td>Parish</td>
<td>71%</td>
<td>76%</td>
<td>74%</td>
<td>78%</td>
<td>78%</td>
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</tr>
<tr>
<td>State</td>
<td>78%</td>
<td>81%</td>
<td>80%</td>
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<td>80%</td>
<td>79%</td>
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</tbody>
</table>
**Criterion-referenced Test: Language Arts Grade 10**

Percent of Students Passing the Test

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</tr>
</thead>
<tbody>
<tr>
<td>Parish</td>
<td>80%</td>
<td>86%</td>
<td>83%</td>
<td>88%</td>
<td>89%</td>
<td>87%</td>
<td>86%</td>
<td>86%</td>
<td>85%</td>
<td>88%</td>
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<tr>
<td>State</td>
<td>83%</td>
<td>86%</td>
<td>85%</td>
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<td>90%</td>
<td>88%</td>
<td>87%</td>
<td>86%</td>
<td>84%</td>
<td>87%</td>
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</tbody>
</table>

**Criterion-referenced Test: Mathematics Grade 10**

Percent of Students Passing the Test

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</tr>
</thead>
<tbody>
<tr>
<td>Parish</td>
<td>73%</td>
<td>82%</td>
<td>82%</td>
<td>82%</td>
<td>81%</td>
<td>77%</td>
<td>75%</td>
<td>77%</td>
<td>78%</td>
<td>79%</td>
</tr>
<tr>
<td>State</td>
<td>77%</td>
<td>82%</td>
<td>83%</td>
<td>81%</td>
<td>82%</td>
<td>78%</td>
<td>79%</td>
<td>77%</td>
<td>77%</td>
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</tr>
</tbody>
</table>

**Criterion-referenced Test: Written Composition Grade 10**

Percent of Students Passing the Test

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</tr>
</thead>
<tbody>
<tr>
<td>Parish</td>
<td>66%</td>
<td>94%</td>
<td>94%</td>
<td>87%</td>
<td>91%</td>
<td>90%</td>
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<td>93%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>State</td>
<td>75%</td>
<td>92%</td>
<td>95%</td>
<td>82%</td>
<td>90%</td>
<td>89%</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
<td>95%</td>
</tr>
</tbody>
</table>

**Criterion-referenced Test: Science Grade 11**

Percent of Students Passing the Test

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</tr>
</thead>
<tbody>
<tr>
<td>Parish</td>
<td>69%</td>
<td>83%</td>
<td>86%</td>
<td>85%</td>
<td>84%</td>
<td>88%</td>
<td>83%</td>
<td>80%</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>State</td>
<td>71%</td>
<td>87%</td>
<td>89%</td>
<td>86%</td>
<td>85%</td>
<td>89%</td>
<td>84%</td>
<td>82%</td>
<td>82%</td>
<td>84%</td>
</tr>
</tbody>
</table>
Criterion-referenced Test: Social Studies Grade 11

Percent of Students Passing the Test

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</tr>
</thead>
<tbody>
<tr>
<td>PARISH</td>
<td>78%</td>
<td>88%</td>
<td>87%</td>
<td>89%</td>
<td>89%</td>
<td>90%</td>
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<td>90%</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>STATE</td>
<td>77%</td>
<td>89%</td>
<td>88%</td>
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<td>89%</td>
<td>89%</td>
<td>90%</td>
<td>88%</td>
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</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th></th>
<th>1995-96</th>
<th>1996-97</th>
</tr>
</thead>
<tbody>
<tr>
<td>District (Elementary Schools)</td>
<td>95.36%</td>
<td>95.51%</td>
</tr>
<tr>
<td>State (Elementary Schools)</td>
<td>95.01%</td>
<td>95.20%</td>
</tr>
<tr>
<td>District (Middle Schools)</td>
<td>92.07%</td>
<td>92.74%</td>
</tr>
<tr>
<td>State (Middle Schools)</td>
<td>92.56%</td>
<td>93.14%</td>
</tr>
<tr>
<td>District (High Schools)</td>
<td>91.22%</td>
<td>92.22%</td>
</tr>
<tr>
<td>State (High Schools)</td>
<td>90.62%</td>
<td>91.06%</td>
</tr>
<tr>
<td>District (All Schools)</td>
<td>93.41%</td>
<td>93.93%</td>
</tr>
<tr>
<td>State (All Schools)</td>
<td>93.36%</td>
<td>93.70%</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Student Dropouts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>District</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
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<td>Grade 8</td>
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<td>Grade 9</td>
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<td>Grade 10</td>
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<tr>
<td>Grade 11</td>
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<tr>
<td>Grade 12</td>
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<tr>
<td>Grades 9 to 12</td>
</tr>
<tr>
<td>State</td>
</tr>
<tr>
<td>Grade 7</td>
</tr>
<tr>
<td>Grade 8</td>
</tr>
<tr>
<td>Grade 9</td>
</tr>
<tr>
<td>Grade 10</td>
</tr>
<tr>
<td>Grade 11</td>
</tr>
<tr>
<td>Grade 12</td>
</tr>
<tr>
<td>Grades 9 to 12</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Subject/Grade Level (NRT)</th>
<th>Increase in percentile ranks*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: 3rd grade</td>
<td>37 to 42</td>
</tr>
<tr>
<td>Reading: 5th grade</td>
<td>37 to 42</td>
</tr>
<tr>
<td>Reading: 6th grade</td>
<td>34 to 41</td>
</tr>
<tr>
<td>Reading: 7th grade</td>
<td>34 to 41</td>
</tr>
<tr>
<td>Reading: 9th grade</td>
<td>39 to 44</td>
</tr>
<tr>
<td>Language: 3rd grade</td>
<td>42 to 47</td>
</tr>
<tr>
<td>Language: 5th grade</td>
<td>48 to 53</td>
</tr>
<tr>
<td>Language: 6th grade</td>
<td>38 to 43</td>
</tr>
<tr>
<td>Language: 7th grade</td>
<td>38 to 43</td>
</tr>
<tr>
<td>Language: 9th grade</td>
<td>45 to 50</td>
</tr>
<tr>
<td>Math: 3rd grade</td>
<td>36 to 41</td>
</tr>
<tr>
<td>Math: 5th grade</td>
<td>42 to 47</td>
</tr>
<tr>
<td>Math: 6th grade</td>
<td>37 to 42</td>
</tr>
<tr>
<td>Math: 7th grade</td>
<td>37 to 42</td>
</tr>
<tr>
<td>Math: 9th grade</td>
<td>42 to 47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject/Grade Level (CRT &amp; GEE)</th>
<th>Increase in % of students passing**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language: 4th grade</td>
<td>85 to 90</td>
</tr>
<tr>
<td>Language: 5th grade</td>
<td>82 to 87</td>
</tr>
<tr>
<td>Language: 10th grade</td>
<td>88 to 93</td>
</tr>
<tr>
<td>Math: 4th grade</td>
<td>85 to 90</td>
</tr>
<tr>
<td>Math: 8th grade</td>
<td>72 to 77</td>
</tr>
<tr>
<td>Math: 10th grade</td>
<td>79 to 84</td>
</tr>
<tr>
<td>Writing: 10th grade</td>
<td>98 to 98</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>TIME LINE</th>
<th>COMPLETION EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 1:</strong> Develop and implement rigorous curricula aligned with the new standards set for Louisiana.</td>
<td>Associate Superintendent for Instruction, Executive Directors, Curriculum Supervisors, Principals, Teachers</td>
<td>Initiated 1997-98 and completed by the end of 1998-99</td>
<td>Curriculum guides for subjects on file</td>
</tr>
<tr>
<td><strong>Activity 2:</strong> Support, monitor, and evaluate individual school improvement plans</td>
<td>Associate Superintendent for Instruction, Executive Directors, Director for Staff Development, Curriculum Supervisors, School Improvement Teams</td>
<td>Approved and monitored with elementary schools 1997-98; Approve with middle and high schools 1997-98 and monitor all levels in 1998-99</td>
<td>School Improvement Training Agendas on file School Improvement Plans on file School site monitoring</td>
</tr>
<tr>
<td><strong>Activity 3:</strong> Provide professional development opportunities for administrators and teachers in order to implement new curricula.</td>
<td>Associate Superintendent for Human Resources, Executive Directors, Supervisors</td>
<td>Initiated 1997-98 and ongoing as needed.</td>
<td>Copies of agendas and evaluations forms completed after inservices Observations of classrooms Student products which reflect benchmarks</td>
</tr>
<tr>
<td>Activity 4: Provide assistance to schools in the areas of monitoring student progress and preparation for testing and evaluation</td>
<td>Associate Superintendent, Executive Directors, Director of Program Evaluation</td>
<td>September 1998 through March 1999</td>
<td>Agendas for professional development and administrator meetings Study guides and references developed and on file in Program Evaluation Department</td>
</tr>
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</tr>
<tr>
<td><strong>Activity 5:</strong> Provide learning environments which address the specific needs of academically gifted and talented students.</td>
<td>Director of Special Education, Supervisor for Gifted Programs, Principals, Teachers</td>
<td>Implement August 1998 and monitor March 1999</td>
<td>Class rosters Classroom observations Individualized Education Plans</td>
</tr>
<tr>
<td><strong>Activity 6:</strong> Offer advanced course work in Math, English, Social Studies and Science in middle and high schools</td>
<td>Executive Directors, Curriculum Supervisors, Principals, Teachers</td>
<td>Implement August 1998 and monitor March 1999</td>
<td>Class rosters Classroom observations Course selections on file</td>
</tr>
</tbody>
</table>
| 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 | Associate Superintendent for Instruction, Executive Directors, Director of Federal Programs, School Improvement Teams, Principals, Teachers | Implement extended year in June 1999 and all others September 1998; monitor at end of academic year | Student rosters and lesson plans  
  Observations of classrooms  
  School Improvement Plans and Evaluations  
  School memos and flyers  
  Staff development calendar |
|---|---|---|---|
| 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 | Superintendent, Coordinator of Magnet School Programs, Director of Staff Development, Public Information Officer, School Improvement Teams; Principals, Teachers | Initiated in 1996-97 and incrementally phased through 2001. | EBR Consent Decree  
  Individual magnet school plans and evaluations  
  School monitoring reports  
  Student Enrollment Data  
  Magnet school brochures |
<table>
<thead>
<tr>
<th>Activity 9: Provide appropriate Special Education programs which address: a) Individualized Education Programs b) Recruitment of teachers</th>
<th>Director of Special Education, Instructional Support Specialists, Associate Superintendent for Human Resources, Principals, Building Level Committees</th>
<th>Develop and initiate by September 1998; monitor April 1999</th>
<th>Individualized Education Programs on file Recruitment advertisements on file</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 10: Develop and implement strategies for students identified by Section 504 of the ADA</td>
<td>Executive Director for Special Programs; Principals; Teachers</td>
<td>Develop and initiate by September 1998; monitor April 1999</td>
<td>Accommodations on file</td>
</tr>
</tbody>
</table>

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

**Elementary Level:** (NRT: Iowa 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: Iowa Tests of Basic Skills) 7th grade percentiles for 1998-99 will be compared with the 6th grade percentiles for 1997-98 to determine changes over one year.

(CRT: State LEAP Test) 8th grade percentage of students passing in 1998-99 will be compared to 7th grade students passing in 1997-98.

**High School Level:** (NRT: Iowa Tests of Educational Development) 9th grade percentiles for 1998-99 will be compared to 9th grade percentiles in 1997-98 to determine changes over one year.

(Graduate Exit Exam) Data indicating percent of 10th grade students passing the English, Math, and Writing 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 Exit Exam will be compared to percent of students passing the same tests in 1997-98.
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

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

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

**Objective 3:** To increase parent involvement from 140,000 volunteer hours in 1997-98 to 151,200 hours in 1998-99 (6% increase)

<table>
<thead>
<tr>
<th>Activity 1: Coordinate efforts through Volunteers in Public Schools</th>
<th>Associate Superintendent, VIPS Coordinators</th>
<th>Implement August 1998 and assess results June 1999</th>
<th>Volunteer logs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 2:</strong> Support and monitor individual school plans to improve parent involvement</td>
<td>Executive Directors, Principals</td>
<td>Implement August 1998 and monitor April 1999</td>
<td>School Improvement Plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School site monitoring</td>
</tr>
</tbody>
</table>
Evaluation Design: Data from Information Systems related to school dropouts, suspensions, and expulsions will be compared for the 1997-98 and 1998-99 school years. A percentage of dropouts, suspensions, and expulsions from the 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

Objective 1: To improve the academic performance of students in early childhood programs as evidenced by a 3% 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 46% (this is the pre-test mark) to 70% in 1998-99

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>TIME LINE</th>
<th>COMPLETION EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1: Increase students served by Pre-K programs</td>
<td>Instructional Supervisors</td>
<td>On-going</td>
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</tr>
<tr>
<td>Activity 2: Develop and implement a system-wide lesson plan for Pre-Kindergarten teachers</td>
<td>Instructional Supervisors</td>
<td>Implement plan 1998-99</td>
<td>Lesson plans on file</td>
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<tr>
<td>Activity 3: Develop a common curriculum for Pre-K programs to assure quality and consistency across the system</td>
<td>Instructional Supervisors</td>
<td>Continue development through 1998-99</td>
<td>Committee meeting minutes</td>
</tr>
<tr>
<td>Activity 4: Design a continuous monitoring process to improve future Pre-K programs</td>
<td>Instructional Supervisors</td>
<td>Continue development through 1998-99</td>
<td>Committee meeting minutes</td>
</tr>
<tr>
<td>Activity 5: Monitor and maintain support for the K-3 Reading Initiative implemented in 1998</td>
<td>Associate Superintendent for Instruction; Executive Director for Elementary Programs, Instructional Supervisors</td>
<td>Implement August 1998 and assess May 1999</td>
<td>Staff meeting agendas Classroom Observation School-site monitoring</td>
</tr>
</tbody>
</table>

**Evaluation Design:**

3.1 Pre-K Level: Data from Early Learning Level Checklists retrieved from the beginning and end of the 1998-99 academic year, will be compared to determine the increase in the average number of skills mastered by students.

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.
<table>
<thead>
<tr>
<th>PERSON(S) RESPONSIBLE</th>
<th>TIME LINE</th>
<th>COMPLETION/EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Superintendent for Instruction; Director of Technology</td>
<td>Annual</td>
<td>Meeting minutes of the Technology Committee</td>
</tr>
<tr>
<td>Director of Technology</td>
<td>Annual</td>
<td>Budget Expenditure Reports from selected departments, programs, grants, and school sites</td>
</tr>
<tr>
<td>Director of Technology</td>
<td>Annual</td>
<td>QED Survey</td>
</tr>
<tr>
<td>School board; Superintendent; Director of Technology</td>
<td>November 1998</td>
<td>Election Ballot</td>
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</tbody>
</table>

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

**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 1:** Coordinate school system plan through a Technology Committee, represented by community, business/industry, parents, and teachers.

**Activity 2:** Identify and secure sources of funding.

**Activity 3:** Coordinate and procure equipment through a central Office of Technology Management.

**Activity 4:** Include funding for technology in local tax proposals for voter approval.

**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

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

**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
CERTIFICATED AND PROFESSIONAL PERSONNEL ACCOUNTABILITY PLAN

EAST BATON ROUGE PARISH SCHOOL SYSTEM

June, 1998
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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:

1. 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.

2. 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 evaluator 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. **Days** - 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. **Due Process** - fair and impartial treatment as guaranteed under the law, including, but not limited to, the 1st, 5th, and 14th Amendments to the Constitution of the United States, Section 1983 of the Civil Rights Act of 1871, Title VII of the Civil Rights Act of 1964, and Title IX of the Educational Amendment of 1972, relative to substantive and procedural requirements.

8. **Duties** - those actions normally required of a position as assigned/or described in the position description that are necessary to enable the class, school, or school district to accomplish its objectives.

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. **Evaluator** - 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. **Instructional Personnel** - those LEA personnel who provide classroom instruction (e.g., classroom teacher, special education teacher, special projects teacher).

15. **Intensive Assistance Plan** - the plan that is implemented when experienced personnel do not meet the local school system's standards of performance through the personnel evaluation process. This plan specifies what the evaluatee needs to do to strengthen his/her performance, what assistance/support is provided by the local system, the timelines and procedures for monitoring the progress, and the action that will be taken if improvement is not demonstrated.

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. **LEA Core Team** - 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. **LEA Steering Committee** - 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.

22. **Non-Instructional Certified and Other Professional School Personnel** - those LEA personnel who do not provide classroom instruction.

23. **Objective** - a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evidence of achievement.

24. **Observation** - 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. **Performance Criteria** - general and specific standards by which personnel may be evaluated or on which judgments and decision making may be based.

27. **Period of Evaluation** - that time, determined by the LEA, which has been designated for conducting a systematic personnel evaluation and assessment of an individual's performance.

28. **Philosophy** - a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and purposes of the district philosophy are derived.

29. **Program (6.7.)** is defined as a specified curriculum or type of supplementary instruction (examples: Title I, Reading Recovery, Speech Therapy, etc.).

30. **Professional Growth Plan** - a written plan formulated by the satisfactorily performing evaluatee to enhance his/her skills and performance. The plan includes specific goal(s), objective(s), action plans, timelines and evaluation criteria.

31. **Public Schools** - 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 (SBEOSE).

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. **School Personnel** - 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.


37. **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. **Standard** - 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. **Transcript** - a written verbatim account taken from the audio tape of the testimony and any other written evidence presented in the hearing.

41. **Uniform Evaluation System** - a system of evaluation that applies the same procedures in a consistent manner to all employees of each type or class of certified 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.

3) 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:

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<tr>
<th>EVALUATEE</th>
<th>INSTRUMENT</th>
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<tr>
<td>Superintendent</td>
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<tr>
<td>Associate Supt. Curriculum &amp; Instruction</td>
<td>B</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Associate Supt. HR/SD</td>
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<tr>
<td>Associate Supt. Budget/Management</td>
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<td>Superintendent</td>
</tr>
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<td>Assistant Supt. for Student Services</td>
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<td>Assoc. Supt. Curriculum &amp; Instruction</td>
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<td>Principal, and Federal Programs</td>
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<td>Principals</td>
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<td>Exec. Dir. - Elementary, Middle &amp; High School</td>
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<td>Principals - Secondary Schools</td>
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<tr>
<td>Director of Special Education Services</td>
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<td>Assoc. Supt. for Curriculum and Instruction</td>
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<tr>
<td>Director for Planning, Research and Development</td>
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<td>Director for Vocational Education</td>
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<td>Assoc. Supt. for Curriculum and Instruction</td>
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<td>Director for Adult/Alternative Education</td>
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<tr>
<td>Director of Elementary Programs</td>
<td>B</td>
<td>Assoc. Supt. for Curriculum and Instruction</td>
</tr>
<tr>
<td>Director of ADAPP/I CARE</td>
<td>B</td>
<td>Assistant Supt. for Student Services</td>
</tr>
<tr>
<td>Director Transfers/Security</td>
<td>B</td>
<td>Assistant Supt. for Student Services</td>
</tr>
<tr>
<td>Director Child Welfare/Attendance</td>
<td>B</td>
<td>Assistant Supt. for Student Services</td>
</tr>
<tr>
<td>Director of Technology</td>
<td></td>
<td>Assoc. Supt. Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Supervisor - Elementary Staffing</td>
<td>B</td>
<td>Assoc. Supt. Human Resources/Staff Development</td>
</tr>
<tr>
<td>Supervisor - Secondary Staffing</td>
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<td>Assoc. Supt. Human Resources/Staff Development</td>
</tr>
<tr>
<td>Supervisor - Classified Personnel Services</td>
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<td>Assoc. Supt. Human Resources/Staff Development</td>
</tr>
<tr>
<td>Supervisor for Support Programs</td>
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<td>Assoc. Supt. Human Resources/Staff Development</td>
</tr>
<tr>
<td>Supervisor - Educational Media</td>
<td>B</td>
<td>Assoc. Supt. Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Supervisor - Health &amp; Physical Education</td>
<td>B</td>
<td>Executive Director for High Schools</td>
</tr>
<tr>
<td>Supervisor - J.R.O.T.C.</td>
<td>B</td>
<td>Executive Director for High Schools</td>
</tr>
<tr>
<td>Supervisor - English</td>
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<tr>
<td>Supervisor - Math/Science</td>
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<td>Supervisor - Reading</td>
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<tr>
<td>Supervisor of Libraries</td>
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<td>Assoc. Supt. Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Supervisor of Early Childhood</td>
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<td>Executive Director Elementary Schools</td>
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<td>Supervisor for Family Literacy</td>
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<td>Director for Federal Programs</td>
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<tr>
<td>Supervisor of Ancillary Services</td>
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<td>Director of Special Education Services</td>
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<tr>
<td>Supervisors of Title I</td>
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<td>Director for Federal Programs</td>
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<tr>
<td>Supervisors of Special Education</td>
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<tr>
<td>Coordinator - Music/Arts</td>
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<td>Assoc. Supt. Curriculum &amp; Instruction</td>
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### SECTION 6.2 ACCOUNTABILITY RELATIONSHIPS CONT'D:

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<tr>
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<td>Coordinator - HILT</td>
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<td>Coordinator - Title I</td>
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<td>Technology Specialist</td>
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<td>Teacher for Instructional Support</td>
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<tr>
<td>Dean of Students</td>
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<tr>
<td>Time Out Room Moderator</td>
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<tr>
<td>A. Regular Education</td>
<td>D</td>
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<tr>
<td>B. Title I</td>
<td>D</td>
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<tr>
<td>C. Special</td>
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<tr>
<td>Guidance Counselors</td>
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<tr>
<td>Media Specialist/Librarians</td>
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<td>Leap Specialist</td>
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<tr>
<td>School/Parent Liaison</td>
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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:

1. Observations will be conducted by the designated evaluators and by other assigned personnel.

2. Evaluatees with 0-3 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 evaluatee 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.

1. 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.

2. 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.

3. 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 6.7A.

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 does not 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.
   c. 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.

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

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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

LOCATION:

MY SIGNATURE, AS AN EVALUATEE, INDICATES THAT I HAVE REVIEWED THE PERFORMANCE RESPONSIBILITIES CONTAINED WITHIN THE DESCRIPTION OF THE POSITION IN WHICH I AM PRESENTLY EMPLOYED.

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<th>SIGNATURE OF EVALUATEE</th>
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MY SIGNATURE, AS EVALUATOR, INDICATES THAT EACH OF THE ABOVE-SIGNED EVALUATEES HAS REVIEWED THE PERFORMANCE RESPONSIBILITIES FOR THE POSITION IN WHICH HE/SHE IS PRESENTLY EMPLOYED AND HAS INDICATED SUCH TO ME.

SIGNATURE OF EVALUATOR

DATE

TITLE

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: ____________________________ Date
(Signature indicates that the evaluatee has reviewed the performance responsibilities of the position.)

Signature of Evaluator: ____________________________ Date
(Signature indicates that the evaluatee has reviewed the performance responsibilities for the position and has indicated such to the evaluator.)
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                          Date
East Baton Rouge Parish School Board
Human Resources Department
Post Office Box 2950
Baton Rouge, LA 70821

To: __________________________
   School System

Re: _________________________
   Applicant's Name

SS# _________________________

In compliance with R.S. 17:391.5H, please provide the following evaluation results of the person named above. This employee left the employment of __________________________ with the performance rating of: (check one)

   _______ Satisfactory
   _______ Less Than Satisfactory

Signature of Personnel Director

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

From: E.B.R. Parish School Board
Human Resources Department
Post Office Box 2950
Baton Rouge, LA 70821

Applicant's Name

Social Security Number

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

_______ SATISFACTORY __________ LESS THAN SATISFACTORY

Signature of Personnel Director
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 Guidelines for Personnel Evaluation Bulletin 1525 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, materials, and/or equipment to facilitate learning
2. Promotes a positive learning climate

COMPONENT B. The teacher maximizes the amount of time available for instruction.

ATTRIBUTES:

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

COMPONENT C. The teacher manages learner behavior to provide productive learning opportunities.

ATTRIBUTES:

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

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

DOMAIN III. INSTRUCTION

The teacher, as the knowledge professional, is the person best suited to determine effective instruction for his/her classroom.

It is the responsibility of the observer to discuss the lesson with the teacher for clarification. It is important that the observer understand that variations in the lesson may occur during delivery and that the teacher makes adjustments as necessary to accommodate the needs and responses of students. The post-conference should provide an opportunity for the teacher to present his/her 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

**DOMAIN IV. PROFESSIONAL DEVELOPMENT**

*(NON-PERFORMANCE)*

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

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

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

These recommended activities are not limited to, but may include, being a mentor teacher; developing curriculum; delivering in-services; serving on textbook committees; developing teaching materials; promoting positive public relations; serving on SACS committees; reading professional literature; conducting research; evaluating programs, participating in workshops, conferences, professional organizations, school-based activities, classroom 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.
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. Facilitates 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.
EAST BATON ROUGE PARISH SCHOOL SYSTEM
TEACHER OBSERVATION

Teacher ________________________________

Location ______________________________

Observer ______________________________

Date ___________ Time ___________ a.m./p.m

Pre-observation conference date ___________

Social Security # _______________________

Position ______________________________

Position ______________________________

Subject/Grade _________________________

Time _________________________________

I. Observation Statement: Evidence of at least one of the Louisiana Components of Effective Teaching.
II. Commendations:


III. Recommendations:


I. Observation Statement: Evidence of the Louisiana Proficiencies of the Effective Principal being addressed.

II. Commendations:

III. Recommendations:

IV. Employee's Comments:

Observer's Signature  Evaluatee's Signature  Post-Observation Conference Date

White Copy - Human Resources  Yellow Copy - File  Pink Copy - Evaluatee
East Baton Rouge Parish School System  Professional Growth Plan/Self Evaluation/Position Description Review

Employee ___________________________ Position ___________________________ Location ___________________________ Social Security No. ___________________________ Review of Year ___________________________

I. Objectives – What area do you want to strengthen or enhance? (Topic)

II. Rationale – Why do you want to strengthen or enhance this area? (Purpose)

Completion of Self-Evaluation: _____ Yes _____ No

III. What is your Plan of Action? (Activities)

Position Description Review

(Signature indicates that the evaluatee has reviewed the performance responsibilities of the position.)

Evaluator’s Signature ____________ Position ____________ Date ____________

IV. What are the Criteria for Evaluation?

(Signature indicates that the evaluatee has reviewed the performance responsibilities for the position and has indicated such to the evaluator.)

Evaluator’s Signature ____________ Date ____________

Evaluatee’s Signature ____________ Date ____________
Teacher: ____________________________  Evaluator: ____________________________

Social Security #: __________________________  Position: ____________________________

Subject and/or Grade: __________________________  Date: ____________________________

Years in Position  0-3  4+

Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

I. PERFORMANCE RESPONSIBILITIES

A. PLANNING ...........................................................................................................  S  NI  U
   Plans effectively for instruction
   Develops clear and concise written objectives
   Identifies and plans for individual differences
   Plans for the substitute teacher
   Utilizes the state and local curriculum guides

B. MANAGEMENT ..................................................................................................  S  NI  U
   Maintains an environment conducive learning
   Takes appropriate precautions to protect students, equipment, materials and
   facilities
   Performs duty assignment
   Maximizes the amount of time available for instruction
   Maintains accurate, complete and correct records
   Manages learner behavior to provide productive learning opportunities

C. INSTRUCTION .................................................................................................  S  NI  U
   Delivers instruction effectively
   Employs a variety of methods and techniques
   Presents appropriate content
   Presents appropriate concepts and materials
   Utilizes knowledge of subject matter and child growth and development
   Provides opportunities for student involvement in the learning process
   Reteaches when necessary
   Gives positive feedback throughout the lesson
   Assesses student progress
   Evaluates strengths and weaknesses of individual students
   Measures student's growth using established goals and objectives
   Uses a variety of evaluation tools to test for understanding and application of
   subject matter
   Informs students and/or parents of student progress

D. PERSONAL TRAITS ....................................................................................... S  NI  U
   Exhibits:
   Poise and self-confidence
   Enthusiasm and optimism
   Punctuality
II. TEACHER’S PERFORMANCE AT THIS TIME IS (check one)
   Satisfactory _____    Needs Improvement _____    Unsatisfactory _____

III. IMPLEMENTATION OF THE 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 if necessary)
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

   EVALUATOR’S SIGNATURE ___________________________ DATE __________

VI. TEACHER’S COMMENTS:  (Attach sheet if necessary)
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

   TEACHER’S SIGNATURE: ___________________________ DATE __________

My signature indicates that I have read the results of the evaluation, but does not indicate agreement or disagreement with the results.
Special Education Teacher: ___________________________ Social Security# ___________________________
Evaluator: ___________________________ Position: ___________________________ Years in Position 0-3 ______ 4+ ______
Location: ___________________________ Date: ___________________________

Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

I. PERFORMANCE RESPONSIBILITIES

A. PLANNING
Conducts initial and/or review IEP conferences as appropriate
Develops appropriate short-term objectives as indicated by annual goals and continuous assessment
Plans effectively for instruction by designing daily lesson plans which incorporate short-term objectives

B. MANAGEMENT
Insures appropriate scheduling of students into regular classes as indicated on IEP
Manages learner behavior to provide productive learning opportunities
Conducts periodic conferences concerning student progress with parents and regular education teachers where indicated
Completes and maintains in a timely manner all required records, such as:
monthly class rolls, IEP forms, Confidential Records, Requisitions, progress reports etc.
Completes re-evaluation forms in timely manner according to Pupil Appraisal requirements
Creates a classroom environment conducive to learning and appropriate to the functioning levels of students
Maximizes amount of time available for instruction

C. INSTRUCTION
Implements short-term objectives as indicated by IEP
Delivers instruction effectively
Presents appropriate content
Provides opportunities for student involvement in the learning process
Assesses student progress on an on-going basis

D. PERSONAL TRAITS
Exhibits:
Poise and confidence
Enthusiasm and optimism
Punctuality
Dependability
Flexibility
Acceptable speech and grammar
Effective communication with students
Effective communication with colleagues

White Copy - Human Resources Yellow Copy - File Pink Copy - Evaluatee
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

E. PROFESSIONAL GROWTH AND DEVELOPMENT
Displays evidence of professional growth and participation in special education in-service sessions
Demonstrates an awareness of current trends in Special Education
Provides in-service on Special Education Services to school staff upon request
Plans for professional self-development

S N I U

II. SPECIAL EDUCATION TEACHER 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 _____ Satisfactory _____
Has reached completion _____

IV. COMPLETION OF SELF EVALUATION: Yes _____ No _____

V. EVALUATOR’S NARRATIVE COMMENTS: (Supplementary sheet may be attached if necessary)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

EVALUATOR’S SIGNATURE ___________________________ DATE __________

VI. SPECIAL EDUCATION TEACHER COMMENTS: (Attach sheet if necessary)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

SPECIAL EDUCATION TEACHER’S SIGNATURE ___________________________ DATE __________

My signature indicates that I have read the results of the evaluation, but does not indicate agreement or disagreement with the results.
EAST BATON ROUGE PARISH SCHOOL SYSTEM
OCCUPATIONAL THERAPIST EVALUATION

Evaluator: ___________________________ Position: ___________________________
Location: ___________________________ Date: ___________________________

Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

I. PERFORMANCE RESPONSIBILITIES

A. PLANNING
   Plans effectively for therapeutic intervention
   Identifies and plans for individual differences in the therapy setting

B. MANAGEMENT
   Maintains an environment conducive to therapeutic intervention
   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 perceptual, 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

II. PERSONAL TRAITS
   • Praise 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
   The therapist exhibits competency in the following areas:

I. OCCUPATIONAL THERAPIST PERFORMANCE AT THIS TIME:
   (CHECK ONE) Satisfactory ______ Needs Improvement ______ Unsatisfactory ______

II. COMPLETION OF SELF-EVALUATION: Yes ______ No ______

III. EVALUATOR'S NARRATIVE COMMENTS: (Supplementary sheet may be attached if necessary.)

_________________________________________ ___________________________
EVALUATOR'S SIGNATURE: DATE:

IV. OCCUPATIONAL THERAPIST'S COMMENTS: (Attached sheet, if necessary.)

_________________________________________ ___________________________
OCCUPATIONAL THERAPIST'S SIGNATURE: DATE:

My signature indicates that I have read the results of the evaluation, but does not endorse agreement or disagreement with the results.
EAST BATON ROUGE PARISH SCHOOL SYSTEM
PHYSICAL THERAPIST EVALUATION

Physical Therapist: ____________________________  Position: ____________________________
Evaluator: ____________________________  Location: ____________________________  Date: ____________________________

Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

I. PERFORMANCE RESPONSIBILITIES

<table>
<thead>
<tr>
<th>A. PLANNING</th>
<th>S</th>
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<tr>
<td>Plans effectively for therapeutic intervention</td>
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<td>Maintains an environment conducive to therapeutic intervention</td>
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<td>Takes appropriate precautions to protect students, equipment, materials, and facilities</td>
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<td>Maximizes the amount of time available for each therapy session</td>
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<td>Maintains records as mandated by federal, state, and school board guidelines and policies</td>
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<td>Manages student behavior to provide productive therapeutic intervention</td>
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<td>Administers appropriate tests based on student need</td>
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<td>Serves as a member of Pupil Appraisal team for students requiring a physical therapy assessment</td>
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<th>C. INSTRUCTION</th>
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<td>Delivers instruction effectively</td>
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<td>Implements a therapy program for Special Education students identified as requiring physical therapy</td>
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<td>Presents appropriate content through therapeutic intervention</td>
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<td>Utilizes knowledge of child growth and development</td>
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<td>Provides opportunities for student involvement in the therapeutic process</td>
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<td>Gives positive feedback throughout the session</td>
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<td>Assesses student progress</td>
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<td>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</td>
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<td>Informs the parents/guardians, teachers, and other professionals of the student's progress</td>
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II. PERSONAL TRAITS

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

III. PROFESSIONAL DEVELOPMENT

The therapist maintains certification and qualifications

I. PHYSICAL THERAPIST'S PERFORMANCE AT THIS TIME IS:
(CHECK ONE) Satisfactory Needs Improvement Un satisfactory

II. COMPLETION OF SELF-EVALUATION: Yes No

III. EVALUATOR'S NARRATIVE COMMENTS: (Supplementary sheet may be attached if necessary.)

EVALUATOR'S SIGNATURE: ____________________________  DATE: ____________________________

IV. PHYSICAL THERAPIST'S COMMENTS: (Attach sheet, if necessary.)

PHYSICAL THERAPIST'S SIGNATURE: ____________________________  DATE: ____________________________

My signature indicates that I have read the results of the evaluation.
Speech Therapist:
Evaluator: 
Position: 
Location: 
Date: 

Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

I. PERFORMANCE RESPONSIBILITIES

A. PLANNING
- Plans effectively for therapeutic intervention
- Develops clear and concise written objectives for lesson plans
- Identifies and plans for individual differences in the therapy setting

B. MANAGEMENT
- 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 tests in the areas of speech, language, and hearing
- Serves as a member of the Pupil Appraisal team for students with suspected communication disorders
- Refers any student with suspected vocal pathologies to Laryngology Clinics and prepares the student for the examination
- The therapist conducts or attends IEP Conferences for students identified by Pupil Appraisal with speech impairments

C. INSTRUCTION
- Delivers instruction effectively
- Implements a program of appropriate 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
- Restates when necessary
- Gives positive feedback throughout the session
- Assesses student progress
- Uses a variety of evaluative tools to test for understanding and acquisition of communication skills
- Inform students, parents/guardians, teachers, and other professionals of student progress

D. PERSONAL TRAITS
- 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
  - Discretion handling of confidential information
  - Unbiased attitude regarding race, sex, creed, religion, or disability

PROFESSIONAL DEVELOPMENT
- The therapist maintains certification and qualifications

III. SPEECH THERAPIST'S PERFORMANCE AT THIS TIME IS (Check one):
- Satisfactory
- Needs Improvement
- Unsatisfactory

IV. COMPLETION OF SELF-EVALUATION: Yes ☐ No ☐

V. EVALUATOR'S NARRATIVE COMMENTS: (Supplementary sheet may be attached if necessary.)

VI. SPEECH THERAPIST'S COMMENTS: (Attached sheet, if necessary.)

EVALUATOR'S SIGNATURE: 
DATE: 

THERAPIST'S SIGNATURE: 
DATE: 

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

White Copy - Human Resources
Yellow Copy - File
Pink Copy - Evaluator

9/4/14
EAST BATON ROUGE PARISH SCHOOL SYSTEM
LIBRARY MEDIA SPECIALIST EVALUATION

Librarian: ___________________________ Social Security# ___________________
Evaluator: __________________________ Position: ___________________ Years in Position 0-3 4+
Location: __________________________ Date: ___________________

Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

I. PERFORMANCE RESPONSIBILITIES

A. PLANNING ........................................................................................................ S NI U
   - 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

B. MANAGEMENT ..................................................................................................... S NI U
   - 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

D. 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

E. PERSONAL TRAITS ............................................................................................ S NI U
   - Exhibits:
     - 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
Responds appropriately to commendations and recommendations

II. LIBRARY MEDIA SPECIALIST’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 _____

V. EVALUATOR’S NARRATIVE COMMENTS: (Supplementary sheet may be attached if necessary)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

EVALUATOR’S SIGNATURE __________________________ DATE __________

VI. LIBRARY MEDIA SPECIALIST’S COMMENTS: (Attach sheet if necessary)
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

LIBRARY MEDIA SPECIALIST’S SIGNATURE: __________________________ DATE: __________
My signature indicates that I have read the results of the evaluation, but does not indicate agreement or disagreement with the results.

White Copy - Human Resources
Yellow Copy - File
Pink Copy - Evaluator
EAST BATON ROUGE PARISH SCHOOL SYSTEM
GUIDANCE COUNSELOR EVALUATION

Counselor: ___________________________ Social Security# ___________________________
Evaluator: ___________________________ Position: ___________________________ Years in Position 0-3 4+ ___
Location: ___________________________ Date: ___________________________

Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

I. PERFORMANCE RESPONSIBILITIES

A. COUNSELING

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

B. CONSULTATION

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

C. COORDINATION

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

D. PLANNING

Identifies and plans for individual differences
S NI U
Develops a written plan with clear and concise objectives for providing guidance services
S NI U
Plans effectively for instruction
S NI U

E. MANAGEMENT

Takes appropriate precautions to protect students, equipment, materials and facilities
S NI U
Maintains an environment conducive to learning
S NI U
Maximizes the amount of time available for instruction
S NI U
Maintains accurate, complete and correct records as related to counseling services
S NI U
Manages learner behavior to provide productive learning opportunities
S NI U
F. INSTRUCTION
Assesses student progress
Provides opportunities for student involvement in the learning process
Presents appropriate content
Delivers instruction effectively

G. PERSONAL TRAITS
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

II. COUNSELOR’S PERFORMANCE AT THIS TIME IS: (Check one)
Satisfactory ______ Needs Improvement ______ Unsatisfactory ______

III. IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN
Progress toward achievement of Professional Growth Plan is - Minimal ______ Satisfactory ______
Has reached completion ______

IV. COMPLETION OF SELF-EVALUATION: (Check one) Yes ______ No ______

V. EVALUATOR’S COMMENTS: (Supplementary sheet may be attached if necessary)

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

EVALUATOR’S SIGNATURE: ___________________________ DATE: ___________________________

VI. GUIDANCE COUNSELOR’S COMMENTS:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

COUNSELOR’S SIGNATURE: ___________________________ DATE: ___________________________

My signature indicates that I have read the results of the evaluation, but does not indicate agreement or disagreement with the results.
EAST BATON ROUGE PARISH SCHOOL SYSTEM
TEACHER FOR INSTRUCTIONAL SUPPORT EVALUATION

Name: ____________________ Years in Position 0-3 _____ 4+ _____ SS#: ______________ Date ____________

Evaluator: ______________ Position: ______________ School: ______________

Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

PART I. PERFORMANCE RESPONSIBILITIES

Leadership and Instruction

1. Assists in defining and gaining support for the School Improvement Plan

2. Communicates and participates effectively in gaining support for goals within the school and the community

3. Assists in providing incentives for both teachers and students to excel

4. Serves as a model of professionalism and communicates educational values

5. Assists in identifying areas for instructional and program development through the collection and interpretation of student and school data

6. Involves others effectively in the improvement of curriculum and instruction

7. Guides and/or assists teachers in enhancing their instructional effectiveness through a variety of techniques and methods

8. Engages in and promotes a program of ongoing professional development

9. Records, interprets and reports data related to school improvement

10. Demonstrates knowledge of child growth and development, subject matter, and assessment techniques

Human Relations

11. Solicits and gives specific and constructive feedback

12. Maintains a positive attitude to enhance the school climate

13. Demonstrates an appreciation for the accomplishments of others

14. Listens actively to others

15. Utilizes clear and meaningful oral and written expression

16. Fosters teamwork and collegiality

17. Participates in decision-making and cultivates leadership in others

18. Facilitates group processes

Parental/Community Involvement

19. Communicates effectively with students, parents, and the community, and gains their support for school goals, programs, and policies

20. Involves parents and the community and participates in the activities of the school to build a sense of shared responsibility for the quality of education being provided

21. Encourages the volunteer participation of parents and the community and uses their resources to enhance the quality of education in the school

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

- Discretion handling of confidential information

- Unbiased attitude regarding race, sex, creed, religion or disability

Use of suggestions for improvement

II. 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 __

IV. COMPLETION OF SELF-EVALUATION

Yes ____ No ____

V. EVALUATOR’S NARRATIVE COMMENTS: (Supplementary sheet may be attached if necessary.)

__________________________

EVALUATOR’S SIGNATURE: ____________________ DATE ____________

VI. TEACHER’S COMMENTS: (Attached sheet, if necessary.)

__________________________

TEACHER’S SIGNATURE: ____________________ DATE ____________

My signature indicates I have read the results of the evaluation, but does not indicate agreement or disagreement with the results.
EAST BATON ROUGE PARISH SCHOOL SYSTEM
DEAN OF STUDENTS EVALUATION

NAME ___________________ SOCIAL SECURITY NUMBER ___________________

EVALUATOR ___________________ POSITION ________________________________

SCHOOL ___________________ DATE ________________________________

DIRECTIONS: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using S to denote satisfactory performance, NI to denote needs improvement, and U to denote unsatisfactory performance.

1. PERFORMANCE RESPONSIBILITIES

Leadership
1. Assists 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. Sees 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. Assists in providing incentives for both teachers and students to excel ____________________________
6. Serves as a model of professionalism and communicates educational values ____________________________
7. Assists in identifying areas for instruction and program development through the collection and interpretation of students and school data ____________________________
8. Involves others effectively in the improvement of curriculum and instruction ____________________________

Human Relations

- Consideration
9. Solicits and gives specific and constructive feedback ____________________________
10. Maintains a positive attitude to enhance the school climate ____________________________
11. Demonstrates an appreciation for the accomplishments of others ____________________________
12. Listens actively to others ____________________________
13. Utilizes clear and meaningful oral and written expression ____________________________

Communication
14. Fosters teamwork and collegiality ____________________________
15. Elicits participation in decision-making and cultivates leadership in others ____________________________
16. Facilitates group processes and effectively manages conflict ____________________________

Parental/Community Involvement

- Communication
17. Communicates effectively with students, parents, and the community, and gains their support for school goals, programs, and policies ____________________________
18. Assists in providing students, parents, and the community, with an appropriate voice in the school's decision-making process ____________________________

Participation
19. 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 ____________________________
20. Encourages the volunteer participation of parents and the community and uses their resources to enhance the quality of education in the school ____________________________

Management

- School Program Management
21. Assists in implementing school programs within the confines of the district's goals and policies ____________________________
22. Assists in scheduling, supervising, and evaluating curricular, co-curricular, and extra-curricular activities efficiently and effectively ____________________________
23. Understands and applies knowledge of community organizations in generating support for the school ____________________________

Rules and Regulations
24. Assists in identifying rules, guidelines, and procedures for total school operation and accepts responsibility for student, teacher, and staff compliance ____________________________
25. Develops effective discipline and attendance policies collaboratively ____________________________
26. Maintains a visible and accessible presence in the school ____________________________
27. Assists in protecting instructional time when scheduling events and communication efforts ____________________________
28. Assists in ensuring that school facilities are conducive to a positive school environment ____________________________
29. Assists the principal with the responsibility for all physical properties assigned to the school ____________________________
30. Assists in planning, preparing, and distributing student and faculty handbooks ____________________________
31. Cooperates with community agencies whose purpose relate to the health, safety, and welfare of students ____________________________
32. Assists with responsibilities for graduation and/or closing of school activities ____________________________
II. 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 ___

IV. 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.)

EVALUATEE SIGNATURE: ___________________________ DATE ________________________

My signature indicates I have read the results of the evaluation, but does not indicate agreement or disagreement with the results.
Management
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 conducive to a positive
   school environment

Personal Traits
1. Exhibits:
   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. EVALUATEE'S PERFORMANCE AT THIS TIME IS:

III. COMPLETION OF SELF-EVALUATION: Yes ____ No ____

IV. EVALUATOR'S NARRATIVE COMMENTS - Attach sheet if necessary

V. EVALUATEE'S COMMENTS - Attach sheet if necessary

EVALUATEE'S SIGNATURE: ___________________________ DATE ____________

My signature indicates I have read the results of the evaluation, but does not indicate agreement
or disagreement with the results.
EAST BATON ROUGE PARISH SCHOOL SYSTEM
SCHOOL/ PARENT LIAISON EVALUATION

Name: ________________________ SS# ____________________ Date: ____________

Evaluator: ________________ Position: ________________ School: ________________

Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

I. GENERAL CHECKLIST

Job Related Responsibilities

1. Discharges assigned duties according to the position description
   S NI U
2. Concentrates efforts in major areas of responsibility
   ______
3. Is self-directed
   ______
4. Exhibits loyalty in the promotion of the system’s goals
   ______
5. Exhibits professional ethics
   ______

Personal Qualities

1. Demonstrates ability to work well with individuals and groups
   S NI U
2. Exercises good judgment in arriving at decisions
   ______
3. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters
   ______

II. EVALUATEE’S PERFORMANCE AT THIS TIME IS:

   S NI U

III. COMPLETION OF SELF-EVALUATION: Yes _____ No _____

IV. EVALUATOR’S NARRATIVE COMMENTS - Attach sheet if necessary

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

V. EVALUATEE’S COMMENTS - Attach sheet if necessary

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

EVALUATEE’S SIGNATURE: ________________________ DATE ________________

My signature indicates I have read the results of the evaluation, but does not indicate agreement or disagreement with the results.
EAST BATON ROUGE PARISH SCHOOL SYSTEM
TIME OUT ROOM MODERATOR EVALUATION

Name: ___________________________ SS# ______________________ Date: __________

Evaluator: ________________________ Position: ____________________ School: __________

Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

I. GENERAL CHECKLIST

Leadership
1. Assists in defining and gaining support for the school mission and goals
2. Communicates effectively and gains support for goals within the school and 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. Assists in providing incentives for students to excel
6. Serves as a model of professionalism and communicates educational values
7. Assists in identifying areas for program development through the collection and interpretation of data
8. Engages in and promotes a program of ongoing professional development

S NI U

Human Relations
1. Solicits and gives specific and constructive feedback
2. Maintains a positive attitude to enhance the school climate
3. Demonstrates an appreciation for the accomplishments of others
4. Listens actively to others
5. Utilizes clear and meaningful oral and written expression
6. Fosters teamwork and collegiality
7. Elicits participation in decision-making and cultivates leadership in others
8. Facilitates group processes and effectively manages conflict

S NI U

Parental/Community Involvement
1. Communicates effectively with students, parents, and the community and gains their support for school goals, programs, and policies
2. Encourages the volunteer participation of parents and the community, and gains their support for school goals, programs, and policies

S NI U
EAST BATON ROUGE PARISH SCHOOL SYSTEM
PRINCIPAL EVALUATION

Name: ________________________________ Position: ________________________________ Years in Position 0-3 ___ 4+ ___
Social Security#: ________________________________ School: ________________________________ Date: _____________
Evaluator: ________________________________ Position: ________________________________

Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

I. PERFORMANCE RESPONSIBILITIES

LEADERSHIP ...................................................................................................................... S NI U

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 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 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, guides, and/or assists teachers in enhancing their instructional effectiveness
11. Engages in and promotes a program of ongoing professional development
12. Assists in the selection and assignment of appropriate personnel for the effective delivery of the school program

HUMAN RELATIONS ............................................................................................................. 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
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. Facilitates group processes and effectively manages conflict

PARENTAL/COMMUNITY INVOLVEMENT ............................................................................. S NI U

Communication
21. Communicates effectively with students, parents, and the community, and gains their support for school goals, programs, and policies
22. Provides students, parents, and the community with an appropriate voice in the school’s decision-making process

Participation
23. 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

MANAGEMENT ...................................................................................................................... S NI U

School Program Management
25. Plans and prepares an appropriate budget and manages funds effectively in accordance with district guidelines
26. Seeks, allocates, and maintains records for appropriate resources (materials, money, equipment, time) to support the school program
27. Implements school programs within the confines of the district’s goals and policies
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 responsibility for student, teacher, and staff compliance

31. Develops effective discipline and attendance policies collaboratively

**General Operations**

32. Supervises all personnel assigned to the school

33. Maintains a visible and accessible presence in the school

34. Protects instructional time when scheduling events and communication efforts

35. Ensures that school facilities are conducive to a positive school environment

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 welfare of students

39. Assumes responsibilities for graduation and/or closing of school activities

I. **EVALUATEE’S PERFORMANCE AT THIS TIME IS:** (check one)
   - Satisfactory _____
   - Needs Improvement _____
   - Unsatisfactory _____

II. **IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN**
   Progress toward achievement of Professional Growth Plan is -
   - Is Minimal _____
   - Is Satisfactory _____
   - Has reached completion _____

IV. **COMPLETION OF SELF-EVALUATION:** Yes _____
    No _____

V. **EVALUATOR’S NARRATIVE COMMENTS:** (Supplementary sheet may be attached if necessary)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

EVALUATOR’S SIGNATURE ___________________________ DATE __________

VI. **EVALUATEE’S COMMENTS:** (Attach sheet if necessary)

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________

EVALUATEE’S SIGNATURE: ___________________________ DATE __________

My signature indicates that I have read the results of the evaluation, but does not indicate agreement or disagreement with the results.
EAST BATON ROUGE PARISH SCHOOL SYSTEM
ELEMENTARY ASSISTANT PRINCIPAL EVALUATION

Name: ___________________________ Position: ____________ Social Security# ______________

Years in Position 0-3 ___ 4+ ___ Evaluator: ________________ Position: ______________________

School: __________________________ Date: ________________

Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

I. PERFORMANCE RESPONSIBILITIES

Leadership ...................................................................................................................... S  NI  U
1. Assists 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. Assists in providing incentives for both teachers and students to excel
6. Serves as a model of professionalism and communicates educational values
7. Assists in identifying 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. Assists in the constructive evaluation of professional and support staff
10. Coaches, guides, and/or assists teachers in enhancing their instructional effectiveness
11. Engages in and promotes a program of ongoing professional development
12. Assists in the selection and assignment of appropriate personnel for the effective
    delivery of the school program

Human Relations ............................................................................................................. S  NI  U

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. Facilitates group processes and effectively manages conflict

Parental/Community Involvement .................................................................................. S  NI  U

Communication
21. Communicates effectively with students, parents, and the community, and gains their
    support for school goals, programs, and policies
22. Assists in providing students, parents, and the community with an appropriate voice in
    the school’s decision-making process

Participation
23. 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

Management .................................................................................................................... S  NI  U

School Program Management
25. 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 appropriate resources
    (materials, money, equipment, time) to support the school programs
27. Assists in implementing school programs within the confines of the district’s goals and policies
28. Assists in scheduling, supervising, and evaluating curricular, co-curricular, and extracurricular activities
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29. Understands and applies knowledge of community organizations in generating support for the school
   Rules and Regulations
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31. Develops effective discipline and attendance policies collaboratively

General Operations
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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

I. EVALUATEE’S PERFORMANCE AT THIS TIME IS: (Check one)
   Satisfactory _____ Needs Improvement _____ Unsatisfactory _____

II. IMPLEMENTATION OF PROFESSIONAL GROWTH PLAN
    Progress Toward Achievement of Professional Growth Plan
    Minimal _____ Is Satisfactory _____ Has Reached Completion _____

IV. COMPLETION OF SELF-EVALUATION: Yes _____ No _____

V. EVALUATOR’S COMMENTS: (Supplementary sheet may be attached if necessary)

________________________________________________________________________
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________________________________________________________________________
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VALUATOR’S SIGNATURE ___________________________ DATE ________________

I. EVALUATEE’S COMMENTS: (Attach sheet if necessary)

________________________________________________________________________
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________________________________________________________________________

VALUATEE’S SIGNATURE: ___________________________ DATE: ________________

*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
### ASSISTANT PRINCIPAL OF ADMINISTRATION EVALUATION

**Name:**

**Position:**

**Social Security#**

**Years in Position** 0-3 ___ 4+ ___

**Evaluator:**

**Position:**

**School:**

**Date:**

*Directions:* The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall then mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

### 1. PERFORMANCE RESPONSIBILITIES

#### Leadership

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>NI</th>
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<tbody>
<tr>
<td>1. Assists in defining and gaining support for the school mission and goals</td>
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<td>3. Sets high expectations and performance standards that lead to the attainment of school and district goals</td>
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<td>12. Assists in the selection and assignment of appropriate personnel for the effective delivery of the school program</td>
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#### Human Relations

**Consideration**

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**Collaboration**

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<tr>
<td>18. Fosters teamwork and collegiality</td>
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<td>19. Elicits participation in decision-making and cultivates leadership in others</td>
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<td>20. Facilitates group processes and effectively manages conflict</td>
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#### Parental/Community Involvement

**Communication**

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#### Management

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Rules and Regulations
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General Operations
32. Assists in supervising all personnel assigned to the school
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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 _____

V. EVALUATOR’S COMMENTS: (Supplementary sheet may be attached if necessary)

________________________________________________________

________________________________________________________

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EVALUATOR’S SIGNATURE _______________________________ DATE __________

VI. EVALUATEE’S COMMENTS: (Attach sheet if necessary)

________________________________________________________

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________________________________________________________

EVALUATEE’S SIGNATURE: _______________________________ DATE: __________

*By 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
ASSISTANT PRINCIPAL OF INSTRUCTION EVALUATION

Name: ___________________________ Position: ________________ Social Security# ________________

Years in Position 0-3 ____ 4+ _____ Evaluator: __________________________ Position: __________________________

School: __________________________ Date: __________________________

Directions: The evaluator is to indicate the appropriate rating of each major topic by placing a circle around the S, NI, or U. The evaluator shall mark each item under the major headings using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

. PERFORMANCE RESPONSIBILITIES

Leadership ......................................................................................................................... S NI U
1. Assists 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. Assists in providing incentives for both teachers and students to excel
6. Serves as a model of professionalism and communicates educational values
7. Assists in identifying 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. Assists in the constructive evaluation of professional and support staff
10. Coaches, guides, and/or assists teachers in enhancing their instructional effectiveness
11. Engages in and promotes a program of ongoing professional development
12. Assists in the selection and assignment of appropriate personnel for the effective delivery of the school program

Human Relations .................................................................................................................. S NI U

Consideration
13. Solicits and gives specific and constructive feedback
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Collaboration
18. Fosters teamwork and collegiality
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20. Facilitates group processes and effectively manages conflict

Parental/Community Involvement ..................................................................................... S NI U

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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 COMMENTS: (Supplementary sheet may be attached if necessary)


EVALUATOR’S SIGNATURE ________________________________ DATE ________________

VI. EVALUATEE’S COMMENTS: (Attach sheet if necessary)


EVALUATEE’S SIGNATURE: ________________________________ DATE: ________________

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EAST BATON ROUGE SCHOOL SYSTEM
MANAGEMENT EVALUATION

NAME ___________________________________________ POSITION ____________________________

YEARS IN POSITION- 0-3 _______ 4+ _______ SOCIAL SECURITY# ____________________________

EVALUATOR _______________________________ POSITION _______________________________

DATE _______________________________ LOCATION ______________________________________

CODE: S - Satisfactory  NA - Not Applicable  U - Unsatisfactory  NI - Needs Improvement

I. GENERAL CHECKLIST

Personal Qualities
1. Devotes time and energy effectively to job S NI NA U
2. Demonstrates ability to work well with individuals and groups S NI NA U
3. Exercises good judgement in arriving at decisions S NI NA U
4. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters S NI NA U

II. PROFESSIONAL PERFORMANCE IN...

A. Instruction
1. Works effectively with teachers S NI NA U
2. Assumes leadership in in-service activities S NI NA U
3. Initiates and implements improved curricula S NI NA U

B. Related Responsibilities
1. Discharges assigned duties S NI NA U
2. Concentrates efforts in area of major responsibility S NI NA U
3. Is self-directed S NI NA U
4. Keeps abreast of current trends in education S NI NA U
5. Exhibits loyalty in the promotion 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 U
4. With community S NI NA U

III. EVALUATEE'S PERFORMANCE AT THIS TIME IS: (check one)
Satisfactory _____ Needs Improvement _____ Unsatisfactory _____

IV. IMPLEMENTATION OF PROFESSIONAL GROWTH PLAN
Progress Toward Achievement of Professional Growth Plan is - Minimal _____ Satisfactory _____
Has Reached Completion _____

V. COMPLETION OF SELF-EVALUATION: (attach sheet if necessary) Yes ____ No _____
VI. NARRATIVE COMMENTS BY EVALUATOR: (attach sheet if necessary)


EVALUATOR'S SIGNATURE ___________________________ DATE ______________

VII. EVALUATEE'S COMMENTS: (attach sheet if necessary)


EVALUATEE'S SIGNATURE ___________________________ Date ______________

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

The Superintendent:
1. 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 requiring board action
3. Prepares carefully for board meetings
4. Understands role in administration of board policy and interprets and executes the intent of board policy
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
9. 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. COMMUNITY RELATIONSHIPS

The Superintendent:
1. 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 the community
3. Develops cooperative working relationships with the news media and works well with them
4. Participates actively in community life and affairs
5. Maintains good relations with governmental and educational leaders

C. STAFF AND PERSONNEL RELATIONSHIP

The Superintendent:
1. Develops and executes sound personnel procedures and practices
2. Works to improve staff morale and loyalty to the organization
3. Treats all personnel fairly without favoritism or discrimination
4. Delegates duties and responsibilities to staff members appropriate to the positions each holds
5. Encourages participation of appropriate staff members and groups in planning procedures and policy implementation
6. 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. EDUCATION LEADERSHIP

The Superintendent:
1. Understands and keeps informed regarding all aspects of the instructional program in implementing the school system's philosophy of education
2. Participates with the staff, board and community in planning, developing and studying curriculum improvement and evaluation
3. Provides democratic procedures and exemplifies the skills of master teacher in utilizing the abilities and talents of the entire professional staff and laypersons of the community

E. BUSINESS AND FINANCE

The Superintendent:
1. Keeps informed on needs of the school program - plant facilities, equipment and supplies
2. Supervises operations, insisting on competent and efficient performance
3. Manages the business and fiscal affairs effectively, maintaining adequate controls and accounting
4. Evaluates financial needs and makes recommendations for adequate financing

(continued on page 2)
F. PERSONAL QUALITIES
The Superintendent:
1. Maintains high standards of ethics, honesty, integrity and grooming in all personal and professional matters
2. Earns respect and standing among colleagues by attending conferences, visiting other districts, meeting with other superintendents, reading current educational materials and working on professional committee
3. Devotes time and energy effectively to the position
4. Possesses the health necessary to meet the responsibilities of the position
5. Demonstrates ability to work well with individuals and groups by exercising good judgement and utilizing the democratic process

G. SUPERINTENDENT'S PERFORMANCE AT THIS TIME IS (Check one)
Satisfactory ☐ Needs Improvement ☐ Unsatisfactory ☐

H. COMPLETION OF SELF-EVALUATION  Yes ☐ No ☐

I. EVALUATORS' NARRATIVE COMMENTS: (Supplementary sheet may be attached if necessary.)

SCHOOL BOARD PRESIDENT'S SIGNATURE: ___________________________ DATE __________

J. EVALUATEE'S (Attached sheet, if necessary.)

EVALUATEE'S SIGNATURE: ___________________________ DATE __________
My signature indicates that I have read the results of the evaluation, but does not indicate agreement or disagreement with the results.
EAST BATON ROUGE PARISH SCHOOL SYSTEM
NOTIFICATION OF INTENSIVE ASSISTANCE PROGRAM

Employee __________________________ Location __________________________
Position __________________________ Social Security# ______________________
Years in Position 0-3  4+ ______

Please be informed that you are being placed in the Intensive Assistance Program for failure to satisfactorily meet the East Baton Rouge Parish standards of performance that are outlined on your job description:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

It should be noted that the implications of this action may have a bearing on the status of your employment.

Please meet with me on __________________________ at __________________________ to discuss your Intensive Assistance Program Plan.

____________________________________  __________________________  __________________________
Evaluator’s Signature  Position  Date

____________________________________  __________________________
Evaluatee’s Signature  Date
EAST BATON ROUGE PARISH SCHOOL SYSTEM  
INTENSIVE ASSISTANCE PROGRAM  

Evaluator  
Position  
Social Security Number  
Evaluator  
Position  
Assistance Level:  
Level 1  
Level 2  
Level 3  
Beginning Date:  
Completion Date:  

I. 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:  
To:  
Consequences for non-improvement:  

Evaluator’s Signature  
Date  
Evaluator’s Signature  
Date  

My signature does not mean that I agree or disagree with statements included herein.  
Attach white copy (initial conference) to back of evaluation with at least four (4) observations.  
Date of Follow-up Conference  
Improvement  
Non-improvement  
Evaluator’s Comments:  

Evaluator’s Recommendations:  

Evaluator’s Signature  
Date  
Evaluator’s Signature  
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 (initial conference)  
Green copy - to Human Resources (final conference)  
Yellow copy - Evaluator’s file  
Pink copy - Evaluator’s (final conference)  
Goldmark copy - Evaluator (initial conference)  
99/6/19