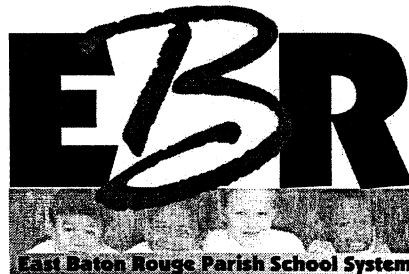


***A Plan to Improve
Facilities/Technology,
Discipline
and Compensation
in the
East Baton Rouge Parish
School System
(the “Plan”)***



East Baton Rouge Parish School Board

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Adopted August 13, 1998

(As Revised through January 9, 2003)

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.

EAST BATON ROUGE PARISH SCHOOL SYSTEM
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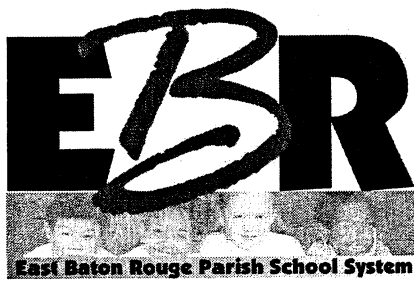
East Baton Rouge Parish School System

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Introduction



Introduction

The document and appendices that follow constitute a bond with our community. We have spent hundreds of hours with members of this community developing not just the over-riding principles which govern this document, but hours with community groups, leaders of organizations and individual citizens, first building the plan and then refining each of the component parts of the plan. We are proud of what follows, because we believe that it builds upon and continues a movement begun over five years ago -- a movement based on a simple yet compelling idea that this community deserves a vibrant public school system. This community deserves a school system that is accountable for its service to children and their families and a system accountable to the community for the stewardship of its resources. We believe that we are on our way to being that system.

We believe that becoming a vibrant public school system means many things to many people. We believe that all in this community believe that at its core, the system must provide a rigorous academic curriculum for all of its children. Young people must leave this system with the skills to compete in any marketplace, whether here in Baton Rouge or across this nation. They must be able to compete within a global economy using the technologies of today and those not yet imagined in tomorrow's arenas. And, we must provide these services to your children and families within safe and caring environments today.

Thanks to you, the public, we have made significant progress in meeting these challenges in serving your families and this community. We have done what we promised during the first five years of our commitment to the community -- we have replaced roofs -- window and central air conditioning systems -- we have installed more energy efficient heating and lighting systems and we have corrected code violations and made up for years of neglected maintenance needs. We have added millions of dollars in technology, opening windows to the world for our students and teachers. Leveraging federal funds, we have nearly met our goal of having one networked computer for every five children in the system. These efforts and others have allowed us to improve both teacher and student performance as we strive to meet our state mandated performance goals. We have done all of this on time and within the budget constraints of a pay-as-you-go plan. Each project is a matter of public record, and we have been proud to open both our books and facilities to the public for its inspection. We believe that we have earned the community's trust for our stewardship of the one cent sales tax. We are now ready to move forward on the work planned for the second five years. We will, of course, need the community's continued support for this next generation of projects. While the first years of the plan were designed to stabilize the system, this plan is designed not only to protect the community's investment, but to take the community further, creating schools that all children deserve, and can point to with pride.

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

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

It is critical to point out here that while this tax plan supports the reconstruction and renovation in areas where schools are projected to be either closed or "re-purposed", the need to close facilities is real and to a large extent, independent of the continuation of the current tax plan. In order to be fiscally responsible and meet the challenges of the twenty-first century, this system will have to significantly reduce the number of facilities in operation given overall student population. In the business vernacular, this school system must "right-size" itself by allowing operational dollars to flow from supporting underutilized facilities to serving students.

Propositions Two and Three are continuations of this system's efforts to improve the classroom experience for this community's children and young people. Proposition Two removes disruptive children from regular classrooms and provides alternative instructional approaches, and Proposition Three maintains this community's support for its teachers and support employees.

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

Intent of the Plan

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

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

Community Involvement

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

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

The Plan:

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

The components of the Plan are designed to be measurable, thus holding the School Board accountable for the results of the Plan and the prudent management of taxpayer dollars.

The Plan anticipates the closure of at least 13 or more facilities, including administrative sites, over the life of the plan. The specifics of the closures have not been outlined in the Plan because the actual closures will be based on demographics as well as issues related to maintenance and structural issues which will be evaluated each year and could be modified. Tremendous community input has been received and is inherent in the development of the Plan. The School Board and staff respect the concerns of the community and strive to continue to remain fiscally responsible in its decisions.

Demographics

The East Baton Rouge Parish School System is comprised of nearly 52,000 students; 73% are black and 27% are non-black. Approximately 68% participate in free or reduced-priced lunches. Data from the 1999-2000 school year indicate that the dropout rate was nearly 13% for high school students. Also, for the 2000-2001 school year, the attendance rate was 96% for elementary students, 93% for middle school students, and 91.4% for high school students.

Accountability Plan for Curriculum and Instruction

Introduction

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

Recently passed federal legislation, *No Child Left Behind Act*, will impact the future direction of the state and district accountability plan. Changes have not been fully determined at this time; however, the state and district will comply with all of the regulations as specified by federal and state law.

LOUISIANA ACCOUNTABILITY PLAN

- ***Educational Goals***

Louisiana's 10 and 20 Year Education Goals		
	10-Year Goal	20-Year Goal
LEAP 21	Average Score of BASIC	Average Score of Mastery
Iowa Tests	Average Score at 55 th Percentile	Average Score at 75 th Percentile
Attendance		
(K-8)	95%	98%
(9-12)	93%	96%
Dropout Rate		
(7-8)	4%	2%
(9-12)	8%	4%

LOUISIANA ACCOUNTABILITY PLAN

- *Rigorous State Testing*

LEAP 21 Achievement Levels	
ADVANCED:	Superior Performance
MASTERY:	Competency over challenging subject matter
BASIC:	Mastery of fundamental knowledge and skills
APPROACHING BASIC:	Partially demonstrates fundamental knowledge and skills
UNSATISFACTORY:	Does not demonstrate fundamental knowledge and skills

- *Performance Scores*

SCHOOL PERFORMANCE SCORE INDICATORS AND WEIGHT	
LEAP 21:	60%
IOWA TESTS:	30%
ATTENDANCE:	10% (K-6) 5% (7-12)
DROPOUT RATE:	5% (7-12)

Performance Standards for Teachers and Students

A foundation for educational improvement in the East Baton Rouge Parish Public School System was the establishment of performance standards for students and staff and the continuous monitoring of outcomes related to the standards. In 1999, the state of Louisiana implemented an accountability plan that set ten-year goals for public schools. These goals were based on four indicators: a) performance levels on the LEAP 21 or GEE 21 criterion-referenced tests at grades 4, 8, 10, and 11, b) percentile ranks on the Iowa Tests norm-referenced tests at grades 3, 5, 6, 7, and 9, c) student attendance, and d) student drop-out rates. The State Accountability Plan states that all public schools will:

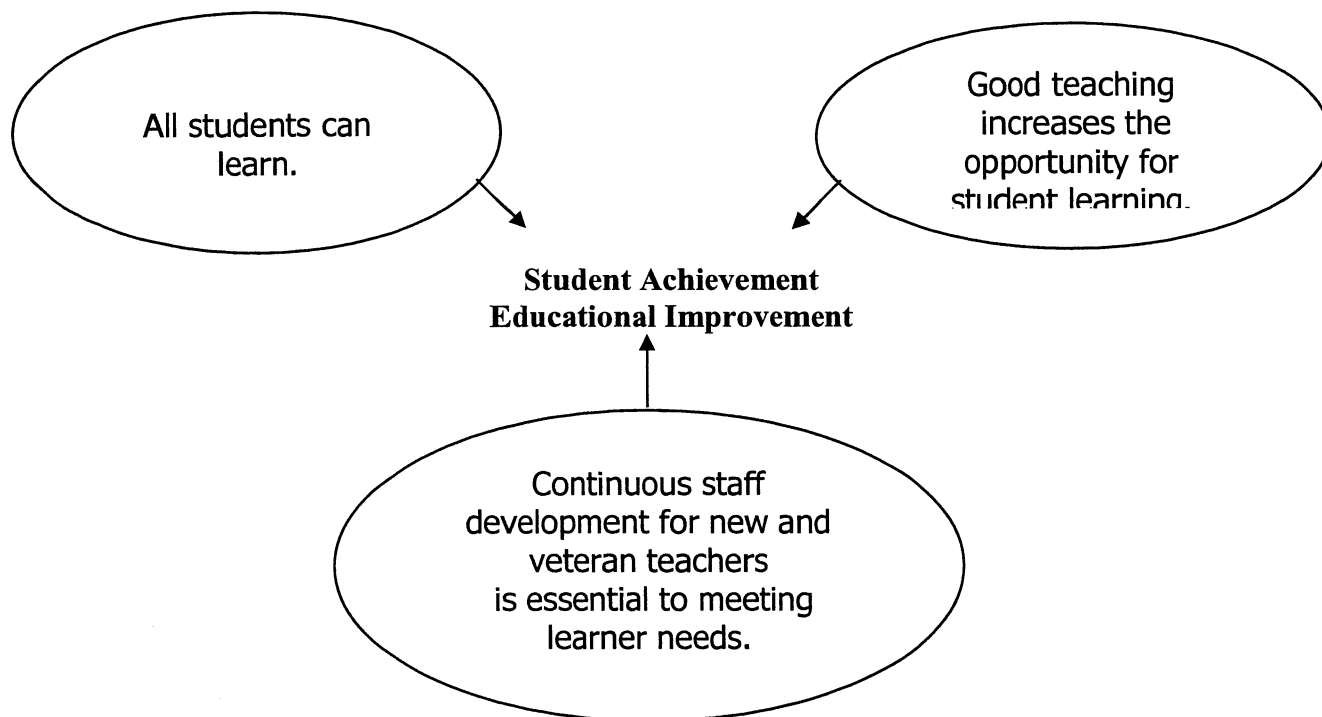
- Have an average student score of BASIC on the CRT (LEAP or GEE 21);
- Have an average score at the 55th percentile on the NRT (Iowa Tests);
- Have an average attendance of 95% at K-8 and 93% at 9-12; and
- Have an average drop-out rate of 4% at 7-8 and 8% at 9-12.

The new federal legislation, *No Child Left Behind Act*, has implications for the state accountability plan. As those implications become clearer, with respect to changes required by the East Baton Rouge Parish School System's Teacher and Student Performance Standard, the system will embrace those changes which improve our efforts on behalf of this community's young people.

Performance Standards for Staff

The focus of the East Baton Rouge Parish School Board's accountability plan is on student achievement and educational improvement.

Philosophically, the beliefs are:



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

Teachers are expected to:

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

* East Baton Rouge Parish Personnel Accountability Plan (Revised June 2000). See Exhibit B. This plan is required by the Louisiana Department of Education and conforms to the specifications of Bulletin 1525, Louisiana Department of Education: Guidelines for Personnel Evaluation.

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

Principals and other professional employees are expected to:

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

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

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

All employees are expected to accord dignity and respect to:

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

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

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

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

- Students;
- Families; and
- Community



Financial Overview



Tax Plan Financial Overview -- Five-Year Projected Sales Tax Revenue

(04-10 Proposed Assumptions @ 1.0 % Annual Growth)

Fiscal Year:	04-05 Projected 1st Year @ .94	05-06 Projected 2nd Year	06-07 Projected 3rd Year	07-08 Projected 4th Year	08-09 Projected 5th Year	09-10 Projected 6th Year @ .06	Total Projected
04-10 Projected Revenue Base @ 1.0%							
1.0c Sales Tax @ 1.0% growth 04-10	\$ 53,285,000	\$ 57,285,000	\$ 57,870,000	\$ 58,457,000	\$ 59,050,000	\$ 3,550,000	\$ 289,497,000
Total All Revenue Propositions	\$ 53,285,000	\$ 57,285,000	\$ 57,870,000	\$ 58,457,000	\$ 59,050,000	\$ 3,550,000	\$ 289,497,000

Proposition 1 @ .51c							
.51c Sales Tax @1.0% growth 04-09	\$ 26,100,000	\$ 29,250,000	\$ 29,550,000	\$ 29,850,000	\$ 30,150,000	\$ 2,950,000	\$ 147,850,000
Total Proposition 1	\$ 26,100,000	\$ 29,250,000	\$ 29,550,000	\$ 29,850,000	\$ 30,150,000	\$ 2,950,000	\$ 147,850,000
Proposition 2 @ .08c							
.08c Sales Tax @ 1.0% growth 04-09	\$ 3,960,000	\$ 4,575,000	\$ 4,625,000	\$ 4,675,000	\$ 4,725,000	\$ 600,000	\$ 23,160,000
Total Proposition 2	\$ 3,960,000	\$ 4,575,000	\$ 4,625,000	\$ 4,675,000	\$ 4,725,000	\$ 600,000	\$ 23,160,000
Proposition 3 @ .41c							
.41c Sales Tax @1.0% growth 04-09	\$ 23,225,000	\$ 23,460,000	\$ 23,695,000	\$ 23,932,000	\$ 24,175,000	\$ -	\$ 118,487,000
Total Proposition 3	\$ 23,225,000	\$ 23,460,000	\$ 23,695,000	\$ 23,932,000	\$ 24,175,000	\$ -	\$ 118,487,000

Note: Reflects the Baker/Zachary School District exit effective 7/1/03



East Baton Rouge Parish School System

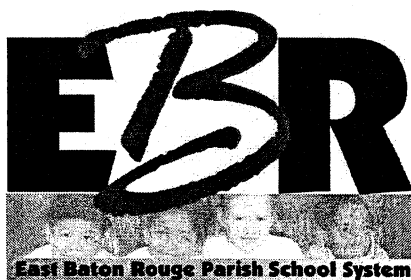
Tax Plan Financial Overview -- Five-Year Projected Sales Tax Expenditures

(04-10 Proposed Assumptions @ 1.0 % Annual Growth)

Fiscal Year:	04-05 Projected 1st Year @ .94	05-06 Projected 2nd Year	06-07 Projected 3rd Year	07-08 Projected 4th Year	08-09 Projected 5th Year	09-10 Projected 6th Year @ .06	Total Projected
Proposition 1							
New Schools/Renov & Improv/Classrooms/Mgmt	\$ 23,635,054	\$ 26,822,697	\$ 27,064,896	\$ 27,302,758	\$ 27,901,731	\$ 3,572,864	\$ 136,300,000
Technology	2,288,178	2,297,037	2,306,034	2,315,156	2,324,411		11,530,816
Subtotal	\$ 25,923,232	\$ 29,119,734	\$ 29,370,930	\$ 29,617,914	\$ 30,226,142	\$ 3,572,864	\$ 147,830,816
Proposition 2							
General Expenditures	\$ 48,701	\$ 48,928	\$ 49,157	\$ 49,386	\$ 49,617		\$ 245,789
Elementary Schools	1,858,064	1,918,722	1,982,652	2,050,114	2,121,403		9,930,955
Middle and High Schools	1,124,421	1,157,361	1,188,104	1,220,428	1,254,465		5,944,779
School for Over-Age Students	1,650,327	1,651,508	1,692,380	1,737,358	1,783,481		8,515,054
Truancy	313,260	321,889	330,882	340,263	350,062		1,656,356
Subtotal	\$ 4,994,773	\$ 5,098,408	\$ 5,243,175	\$ 5,397,549	\$ 5,559,028		\$ 26,292,933
Proposition 3							
Recruit/Retain Employee	\$ 24,042,079	\$ 24,520,027	\$ 25,008,725	\$ 25,508,424	\$ 26,019,363		\$ 125,098,618
Total Expenditures All Propositions	\$ 54,960,084	\$ 58,738,169	\$ 59,622,830	\$ 60,523,887	\$ 61,804,533	\$ 3,572,864	\$ 299,222,367
* Fund Balance	8,794,932	7,341,763	5,588,933	3,522,046	767,513	744,649	\$ 10,470,019

Note: Reflects the Baker/Zachary School District exit effective 7/1/03

* Represents balances brought forward from each Proposition in the original Tax Plan (99-04) and will continue to support expenditures through 04-10.



Accountability



Accountability

Accountability

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

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

The Plan

The provisions of the Plan, or any portion of this Plan, pursuant to each proposition for which taxes are collected, 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, before any possible modification can be considered, the School Board shall at least ten (10) days prior to considering any possible modification:

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

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

Oversight Committee

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

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

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

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

The functions of the Oversight Committee shall continue as follows:

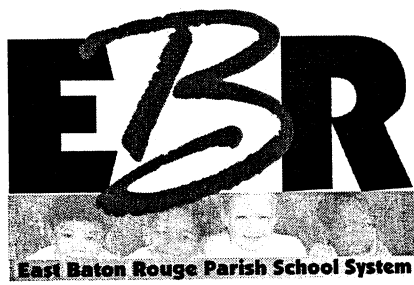
- 1) To review the semi-annual reports prepared by the School Board which are referred to above and to make any responses to such reports as the Oversight Committee deems appropriate;
- 2) To prepare its own reports whenever, and to the extent that, it deems necessary; and
- 3) To prepare, if it deems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

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

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

The members of the Oversight Committee shall serve without compensation.

Proposition No. 1

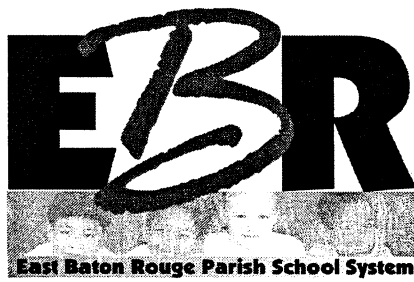


EAST BATON ROUGE PARISH
EDUCATIONAL FACILITIES IMPROVEMENT DISTRICT

PROPOSITION NO. 1

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 CONTINUE TO BE LEVIED FOR AN ADDITIONAL 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. 33:2740.37 and other constitutional and statutory authority, be authorized to continue to levy and collect a tax of not to exceed fifty-one hundredths of one percent (0.51%) (the "Tax") upon the sale of retail, the use, the lease or rental, the consumption, the storage for use or consumption of tangible personal property and on sales of services in the District, all as defined in La. R.S. 47:301 through 47:318, for a period ending five (5) years from the Tax's new effective date, except that the sale at retail, use, consumption, distribution, and storage for use or consumption of food and prescription drugs shall be exempted from the Tax, with Tax proceeds (after paying costs of collection and administration) to be dedicated for the purposes listed above; provided that the District may only levy so much of the Tax to fund portions of the Plan not requiring approval of the federal court or for which approval has been received?



Proposition 1

Facilities/Technology

for

New School

Construction

Benefits to Students, Parents and Teachers:

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

Benefits to Taxpayers:

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

Considering the physical conditions of McKinley Middle, Central Middle and Winbourne Elementary, it is recommended that the current facilities be replaced. Continuing to make minor repairs, the cost to address ADA compliance impacts and the educational unsuitability render these facilities inefficient and inept for long term operation. Due to the current overcrowded schools and projected population growth in the southeast part of the parish, a new middle school and a new elementary school are planned for construction in this area. New elementary schools will be constructed in the midtown / inner city area and on the Old Capitol Middle School site.

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

Action Item

Construction of Seven (7) New Schools

Closing 13 District Operated Facilities

Funding

Proposed Tax Continuance

Budget Process

Facilities/Technology for School Renovations and Improvements

Benefits to Students, Parents and Teachers:

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

Benefits to Taxpayers:

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

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

Major Renovations

Renovations consist of a combination of classroom improvements, ADA corrective measures, gymnasium, auditorium, library & administrative area renovations, athletic improvements, cooling of unconditioned spaces and moisture proofing. Specifically;

Scotlandville High School:

Classroom improvements and repairs and renovations to the library, gymnasium, auditorium and administrative areas will be performed. Elevators will be installed to provide ADA accessibility throughout the academic buildings. Additional cooling will be provided to the gymnasium, auditorium and cafeteria. The athletic complex will be improved with the installation of a lighted football / soccer field, running track and a 1,500 seat stadium.

McKinley High School:

Classroom improvements and repairs and renovations to the main entrance and administrative area will be made. Ramps and elevators to provide ADA accessibility throughout the academic buildings and at the main entrance will be installed.

Baton Rouge Magnet High:

Classroom, gymnasium and athletic complex will receive general improvements and extensive moisture proofing will be performed throughout the facility.

Scotlandville Middle School:

Scotlandville Middle School will be converted to an elementary school and will receive classroom improvements, repairs and renovations to the gymnasium, library, cafeteria, and administrative areas resulting in a facility which meets the current educational specifications for an elementary school.

Central High School:

As part of the construction of the new Central Middle School, the existing high school athletic fields, which are currently located on the middle school site, will be relocated to the high school. The existing high school will receive a lighted football / soccer field, running track, 1,500 seat stadium and concession / restroom facility.

Classroom Renovations and Additions

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

Facility Renovations & Improvements

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

HVAC Maintenance Services

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

Action Item

Funding

Major Renovations

Proposed Tax Continuance

Classroom Renovations & Additions

Proposed Tax Continuance

Facility Renovations & Improvements

Proposed Tax Continuance &
General Fund

Maintenance Services

Proposed Tax Continuance &
General Fund



Facilities/Technology for Technology

Benefits to Students, Parents, and Staff:

- Provide for the addition and replacement of computer workstations for student and staff use;
- Provide for the maintenance, replacement, and upgrading of electronic components of the district's wide-area network; and
- Continue and enhance school-based technology support services to all schools in the district.

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

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

1. Purchase modern computer workstations to both replace obsolete equipment and to provide additional computer access to students. At current academic pricing, the plan will provide for the purchase and integration of 950 computer workstations annually or 4,750 units over the five-year period at a cost of \$4,987,500.00.
2. Purchase upgraded core routers for each school and administrative site to replace obsolete equipment and to provide network operational redundancy. At current pricing, the plan will provide for the purchase of 19 routers annually or 95 units over the five-year period at a cost of \$817,000.00.
3. Purchase upgraded network switches for each school and administrative site to replace obsolete equipment, to provide additional network connectivity for additional computer workstations, and to provide network operational redundancy. At current pricing, the plan will provide for the purchase of 275 switches annually or 1,375 units over the five-year period at a cost of \$2,062,500.00.

4. Purchase uninterruptible power supply units for each school and administrative site to provide battery backup and electrical surge protection for the core router, core switch, and other primary network electronics. At current pricing, the plan will provide for the purchase of 19 UPS units annually or 95 units over the five-year period at a cost of \$80,750.00.
5. Provide continued funding for the salaries and benefits of 19 network specialists to maintain and support the operation of the district's wide area computer network at a cost of \$3,583,065.36 over the five-year period.

Action Item

Funding

Computer Workstations

Proposed Tax Continuance/Other Sources

Core Routers

Proposed Tax Continuance

Network Switches

Proposed Tax Continuance

Uninterruptible Power Supply Units

Proposed Tax Continuance

19 Network Specialists

Proposed Tax Continuance

Technology Funding Schedule

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Plan Totals
Technology Infrastructure	\$1,589,550	\$1,589,550	\$1,589,550	\$1,589,550	\$1,589,550	\$7,947,750
Network Specialists Personnel	Maintain 19	Maintain 19	Maintain 19	Maintain 19	Maintain 19	Maintain 19
	\$698,627	\$707,486	\$716,484	\$725,605	\$734,860	\$3,583,065
Plan Totals	\$2,288,177	\$2,297,036	\$2,306,034	\$2,315,155	\$2,324,410	\$11,530,815

PROPOSITION 1

Facilities / Technology Summary

Fiscal Year	2004 - 2005 1st Year	2005 - 2006 2nd Year	2006 - 2007 3rd Year	2007 - 2008 4th Year	2008 - 2009 5th Year	2009 - 2010 6th Year	Total Tax Plan Budget	EBRPSS Budget *
Facilities								
New School Construction								
New School Construction Subtotal	\$ 12,468,029	\$ 19,797,096	\$ 14,023,687	\$ 16,265,075	\$ 12,966,238	\$ -	\$ 75,520,125	
School Renovations & Improvements								
Major Renovations & Additions								
Major Renovations	5,690,712	1,422,678	4,062,226	1,887,494	3,487,752	-	16,550,862	
Classroom Renovations & Additions	-	-	761,992	931,698	520,813	1,342,054	3,556,557	
Renovations								
Facility Renovations & Improvements	594,623	594,623	2,978,491	2,978,491	5,946,228	1,800,000	14,892,456	3,000,000
HVAC								
Maintenance Services	1,810,000	1,810,000	1,810,000	1,810,000	1,810,000	-	9,050,000	3,000,000
School Renovations & Imprv Subtotal	\$ 8,095,335	\$ 3,827,301	\$ 9,612,709	\$ 7,607,683	\$ 11,764,793	\$ 3,142,054	\$ 44,049,875	\$ 6,000,000
New Sch Const/Sch Renv & Impr Subtotal	\$ 20,563,364	\$ 23,624,397	\$ 23,636,396	\$ 23,872,758	\$ 24,731,031	\$ 3,142,054	\$ 119,570,000	\$ 6,000,000
Management								
Management Fees (Approx. 4%):	877,690	913,800	979,500	980,000	905,900	123,110	4,780,000	
Contingency (Approx. 10%):	2,194,000	2,284,500	2,449,000	2,450,000	2,264,800	307,700	11,950,000	
Total - Facilities	23,635,054	26,822,697	27,064,896	27,302,758	27,901,731	3,572,864	136,300,000	
Technology								
Infrastructure	1,589,550	1,589,550	1,589,550	1,589,550	1,589,550		7,947,750	
Network Specialists	698,628	707,487	716,484	725,606	734,861		3,583,066	
Total - Technology	2,288,178	2,297,037	2,306,034	2,315,156	2,324,411	-	11,530,816	
Grand Total Facilities/Technology	\$ 25,923,232	\$ 29,119,734	\$ 29,370,930	\$ 29,617,914	\$ 30,226,142	\$ 3,572,864	\$ 147,830,816	\$ 6,000,000

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

PROPOSITION 1

New School Construction

Fiscal Year	2004-2005 1st Year	2005-2006 2nd Year	2006-2007 3rd Year	2007-2008 4th Year	2008-2009 5th Year	2009-2010 6th Year	Total
Plan Components:							
New Middle (Southeast Area)	\$ 5,394,575	\$ 8,091,863					\$ 13,486,438
(Includes land)							
New McKinley Middle	7,073,454	6,462,983					13,536,437
(Includes demolition)							
New Elementary (Old Capitol Site)		2,891,875	5,370,625				8,262,500
(Demolition in 1998 Tax Plan)							
New Elementary (Winbourne Site)		361,375	4,697,875	2,168,250			7,227,500
(Includes demolition)							
New Central Middle		900,000	3,955,187	7,910,375	3,955,188		16,720,750
(Includes Athletic Complex @ Central High)							
New Elementary (Mid City / Downtown Site)		435,600		2,942,550	4,284,950		7,663,100
(Includes land and demolition)							
New Elementary (Southeast Area)		653,400		3,243,900	4,726,100		8,623,400
(Includes land)							
Total New School Construction Subtotal	\$ 12,468,029	\$ 19,797,096	\$ 14,023,687	\$ 16,265,075	\$ 12,966,238	\$ -	\$ 75,520,125

PROPOSITION 1

Major Renovations & Improvements

Fiscal Year	2004-2005 1st Year	2005-2006 2nd Year	2006-2007 3rd Year	2007-2008 4th Year	2008-2009 5th Year	2009-2010 6th Year	Total
Plan Components:							
Major Renovations							
Scotlandville High	\$ 5,690,712	\$ 1,422,678	\$ -	\$ -	\$ -		\$ 7,113,390
Baton Rouge High	-	-	2,679,681	669,920	-		3,349,601
Scotlandville Middle	-	-	1,382,545	345,636	-		1,728,181
McKinley High	-	-	-	871,938	3,487,752		4,359,690
Major Renovations Subtotal	5,690,712	1,422,678	4,062,226	1,887,494	3,487,752	-	16,550,862
Classroom Renovations & Additions Subtotal	-	-	761,992	931,698	520,813	1,342,054	3,556,557
Major Renovations & Improvements Subtotal	\$ 5,690,712	\$ 1,422,678	\$ 4,824,218	\$ 2,819,192	\$ 4,008,565	\$ 1,342,054	\$ 20,107,419

PROPOSITION 1

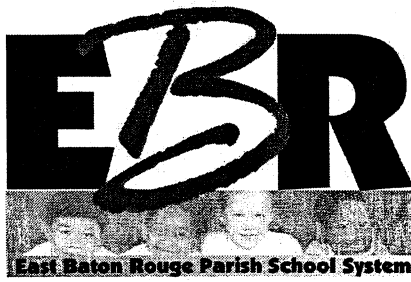
Facility Renovations & Improvements

Fiscal Year	2004-2005 1st Year	2005-2006 2nd Year	2006-2007 3rd Year	2007-2008 4th Year	2008-2009 5th Year	2009-2010 6th Year	Total
Plan Components:							
Facility Renovations & Improvements	\$ 1,194,623	\$ 1,194,623	\$ 3,578,491	\$ 3,578,491	\$ 6,546,228	\$ 1,800,000	\$ 17,892,456
Facility Renovations & Improvements Subtotal	\$ 1,194,623	\$ 1,194,623	\$ 3,578,491	\$ 3,578,491	\$ 6,546,228	\$ 1,800,000	\$ 17,892,456

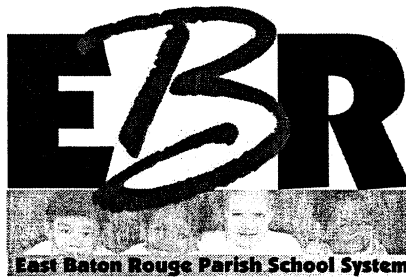
PROPOSITION 1

HVAC - Maintenance Services

Fiscal Year	2004-2005 1st Year	2005-2006 2nd Year	2006-2007 3rd Year	2007-2008 4th Year	2008-2009 5th Year	Total
Plan Components:						
HVAC Maintenance Services *	\$ 2,410,000	\$ 2,410,000	\$ 2,410,000	\$ 2,410,000	\$ 2,410,000	\$ 12,050,000
HVAC - Maintenance Subtotal	\$ 2,410,000	\$ 2,410,000	\$ 2,410,000	\$ 2,410,000	\$ 2,410,000	\$ 12,050,000



Proposition No. 2



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 CONTINUE TO BE LEVIED FOR AN ADDITIONAL 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. 33:2740.37 and other constitutional and statutory authority, be authorized to continue to levy and collect a tax of not to exceed eight hundredths of one percent (0.08%) (the "Tax") 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 La. R.S. 47:301 through 47:318, for a period ending five (5) years from the Tax's new effective date, except that the sale at retail, use, consumption, distribution, and storage for use or consumption of food and prescription drugs shall be exempted from the Tax, with Tax proceeds (after paying costs of collection and administration) to be dedicated for the purposes listed above; provided that the District may only levy so much of the Tax to fund portions of the Plan not requiring approval of the federal court or for which such approval has been received?



Proposition 2

DISCIPLINE ALTERNATIVE EDUCATION TRUANCY

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

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

Elementary Schools:

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

Middle and High Schools:

- Continue with an alternative school for 160 students in grades 5 – 8 that are two or more years older than their peers;
- Continue to provide additional space for student discipline centers; and
- Continue to provide additional resources to existing alternative education sites that promote behavioral changes in students.

Truancy:

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

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



DISCIPLINE/ALTERNATIVE EDUCATION/TRUANCY for Elementary Schools

Benefits to Students, Families and Teachers:

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

In an effort to provide consistency in all elementary schools with programs focusing on appropriate student behavior, a character education program will continue to be implemented at all sites through the elementary guidance program and continued staff development is ongoing. Cost for training the counselors as well as purchasing necessary support materials is generated through the system's General Fund Budget and partnership with the private sector in concert with the mayor's community initiative.

In order to provide for zero tolerance in the classroom with immediate removal of students whose disruptive behavior is preventing the classroom teacher from teaching and other students from learning, **Time Out Rooms (TOR)** will continue to be implemented on all 56 elementary campuses. These Time Out Rooms will be used for emergency removal of disruptive student in grades K-5.

Because 27 elementary schools currently have Parent Liaisons that act as Time Out Room Moderators, funding will be continued for an additional **29 Time Out Room Moderators**. The role of the Moderator is to make immediate contact with parents (families), arrange conferences where written agreements are completed between parents and teachers and coordinate student reentry into the classroom. Counseling in respect to appropriate behavior will continue to be provided and classroom academic assignments will be maintained.

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

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

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

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

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

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

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

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

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

<u>Action Item</u>	<u>Funding</u>
Character Education Program	Existing
56 Time Out Rooms	Existing
29 Time Out Room Moderators	Proposed Tax Continuance
27 Parent Liaisons/Time Out Room Moderators	Existing
Elementary Discipline Center	Existing
Elementary Discipline Center Staff (2 Teachers, 2 Instructional Aides, 1 Psychology)	Proposed Tax Continuance
11 Transition Class Instructors	Proposed Tax Continuance
11 Academic Acceleration Instructors	Proposed Tax Continuance
Staff Training	Existing

PROPOSITION 2
Discipline/Alternative Education/Tuancy Plan

ELEMENTARY SCHOOLS

Elementary Schools	No.	Fiscal Year					Total
		2003-2004 1st Year	2004-2005 2nd Year	2005-2006 3rd Year	2006-2007 4th Year	2007-2008 5th Year	
Plan Components:							
Time Out Room Moderators	29	\$ 355,995	\$ 364,005	\$ 372,195	\$ 380,569	\$ 389,132	\$ 1,861,896
1 Additional Elementary Discipline Center							
Teachers	2	74,231	75,901	77,609	79,355	81,141	388,237
Instructional Aides	2	24,988	25,550	26,125	26,712	27,314	130,689
Psychology	1	32,411	33,140	33,886	34,648	35,428	169,513
Transition/Academic Acceleration Instructors	22	741,400	758,081	775,138	792,579	810,412	3,877,610
Benefits		570,307	601,897	636,100	673,167	713,371	3,194,842
Transportation		58,732	60,148	61,599	63,084	64,605	308,168
Grand Total - Elementary Schools	56	\$ 1,858,064	\$ 1,918,722	\$ 1,982,652	\$ 2,050,114	\$ 2,121,403	\$ 9,930,955

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 grade 5 – 8.

A **Dean of Students** and/or a **Time Out Room Moderator** will continue to be provided to every Middle and High School. Based on the number of schools who presently have a Dean of Students and a Time Out Room Moderator, 11 positions will be 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.

Three (3) additional Discipline Centers will continue to be leased and furnished in strategic locations to make them accessible to students parish wide. These centers will continue to be staffed with **three Teachers and three Instructional Aides or six retired teachers**. All students attending a discipline center will receive counseling at the center as well as develop a contract to include academic, attendance and behavioral expectations. A report of the student's progress will be sent to the home school, via the student's return to their home school.

MOI (Materials of Instruction) funds will be provided to Discipline Centers. An **Intake Clerk** will continue to coordinate center assignments, and an **I-Care Counselor** will continue to conduct conflict resolution and anger management sessions. Presently, the Principal of Valley Park Alternative School supervises the Discipline Centers.

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

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

The majority of expelled students are assigned to Valley Park Alternative School. This school serves students in grades 6-12. **Four (4) additional teachers will continue to be assigned to Valley Park Alternative School** for the following purposes:

1. A GED component will continue at Valley Park to give students and their parents another choice in determining the appropriate type of education for that student;
2. Service Learning Projects will continue to be offered with the list of potential course offerings to replace elective courses, when appropriate. Career preparation will continue to be offered at Valley Park, via partnerships with business/industry and the Gateway Workforce Development partnership;
3. A second Counselor will continue on the Valley Park staff to increase one-on-one counseling sessions with students to improve and manage behavior; and
4. An additional Teacher will continue to serve Valley Park students for the specific purpose of offering Exit Exam remediation in the areas of Math, Science, English and Social Studies.

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

<u>Action Item</u>	<u>Funding</u>
11 Time Out Room Moderators/Dean of Students	Proposed Tax Continuance
Violence Response Team/Violence Response Plan	No Cost
Emergency Phone Number	Existing

Action Item Continued:

3 Discipline Centers

3 Teachers/3 Instructional Aides or 6 Retired Teachers

Materials of Instruction/Supplies/Furniture

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

Facility Lease

4 Teachers for Valley Park Alternative School

Staff Training

Funding

Proposed Tax Continuance

Proposed Tax Continuance

Proposed Tax Continuance

Proposed Tax Continuance

Proposed Tax Continuance

Proposed Tax Continuance

Existing

PROPOSITION 2
Discipline/Alternative Education/Truancy Plan

MIDDLE and HIGH SCHOOLS

Middle and High Schools	No.	Fiscal Year					Total
		2003-2004 1st Year	2004-2005 2nd Year	2005-2006 3rd Year	2006-2007 4th Year	2007-2008 5th Year	
Plan Components:							
Discipline Center Intake Clerk	1	\$ 14,846	\$ 15,180	\$ 15,522	\$ 15,871	\$ 16,228	\$ 77,647
Discipline Center Coordinator	1	45,166	46,182	47,221	48,284	49,370	236,223
TOR Moderators or Dean of Students	11	433,885	443,648	453,630	463,836	474,273	2,269,272
I-Care Counselor	1	40,252	41,158	42,084	43,031	43,999	210,524
Certified Instructors & Aides	6	135,039	135,309	135,579	135,850	136,122	677,899
Furniture/Materials of Instruction		3,000	3,000	3,000	3,000	3,000	15,000
3 Discipline Centers Lease		52,568	56,235	56,235	56,235	56,235	277,508
Additional Staff Positions @ Valley Park	4	147,102	150,413	153,797	157,257	160,796	769,365
Benefits		236,957	250,318	264,799	280,503	297,550	1,330,127
Utilities		15,606	15,918	16,237	16,561	16,892	81,214
Grand Total - Middle & High Schools	24	\$ 1,124,421	1,157,361	\$ 1,188,104	\$ 1,220,428	\$ 1,254,465	\$ 5,944,779

DISCIPLINE/ALTERNATIVE EDUCATION/TRUANCY for 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 2000-2002 school years in the East Baton Rouge Parish Middle Schools revealed that there were over 800 students in grades 6-8 who were two or more grade levels behind. To continue addressing the needs of these over-age students, we must continue to support the operation of two alternative schools for over-age students and implement a new program at an existing middle school site.

The new program, Staring PM Academy, will consist of four regular teachers and one lead teacher and will be funded with the tax renewal. Unlike traditional school, Staring PM Academy will operate on a p.m. schedule, beginning at 12:30 p.m. and ending at 6:30 p.m., Monday through Friday. Although this program will exist at a current middle school site, it would not be a part of the curriculum framework of that school. Students attending this program will be physically dropped from the sending schools. Prescott Middle and Glen Oaks Middle Schools are two possible sites. Like the existing White Hills and Staring Education Center, the Staring PM Academy over-age program will primarily be established to address the needs of middle school students (grades 5-8) who are seriously challenged and at risk of dropping out of school and who are one or more grade levels behind and have failed LEAP 21 at least once. Staring PM Academy will service eighty students. Students in lower grades will be considered on a case-by-case basis.

The plan will continue to maintain Staring Education Center at its existing capacity limits of 200 students. The original plan provided two teachers at White Hills. Because the student to teacher ratio at White Hills has been considerably low, not requiring these funds as intended, the allocation will be used to support Staring PM Academy. The aforementioned programs will be adequately funded under current financial constraints afforded by the original tax plan. The teacher-pupil ratio at each site will be 15:1 for grade 5 and 20:1 for grades 6-8. Transportation and food service for the current sites as well as Staring PM Academy will continue. Transportation to Staring P.M. Alternative School will be the responsibility of the participant's families. However, public transportation passes will be given to students who desire to use Capital Transportation Corporation.

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

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

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

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

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

Action Item

Staring PM Academy School (5 Teachers)

Staring Education Center

1 Principal, 1 Guidance Counselor,
1 Dean of Student, 1 School Secretary,
1 Social Worker,
1 Librarian, 18 Teachers

Materials of Instruction

Technology

Extended Year

Facility Lease (Staring Education Center)

Staff Training

Funding

Proposed Tax Continuance

Proposed Tax Continuance

Proposed Tax Continuance

Proposed Tax Continuance

Proposed Tax Continuance

Proposed Tax Continuance

Existing

PROPOSITION 2
Discipline/Alternative Education/Tuancy Plan

OVER-AGE STUDENTS
(Grades 5-8)

Over-age Students (Grades 5-8)	No.	Fiscal Year					Total
		2003-2004 1st Year	2004-2005 2nd Year	2005-2006 3rd Year	2006-2007 4th Year	2007-2008 5th Year	
Plan Components:							
Principal	1	\$ 63,065	\$ 64,484	\$ 65,935	\$ 67,418	\$ 68,935	\$ 329,837
Dean of Students	1	33,665	34,423	35,197	35,989	36,799	176,073
Secretary	1	29,504	30,168	30,847	31,541	32,251	154,311
Guidance Counselor	1	43,598	44,579	45,582	46,607	47,656	228,022
Librarian	1	32,625	33,359	34,110	34,877	35,662	170,633
Social Worker	1	29,922	30,596	31,284	31,988	32,708	156,498
Teachers	18	585,484	598,657	612,127	625,900	639,982	3,062,150
Starting PM Academy (New)	5	175,000	178,938	182,964	187,080	191,290	915,272
Starting PM Academy Transportation		20,000	20,000	20,000	20,000	20,000	100,000
Benefits		331,004	348,214	365,756	386,882	408,614	1,840,470
Extended Year Personnel		25,000	25,000	25,000	25,000	25,000	125,000
Contract Services		5,000	5,000	5,000	5,000	5,000	25,000
Printing & Postage		500	500	500	500	500	2,500
Technology		62,500	12,500	12,500	12,500	12,500	112,500
Materials and Supplies		12,500	12,500	12,500	12,500	12,500	62,500
Textbooks		2,500	2,500	2,500	2,500	2,500	12,500
Travel In Parish		1,200	1,200	1,200	1,200	1,200	6,000
Furniture		1,500	1,500	1,500	1,500	1,500	7,500
Building Lease		159,831	170,982	170,982	170,982	170,982	843,759
Rental of Equipment		6,500	6,500	6,500	6,500	6,500	32,500
Utilities Expenses		23,929	24,408	24,896	25,394	25,902	124,529
Miscellaneous Expenses		3,500	3,500	3,500	3,500	3,500	17,500
Repairs & Maintenance		2,000	2,000	2,000	2,000	2,000	10,000
Grand Total - Over-age Students	29	\$ 1,650,327	\$ 1,651,508	\$ 1,692,380	\$ 1,737,358	\$ 1,783,481	\$ 8,515,054

DISCIPLINE/ALTERNATIVE EDUCATION/TRUANCY for TRUANCY

Benefits to Students, Parents and Teachers:

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

Benefits to Taxpayers:

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

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

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

Action Item

Funding

3 Child Welfare and Attendance Officers

Proposed Tax Continuance

Truancy Center Staff Members
(1 Teacher, 1 Clerk, 1 Law Enforcement Officer)

Proposed Tax Continuance

Materials/Supplies/Equipment

Proposed Tax Continuance

In-Parish Travel

Proposed Tax Continuance

PROPOSITION 2
Discipline/Alternative Education/Truancy Plan

TRUANCY

Truancy	No.	Fiscal Year					Total
		2003-2004 1st Year	2004-2005 2nd Year	2005-2006 3rd Year	2006-2007 4th Year	2007-2008 5th Year	
Plan Components:							
Child Welfare & Attendance Officers	3	\$ 175,959	\$ 179,918	\$ 183,966	\$ 188,105	\$ 192,338	920,286
Truancy Center Staffing							
Teachers	1	29,065	29,719	30,388	31,071	31,771	152,014
Clerk	1	16,519	16,891	17,271	17,659	18,057	86,397
Law Enforcement Officer	1	10,455	10,690	10,931	11,177	11,428	54,681
In Parish Travel		250	250	250	250	250	1,250
Materials and Supplies/Equipment		3,000	3,000	3,000	3,000	3,000	15,000
Benefits		78,012	81,421	85,076	89,001	93,218	426,728
Grand Total - Truancy	6	\$ 313,260	\$ 321,889	\$ 330,882	\$ 340,263	\$ 350,062	\$ 1,656,356

Proposition No. 3



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 CONTINUE TO BE LEVIED FOR AN ADDITIONAL 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. 33:2740.37 and other constitutional and statutory authority, be authorized to continue to levy and collect a tax of not to exceed forty-one hundredths of one percent (0.41%) (the "Tax") 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 La. R.S. 47:301 through 47:318, for a period ending five (5) years from the Tax's new effective date, except that the sale at retail, use, consumption, distribution, and storage for use or consumption of food and prescription drugs shall be exempted from the Tax, with Tax proceeds (after paying costs of collection and administration) to be dedicated for the 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;
- Improved ability to recruit and retain highly qualified support employees; and
- Improved ability to reward performance that meets and/or exceeds standards.

Benefits to Taxpayer:

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

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

To 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 52,000 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 continued compensation component is designed to provide the first step in achieving the aims stated by bringing the salary and wage schedules closer to parity within our regional marketplace. It also provides the School Board with benchmarks necessary for future decisions related to performance-based pay (a system for ensuring that individuals receive compensation commensurate with their contributions to the school system) and for ensuring that the compensation structure remains internally consistent and externally competitive.

Four elements are included as a part of the original compensation component which is being proposed to be continued:

- 1) **Teacher salaries** are compressed to a 20 year schedule; retention incentives of \$1,000 are provided for teachers who are eligible for full certification, and at experience Step 21; includes 9, 10, 11 and 12-month teachers, guidance counselors, librarians, social workers, therapists and specialists, and provides improved consistency across educational degrees and experience Steps. The average cost is \$18,166,046 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 average cost is \$2,449,056 annually.
- 3) **Principal and Assistant Principal salary schedules** are compressed to 20 years; salary differentiation among elementary, middle and high schools based on size is eliminated; the assistant principal's work year is increased from 10 months to 11 months to provide the time needed to support the academic and disciplinary programs of the schools. The average cost is \$952,429 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 average cost is \$652,193 annually.

Action Item

Funding

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

PROPOSITION 3

COMPENSATION

Instruction	Fiscal Year					Total
	2004-2005 1st Year	2005-2006 2nd Year	2006-2007 3rd Year	2007-2008 4th Year	2008-2009 5th Year	
Teachers	\$ 14,614,687	\$ 14,943,517	\$ 15,279,746	\$ 15,623,541	\$ 15,975,070	\$ 76,436,561
Teacher Aides	268,936	274,987	281,174	287,501	293,970	1,406,568
Therapists/Specialists	788,718	806,465	824,610	843,164	862,135	4,125,092
Social Workers	205,019	209,631	214,348	219,171	224,102	1,072,271
Nurses	84,419	86,319	88,261	90,247	92,277	441,523
Librarians	578,876	591,901	605,218	618,836	632,760	3,027,591
Guidance Counselors	1,095,040	1,119,679	1,144,871	1,170,631	1,196,970	5,727,191
School Clerks	17,692	20,867	24,611	29,028	34,237	126,435
One Time Supplement	2,326,961	2,327,319	2,327,732	2,328,208	2,328,757	11,638,977
Total Instruction	\$ 19,980,348	\$ 20,380,685	\$ 20,790,571	\$ 21,210,327	\$ 21,640,278	\$ 104,002,209

School Adminstration	Fiscal Year				Total
	2004-2005 1st Year	2005-2006 2nd Year	2006-2007 3rd Year	2007-2008 4th Year	
Principals	\$ 410,037	\$ 419,263	\$ 428,696	\$ 438,342	\$ 448,205
Assistant Principals	500,486	511,747	523,262	535,035	547,073
School Secretaries	108,539	110,981	113,478	116,032	118,642
One Time Supplement	134,326	134,326	134,326	134,326	134,326
Total School Administration	\$ 1,153,388	\$ 1,176,317	\$ 1,199,762	\$ 1,223,735	\$ 1,248,246
					\$ 6,001,448

PROPOSITION 3

COMPENSATION

Transportation	Fiscal Year					Total
	2004-2005 1st Year	2005-2006 2nd Year	2006-2007 3rd Year	2007-2008 4th Year	2008-2009 5th Year	
Bus Drivers	\$ 581,288	\$ 594,367	\$ 607,740	\$ 621,414	\$ 635,396	\$ 3,040,205
Bus Attendants/Aides	42,210	43,159	44,131	45,123	46,139	220,762
One Time Supplement	82,186	82,186	82,186	82,186	82,186	410,930
Total Transportation	\$ 705,684	\$ 719,712	\$ 734,057	\$ 748,723	\$ 763,721	\$ 3,671,897

Other Staff	Fiscal Year					Total
	2004-2005 1st Year	2005-2006 2nd Year	2006-2007 3rd Year	2007-2008 4th Year	2008-2009 5th Year	
Management	\$ 482,336	\$ 493,189	\$ 504,286	\$ 515,632	\$ 527,234	\$ 2,522,677
Degreed Professional	121,950	124,694	127,499	130,368	133,301	637,812
Clerical	54,451	52,899	50,814	48,095	44,621	250,880
Other Staff	168,115	171,898	175,766	179,720	183,764	879,263
Maintenance	447,543	457,613	467,909	478,437	489,202	2,340,704
Janitors/Custodians	671,737	686,851	702,305	718,107	734,265	3,513,265
One Time Supplement	256,527	256,169	255,756	255,280	254,731	1,278,463
Total Other Staff	\$ 2,202,659	\$ 2,243,313	\$ 2,284,335	\$ 2,325,639	\$ 2,367,118	\$ 11,423,064

PROPOSITION 3

COMPENSATION

Expenditures by Category

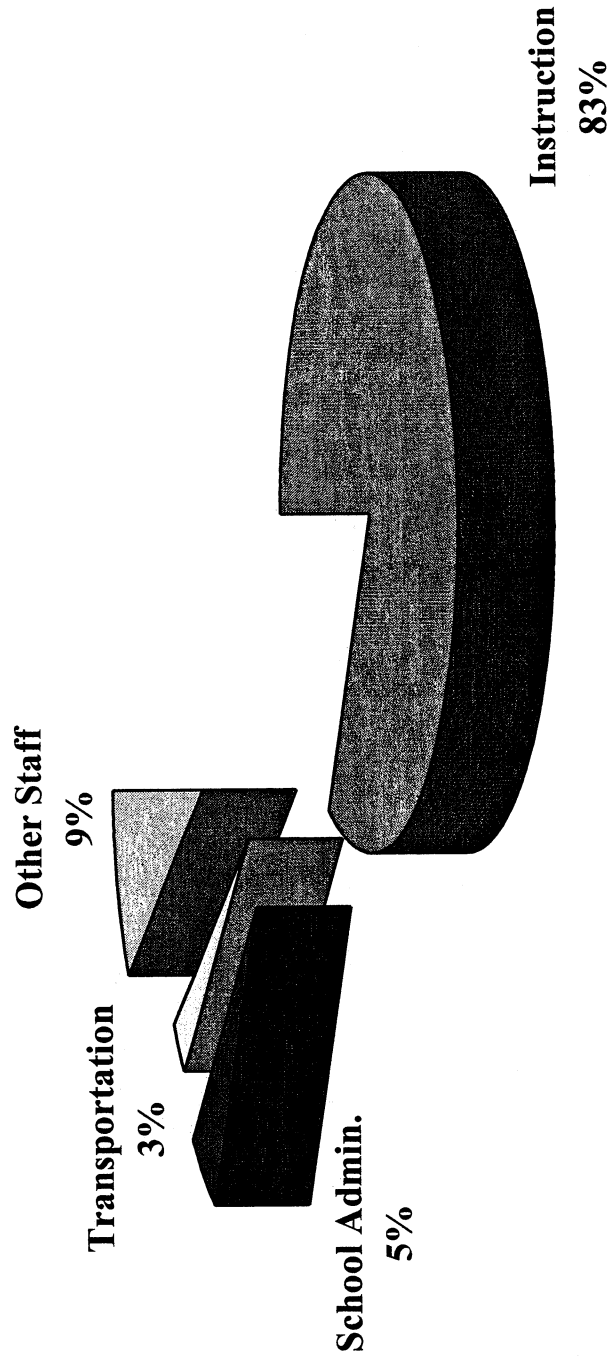
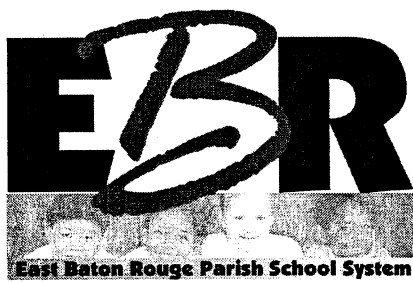




Exhibit A



**East Baton Rouge Parish School System
Iowa Tests Scores 2000-2002**

	Spring 2000	Spring 2001	Spring 2002
Grade 3	42	44	43
Grade 5	42	51	46
Grade 6	39	40	45
Grade 7	41	42	41
Grade 9	44	49	47



Spring 2000 Criterion-Referenced Test District/State Achievement Level Report English Language Arts and Mathematics

Statewide Achievement Level Results	English Language Arts						Mathematics					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%		#	%	Total	#	%		#	%	Total
Grade 4												
Advanced	995	2		7	0	1002	878	2		6	0	884
Proficient	8023	16		90	2	8113	5559	11		73	1	5632
Basic	21507	42		724	14	22231	20195	39		789	15	20984
Approaching Basic	12753	25		1247	24	14000	12011	23		976	19	12987
Unsatisfactory	8103	16		3057	60	11160	12719	25		3275	64	15994
TOTAL	51381			5125		56506	51362			5119		56481
Grade 8												
Advanced	609	1		6	0	615	1361	3		9	0	1370
Proficient	7464	15		50	1	7514	2559	5		16	0	2575
Basic	20282	42		501	10	20783	20217	42		511	11	20728
Approaching Basic	15935	33		1726	36	17661	10758	22		724	15	11482
Unsatisfactory	4418	9		2526	53	6944	13744	28		3534	74	17278
TOTAL	48708			4809		53517	48639			4794		53433

District Achievement Level Results	English Language Arts						Mathematics					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%		#	%	Total	#	%		#	%	Total
017 EAST BATON ROUGE PARISH												
Grade 4												
Advanced	82	2		0	0	82	68	2		0	0	68
Proficient	554	16		2	1	556	378	11		3	1	381
Basic	1397	40		26	9	1423	1317	37		29	10	1346
Approaching Basic	947	27		66	22	1013	823	23		52	17	875
Unsatisfactory	544	15		206	69	750	936	27		216	72	1152
TOTAL	3524			300		3824	3522			300		3822
017 EAST BATON ROUGE PARISH												
Grade 8												
Advanced	58	2		0	0	58	106	3		1	0	107
Proficient	503	14		4	1	507	140	4		0	0	140
Basic	1318	37		8	2	1326	1144	32		12	4	1156
Approaching Basic	1281	36		105	32	1386	828	23		35	11	863
Unsatisfactory	397	11		208	64	605	1335	38		275	85	1610
TOTAL	3557			325		3882	3553			323		3876

Note: The percent of students across achievement levels may not add up to 100% due to rounding.

07/09/00



Spring 2000 Criterion-Referenced Test District/State Achievement Level Report Science and Social Studies

Statewide Achievement Level Results	Science				Social Studies			
	Regular Education		Special Education		Regular Education		Special Education	
	#	%	#	%	#	%	#	%
Grade 4								
Advanced	632	1	6	0	492	1	3	0
Proficient	6004	12	153	3	5578	11	124	2
Basic	21066	41	1270	25	22534	44	1245	24
Approaching Basic	15238	30	1762	34	11671	23	1323	26
Unsatisfactory	8414	16	1920	38	11064	22	2408	47
Total	31574		3114		31139		3103	
Grade 8								
Advanced	305	1	4	0	289	1	4	0
Proficient	7652	16	115	2	5316	11	44	1
Basic	15699	32	586	12	21094	43	726	15
Approaching Basic	13659	28	1115	23	11615	24	1015	21
Unsatisfactory	11312	23	2965	62	10280	21	2983	63
Total	48927		4733		48394		4772	

District Achievement Level Results	Science				Social Studies			
	Regular Education		Special Education		Regular Education		Special Education	
	#	%	#	%	#	%	#	%
017 EAST BATON ROUGE PARISH								
Grade 4								
Advanced	51	1	1	0	48	1	0	0
Proficient	350	10	1	0	370	11	2	1
Basic	1282	36	50	17	1457	41	55	18
Approaching Basic	1143	32	100	33	818	23	61	20
Unsatisfactory	692	20	149	50	822	23	182	61
Total	3518		301		3913		300	
017 EAST BATON ROUGE PARISH								
Grade 8								
Advanced	20	1	0	0	20	1	0	0
Proficient	508	14	4	1	369	10	2	1
Basic	941	26	18	6	1351	38	26	8
Approaching Basic	1065	30	64	20	899	25	67	21
Unsatisfactory	1024	29	235	73	919	26	226	70
Total	3558		321		3538		321	

Note: The percent of students across achievement levels may not add up to 100% due to rounding.

Spring 2001 Criterion-Referenced Test District/State Achievement Level Report English Language Arts and Mathematics


GEE 21
 Graduation Exit Examination
 for the 21st Century

State Achievement Level Results	English Language Arts						Mathematics					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4												
Advanced	661	1	11	0	672	1	1040	2	8	0	1048	2
Proficient	8832	16	120	2	8952	14	6659	12	97	2	6756	11
Basic	26482	47	1062	17	27544	44	24322	43	1180	19	25502	41
Approaching Basic	13460	24	1611	26	15071	24	13204	23	1412	23	14616	23
Unsatisfactory	6867	12	3372	55	10239	16	11056	20	3469	56	14525	23
Total	56302		6176		62478		56281		6166		62447	
Grade 8												
Advanced	320	1	6	0	326	1	1367	3	24	0	1391	2
Proficient	7073	14	75	1	7148	13	2380	4	20	0	2400	4
Basic	19428	40	461	8	19889	37	22562	42	707	13	23269	40
Approaching Basic	16814	34	1892	35	18706	34	12701	24	1029	18	13730	23
Unsatisfactory	5250	11	3035	55	8285	15	14126	27	3817	68	17943	31
Total	48885		5469		54354		53136		5597		58733	
Grade 10												
Advanced	344	1	1	0	345	1	2056	5	13	0	2069	5
Proficient	5536	13	26	1	5562	12	6122	14	31	1	6153	13
Basic	19394	46	233	7	19627	43	14736	35	269	8	15005	33
Approaching Basic	10020	24	487	14	10507	23	6550	15	254	8	6804	15
Unsatisfactory	7269	17	2647	78	9916	22	13039	31	2810	83	15849	35
Total	42563		3394		45957		42503		3377		45880	

District Achievement Level Results	English Language Arts						Mathematics					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%	#	%	#	%	#	%	#	%	#	%
017 EAST BATON ROUGE PARISH												
Grade 4												
Advanced	49	1	0	0	49	1	93	2	0	0	93	2
Proficient	572	15	5	1	577	13	429	11	4	1	433	10
Basic	1740	44	60	15	1800	42	1567	40	58	14	1625	38
Approaching Basic	1039	27	96	24	1135	26	980	25	81	20	1061	25
Unsatisfactory	513	13	241	60	754	17	841	22	259	64	1100	26
Total	3913		402		4315		3910		402		4312	
Grade 8												
Advanced	41	1	0	0	41	1	105	3	1	0	106	2
Proficient	401	12	1	0	402	10	108	3	0	0	108	2
Basic	1243	36	15	4	1258	33	1284	33	10	3	1294	30
Approaching Basic	1399	40	94	26	1493	39	1123	28	36	9	1159	27
Unsatisfactory	392	11	254	70	646	17	1323	34	348	88	1671	39
Total	3476		364		3840		3943		395		4338	
Grade 10												
Advanced	48	2	0	0	48	1	181	6	3	1	184	5
Proficient	509	16	9	4	518	15	474	15	6	3	480	14
Basic	1355	43	17	8	1372	41	944	30	12	6	956	28
Approaching Basic	727	23	33	16	760	23	451	14	8	4	459	14
Unsatisfactory	527	17	150	72	677	20	1115	35	178	86	1293	38
Total	3166		209		3375		3165		207		3372	

Note: The percent of students across achievement levels may not add up to 100% due to rounding.

State Achievement Level Results	Science						Social Studies					
	Regular Education		Special Education		Total		Regular Education		Special Education		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4												
Advanced	1186	2	19	0	1205	2	716	1	8	0	724	1
Proficient	6875	12	238	4	7113	11	6283	11	151	2	6434	10
Basic	21947	39	1544	25	23491	38	25802	46	1659	27	27461	44
Approaching Basic	18845	33	2307	37	21152	34	12995	23	1647	27	14642	23
Unsatisfactory	7431	13	2056	33	9487	15	10502	19	2696	44	13198	21
Total	56284		6164		62448		56298		6161		62459	
Grade 8												
Advanced	373	1	8	0	381	1	466	1	9	0	475	1
Proficient	7094	15	126	2	7220	14	6157	13	102	2	6259	12
Basic	17733	37	751	14	18484	35	20584	44	822	16	21406	41
Approaching Basic	12930	27	1345	26	14275	27	11351	24	1218	23	12569	24
Unsatisfactory	9172	19	2983	57	12155	23	8726	18	3052	59	11778	22
Total	47302		5213		52515		47284		5203		52487	
Grade 10 - Not Required to Test												
Advanced												
Proficient												
Basic												
Approaching Basic												
Unsatisfactory												
Total												

District Achievement Level Results	Science						Social Studies					
	Regular Education		Special Education		Total		Regular Education		Special Education		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
017 EAST BATON ROUGE PARISH												
Grade 4												
Advanced	72	2	1	0	73	2	59	2	0	0	59	1
Proficient	384	10	10	2	394	9	365	9	6	1	371	9
Basic	1228	31	63	16	1291	30	1672	43	92	23	1764	41
Approaching Basic	1523	39	158	39	1681	39	973	25	98	24	1071	25
Unsatisfactory	699	18	173	43	872	20	838	21	207	51	1045	24
Total	3906		405		4311		3907		403		4310	
017 EAST BATON ROUGE PARISH												
Grade 8												
Advanced	9	0	0	0	9	0	51	1	0	0	51	1
Proficient	360	11	4	1	364	10	408	12	1	0	409	11
Basic	1125	33	15	5	1140	30	1336	39	31	9	1367	37
Approaching Basic	1111	33	58	18	1169	31	910	27	64	20	974	26
Unsatisfactory	811	24	250	76	1061	28	711	21	231	71	942	25
Total	3416		327		3743		3416		327		3743	
017 EAST BATON ROUGE PARISH												
Grade 10 - Not Required to Test												
Advanced												
Proficient												
Basic												
Approaching Basic												
Unsatisfactory												
Total												

Note: The percent of students across achievement levels may not add up to 100% due to rounding.

Spring 2002 Criterion-Referenced Test District/State Achievement Level Report English Language Arts and Mathematics


GEE 21
 Graduation Exit Examination
 for the 21st Century

State Achievement Level Results	English Language Arts						Mathematics					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%		#	%	Total	#	%		#	%	Total
Grade 4												
Advanced	1865	3		27	0	1892	1272	2		21	0	1293
Proficient	9273	17		171	3	9444	6159	11		133	2	6292
Basic	22231	41		1009	17	23240	22110	40		1109	19	23219
Approaching Basic	15482	28		2007	34	17489	13601	25		1332	23	14933
Unsatisfactory	5951	11		2639	45	8590	11652	21		3251	56	14903
Total	48002			5893		53895	54792			5846		60640
Grade 8												
Advanced	885	2		3	0	888	771	2		7	0	778
Proficient	8103	17		83	1	8186	1813	4		17	0	1830
Basic	16209	34		452	8	16661	20472	40		571	10	21043
Approaching Basic	18473	39		2312	41	20785	14791	29		1283	22	16074
Unsatisfactory	4183	9		2782	49	6965	13342	26		4007	68	17349
Total	47853			5632		53485	51189			5885		57074
GEE 21												
Advanced	644	1		5	0	649	3049	6		17	0	3066
Proficient	6412	15		44	1	6456	5556	12		62	1	5618
Basic	18248	42		333	7	18581	15587	33		364	7	15951
Approaching Basic	10665	24		629	13	11294	7892	17		392	8	8284
Unsatisfactory	7820	18		3855	79	11675	15724	33		4154	83	19879
Total	43789			4876		48665	47808			4989		52798

District Achievement Level Results	English Language Arts						Mathematics					
	Regular Education			Special Education			Regular Education			Special Education		
	#	%		#	%	Total	#	%		#	%	Total
017 EAST BATON ROUGE PARISH												
Grade 4												
Advanced	137	3		0	0	137	94	2		1	0	95
Proficient	620	15		5	2	625	421	10		3	1	424
Basic	1567	39		38	13	1605	1589	39		36	12	1625
Approaching Basic	1281	32		89	30	1370	1005	25		53	18	1058
Unsatisfactory	420	10		165	56	585	916	23		200	68	1116
Total	4024			297		4322	4025			293		4318
017 EAST BATON ROUGE PARISH												
Grade 8												
Advanced	86	3		0	0	86	50	1		0	0	50
Proficient	519	15		2	1	521	108	3		0	0	108
Basic	1012	30		18	5	1030	1165	30		16	4	1181
Approaching Basic	1482	44		121	35	1603	1222	32		90	22	1312
Unsatisfactory	257	8		205	59	462	1300	34		310	75	1610
Total	3346			346		3692	3645			416		4061
017 EAST BATON ROUGE PARISH												
GEE 21												
Advanced	78	3		1	0	79	263	7		0	0	263
Proficient	538	17		1	0	539	354	10		3	1	357
Basic	1236	40		24	9	1260	1057	30		16	5	1073
Approaching Basic	712	23		31	11	743	592	17		23	8	615
Unsatisfactory	542	17		218	79	760	1290	36		262	86	1552
Total	3106			334		3440	3296			302		3598



Spring 2002 Criterion-Referenced Test District/State Achievement Level Report Science and Social Studies



GEE 21
Graduation Exit Examination
for the 21st Century

State Achievement Level Results	Science						Social Studies					
	Regular Education		Special Education		Total		Regular Education		Special Education		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4												
Advanced	2042	4	57	1	2099	3	636	1	14	0	650	1
Proficient	6343	12	277	5	6620	11	4710	9	148	3	4858	8
Basic	23763	43	1743	30	25506	42	25886	47	1662	29	27548	45
Approaching Basic	15659	29	1976	34	17635	29	13512	25	1614	28	15126	25
Unsatisfactory	7018	13	1804	31	8822	15	10006	18	2389	41	12395	20
Total	54825		5857		60682		54750		5827		60577	
Grade 8												
Advanced	581	1	9	0	590	1	412	1	4	0	416	1
Proficient	7809	17	158	3	7967	15	4721	10	62	1	4783	9
Basic	16887	36	804	15	17691	34	21769	47	912	17	22681	44
Approaching Basic	13606	29	1570	30	15176	29	11413	24	1412	27	12825	25
Unsatisfactory	7895	17	2752	52	10647	20	8394	18	2849	54	11243	22
Total	46773		5293		52071		46709		5239		51948	
GEE 21												
Advanced	1047	3	8	0	1055	2	431	1	2	0	433	1
Proficient	5766	15	68	2	5834	14	3668	9	42	2	3710	9
Basic	13907	35	292	11	14199	34	17512	44	394	14	17906	42
Approaching Basic	8964	23	403	15	9367	22	8780	22	416	15	9196	22
Unsatisfactory	9838	25	1957	72	11795	28	9060	23	1868	69	10928	26
Total	39522		2728		42250		39451		2722		42173	

District Achievement Level Results	Science						Social Studies					
	Regular Education		Special Education		Total		Regular Education		Special Education		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
017 EAST BATON ROUGE PARISH												
Grade 4												
Advanced	101	3	2	1	103	2	46	1	0	0	46	1
Proficient	331	8	3	1	334	8	288	7	7	2	295	7
Basic	1606	40	51	17	1657	38	1804	45	54	18	1858	43
Approaching Basic	1411	35	96	33	1507	35	1094	27	72	25	1166	27
Unsatisfactory	576	14	142	48	718	17	789	20	160	55	949	22
Total	4025		294		4319		4021		293		4314	
017 EAST BATON ROUGE PARISH												
Grade 8												
Advanced	42	1	0	0	42	1	39	1	0	0	39	1
Proficient	378	11	2	1	380	10	254	8	2	1	256	7
Basic	1023	31	31	10	1054	29	1409	42	27	9	1436	39
Approaching Basic	1157	35	79	26	1236	34	905	27	78	25	983	27
Unsatisfactory	724	22	196	64	920	25	726	22	202	65	928	25
Total	3374		308		3682		3333		309		3642	
017 EAST BATON ROUGE PARISH												
GEE 21												
Advanced	88	3	0	0	88	3	50	2	0	0	50	2
Proficient	438	15	1	1	439	14	306	10	2	1	308	10
Basic	950	32	14	7	964	30	1287	43	19	10	1306	41
Approaching Basic	637	21	20	11	657	21	571	19	28	15	599	19
Unsatisfactory	877	29	152	81	1029	32	775	26	138	74	913	29
Total	2990		187		3177		2989		187		3176	

Note: The percent of students across achievement levels may not add up to 100% due to rounding.

2001 School Accountability Results - East Baton Rouge Parish

School-Level Table

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Schools		Growth							
A	School Name	C Baseline SPS (1999)	D Growth SPS (2001)	E Growth ^e	F Growth Target (2001)	G Growth Label (2001)	I Baseline SPS (2001)	K Growth Target (2003)	L Corrective Actions
Elementary/Middle Schools									
	Audubon Elementary School	82.8	84.4	1.6	5	Minimal Academic Growth	86.7	5	No
	Baker Heights Elementary School	57.9	65.5	7.6	8	Minimal Academic Growth	61.1	9.4	CA-I
	Baker Middle School	40.2	60.3	20.1	11.3	Exemplary Academic Growth	58.6	9.7	No
	Bakerfield Elementary School	86.1	106.6	20.5	5	Exemplary Academic Growth	100	5	No
	Banks Elementary School	35.5	58.3	22.8	12.1	Exemplary Academic Growth	44.4	13.3	No
	Baton Rouge Visual and Performing Arts Center	112.2	125.6	13.4	5	Exemplary Academic Growth	116.7	5	No
	Beechwood Elementary School	38.2	64.8	26.6	11.5	Exemplary Academic Growth	55.6	10.7	No
	Belfair Elementary School	53.1	67	13.9	8.7	Exemplary Academic Growth	60.4	9	No
	Bellingrath Hills Elementary School	117	117.5	0.5	5	No Label Assigned ^a	114.8	5	No
	Bernard Terrace Elementary School	75.7	94.5	18.8	5	Exemplary Academic Growth	89.5	5	No
	Broadmoor Elementary School	63.6	85.8	22.2	7.1	Exemplary Academic Growth	74.2	6.2	No
	Broadmoor Middle School	57.5	69.2	11.7	8.2	Recognized Academic Growth	71	6.8	No
	Brookstown Elementary School	61.9	71.1	9.2	7.4	Recognized Academic Growth	63.5	8.7	No
	Brownfields Elementary School	98.6	108.3	9.7	5	Recognized Academic Growth	102.7	5	No
	Buchanan Elementary School	89.4	87.4	(2.0)	5	No Growth	85.9	5	CA-I
	Capitol Middle School ^a	21.9	43.7	21.8	14.5	Exemplary Academic Growth	38.4	14.2	No
	Cedarcrest-Southmoor Elementary School	93.9	100.3	6.4	5	Recognized Academic Growth	95.9	5	No

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Schools		Growth								
A	School Name	C	D	E	F	G	I	K	L	
		Baseline SPS (1999)	Growth SPS (2001)	Growth ^c	Growth Target (2001)	Growth Label (2001)	Baseline SPS (2001)	Growth Target (2003)	Corrective Actions	
	Central Middle School	66.9	79.7	12.8	6.4	Exemplary Academic Growth	82.9	5	No	
	Children's Charter School						70.3	6.8	No	
	Claiborne Elementary School	49.4	61.9	12.5	10	Recognized Academic Growth	53.1	11.2	No	
	Community School For Apprenticeship Learning	29.9	43.4	13.5	12	Recognized Academic Growth	45	11.3	No	
	Crestworth Elementary School	52.8	61.5	8.7	9.2	Minimal Academic Growth	58.5	9.7	CA-I	
	Crestworth Middle School	27.2	46.1	18.9	13.6	Exemplary Academic Growth	42.1	13.3	No	
	Dalton Elementary School	42.1	61.3	19.2	11	Exemplary Academic Growth	53.6	10.7	No	
	Delmont Elementary School	34.5	45.1	10.6	12.4	Minimal Academic Growth	44.2	13.1	CA-I	
	Dufrocq Elementary School	43.5	75.5	32.0	10.9	Exemplary Academic Growth	69.2	7.1	No	
	Eden Park Elementary School	49.2	66.3	17.1	9.8	Exemplary Academic Growth	57	10	No	
	Forest Heights Elementary School	50.6	68.2	17.6	9.3	Exemplary Academic Growth	55	10.3	No	
	Glasgow Middle School	93	108.4	15.4	5	Exemplary Academic Growth	107.6	5	No	
	Glen Oaks Middle School	28.9	47.8	18.9	13.5	Exemplary Academic Growth	45.7	12.4	No	
	Glen Oaks Park Elementary School	100.4	103.4	3.0	5	No Label Assigned ^a	100.3	5	No	
	Greenbrier Elementary School	84.5	83.3	(1.2)	5	No Growth	82.9	5	CA-I	
	Greenville Elementary School	85	72.4	(12.6)	5	School in Decline	74.7	6	CA-I	
	Harding Elementary School	36.7	52.6	15.9	12.3	Recognized Academic Growth	46.5	12.7	No	
	Highland Elementary School	41.3	64.6	23.3	11.3	Exemplary Academic Growth	54	10.8	No	

2001 School Accountability Results - East Baton Rouge Parish

School-Level Table

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Schools		Growth							
A	School Name	C	D	E	F	G	I	K	L
		Baseline SPS (1999)	Growth SPS (2001)	Growth ^c	Growth Target (2001)	Growth Label (2001)	Baseline SPS (2001)	Growth Target (2003)	Corrective Actions
	Howell Park Elementary School	39.8	63.6	23.8	11.2	Exemplary Academic Growth	60.4	9.4	No
	Istrouma Middle Magnet School	69.1	74	4.9	6	Minimal Academic Growth	77.6	5.4	No
	J. K. Haynes Foundation						77.8	5.6	No
	Jefferson Terrace Elementary School	91	92.2	1.2	5	Minimal Academic Growth	89.5	5	No
	Kenilworth Middle School	50.5	53	2.5	9.5	Minimal Academic Growth	57	10	CA-I
	LaBelle Aire Elementary School	60.1	70.5	10.4	7.7	Recognized Academic Growth	63.8	8.3	No
	Lanier Elementary School	47.6	48.4	0.8	10.2	Minimal Academic Growth	47.3	12.4	CA-I
	LaSalle Elementary School	44.1	64.6	20.5	10.9	Exemplary Academic Growth	65.5	7.7	No
	Magnolia Woods Elementary School	55.6	64.9	9.3	8.3	Recognized Academic Growth	59.4	9.4	No
	Mayfair Elementary School	78	83.4	5.4	5	Recognized Academic Growth	76.4	5.7	No
	McKinley Middle Magnet School	70.9	60	(10.9)	5.6	School in Decline	66	7.9	CA-I
	Melrose Elementary School	61.5	79.4	17.9	7.2	Exemplary Academic Growth	70.4	6.9	No
	Merrydale Elementary School	45.6	66.2	20.6	10.4	Exemplary Academic Growth	56.1	10.5	No
	Mohican Center	53.3	50	(3.3)	8.7	No Growth	41.4	13.2	CA-I
	Nicholson Elementary School	66.3	74.6	8.3	6.5	Recognized Academic Growth	71.5	6.9	No
	North Highlands Elementary School	61.7	65.7	4.0	7.3	Minimal Academic Growth	57.9	10.1	CA-I
	Northeast Elementary School	70.9	87.1	16.2	5.6	Exemplary Academic Growth	79.7	5	No
	Northwestern Elementary School	92	98.4	6.4	5	Recognized Academic Growth	98.7	5	No

2001 School Accountability Results - East Baton Rouge Parish

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Schools		Growth							
A	School Name	C	D	E	F	G	I	K	L
		Baseline SPS (1999)	Growth SPS (2001)	Growth ^c	Growth Target (2001)	Growth Label (2001)	Baseline SPS (2001)	Growth Target (2003)	Corrective Actions
	Northwestern Middle School	77.5	85.8	8.3	5	Recognized Academic Growth	84.6	5	No
	Park Elementary School	62	72.1	10.1	7.2	Recognized Academic Growth	61.5	9.1	No
	Park Forest Elementary School	57.9	61.4	3.5	8.3	Minimal Academic Growth	59.9	9.5	CA-I
	Park Forest Middle School	44.7	60.4	15.7	10.5	Exemplary Academic Growth	55.5	10.2	No
	Park Ridge Elementary School	76.2	89.8	13.6	5	Exemplary Academic Growth	79.7	5	No
	Parkview Elementary School	87	104.5	17.5	5	Exemplary Academic Growth	101.2	5	No
	Polk Elementary School	36.5	69	32.5	12	Exemplary Academic Growth	52.6	11.2	No
	Prescott Middle School ^b	25.2	34.2	9.0	13.9	Minimal Academic Growth	29.5	16	CA-II
	Progress Elementary School ^b	68.7	84.5	15.8	6.1	Exemplary Academic Growth	72.9	6.3	No
	Riveroaks Elementary School	82.6	95.7	13.1	5	Exemplary Academic Growth	86.7	5	No
	Ryan Elementary School	48.7	78.8	30.1	9.9	Exemplary Academic Growth	64.5	8.7	No
	Scotlandville Middle School	27.9	39.4	11.5	13.5	Minimal Academic Growth	35.7	15.1	CA-I
	Sharon Hills Elementary School	71.2	84.6	13.4	5.5	Exemplary Academic Growth	72.3	6.6	No
	Shenandoah Elementary School	127.2	121.2	(6.0)	5	No Label Assigned ^d	119.5	5	No
	Sherwood Middle School	55.4	67.5	12.1	8.6	Recognized Academic Growth	68.5	7.4	No
	South Boulevard Extended Day School	89.9	91.8	1.9	5	Minimal Academic Growth	84.3	5	No
	Southeast Middle School	81.5	96.1	14.6	5	Exemplary Academic Growth	97.5	5	No
	Tanglewood Elementary School	84.1	91.2	7.1	5	Recognized Academic Growth	89.1	5	No

2001 School Accountability Results - East Baton Rouge Parish

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Schools		Growth								
A School Name	C Baseline SPS (1999)	D Growth SPS (2001)	E Growth ^c	F Growth Target (2001)	G Growth Label (2001)	I Baseline SPS (2001)	K Growth Target (2003)	L Corrective Actions		
Twin Oaks Elementary School	83.4	89.8	6.4	5	Recognized Academic Growth	86	5	No		
University Terrace Elementary School	73.7	81.7	8.0	5	Recognized Academic Growth	70.8	6.3	No		
Villa del Rey Elementary School	62.8	77	14.2	6.9	Exemplary Academic Growth	69.4	7	No		
Wedgewood Elementary School	102.8	104.6	1.8	5	No Label Assigned ^d	104.3	5	No		
Westdale Elementary School	55.8	69.2	13.4	8.1	Exemplary Academic Growth	69.6	7	No		
Westdale Middle School	71.9	85.1	13.2	5.3	Exemplary Academic Growth	83.7	5	No		
Westminster Elementary School	89.4	86.7	(2.7)	5	No Growth	89.5	5	No		
White Hills Preparatory Academy ^b	15.6	25.9	9.3	15.1	Minimal Academic Growth	25.4	17.1	CA-II		
Wildwood Elementary School	69.2	75	5.8	5.9	Minimal Academic Growth	69.6	7.1	CA-I		
Winbourne Elementary School	50.4	49.3	(1.1)	9.6	No Growth	49.2	12.1	CA-I		
Zachary Elementary School	90.6	101.7	11.1	5	Exemplary Academic Growth	100.1	5	No		
Combination Schools		Columns C through H are based on grades K-8						all grades		
Northeast High School	42	63.8	21.8	10.7	Exemplary Academic Growth	56.4	8.3	No		
High Schools		Columns C through H are not applicable to High Schools								
Baker High School						41.6	8.3	No		
Baton Rouge High School						153.1	5	No		
Belaire High School						53	6.5	No		

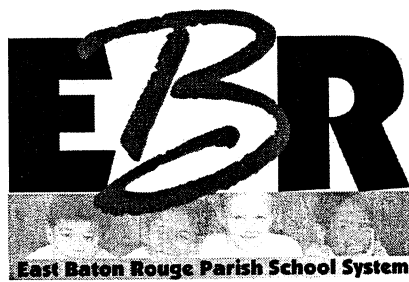
2001 School Accountability Results - East Baton Rouge Parish

School-Level Table

Schools		Growth								
A	School Name	C	D	E	F	G	I	K	L	
		Baseline SPS (1999)	Growth SPS (2001)	Growth ^e	Growth Target (2001)	Growth Label (2001)	Baseline SPS (2001)	Growth Target (2003)	Corrective Actions	
	Broadmoor Senior High School						66	5	No	
	Capitol Senior High School						26.5	10.3	CA-1	
	Central High School						94.5	5	No	
	Glen Oaks Senior High School						47.2	7.6	No	
	Istrouma Senior High School						32.9	9.7	No	
	McKinley Senior High School						82.4	5	No	
	Robert E. Lee High School						55.9	5.9	No	
	Scotlandville Magnet High School						54.2	6.5	No	
	Tara High School						64.1	5.2	No	
	Woodlawn High School						81.1	5	No	
	Zachary High School						88.2	5	No	



Exhibit B



Certificated and Professional

**Personnel
Accountability
Plan**

East Baton Rouge Parish School System

June 2000

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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 as needed and on an annual basis to assess 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 evaluatee and evaluator creates the appropriate climate for good teaching. The philosophy is supported by contemporary research that reflects the principles of administrative leadership.

All employees of the East Baton Rouge Parish 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 include fostering parental involvement, integrating the use of technology, developing student assessment practices, and employing school improvement practices that are consistent with contemporary research on effective classroom processes. 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. **Administrator** - any person whose employment requires professional certification issued under the rules of the board in the *Bulletin 746*, or who is employed in a professional capacity other than a teacher.
3. **Assessment** - the process by which the Louisiana Department of Education determines whether a new teacher who is seeking to retain or to acquire a regular teaching certificate can sufficiently demonstrate the Louisiana Components of Effective Teaching to qualify for the teaching credential being sought.
4. **Assistance Level** - denotes the number of times assistance has been prescribed.
5. **Certified School Personnel** - those persons whose positions require LDE certification.
6. **Criteria** - demonstrable levels of performance upon which a judgment or decision may be based.
7. **Days** - Working days.

8. **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.
9. **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.
10. **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.
11. **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.
12. **Evaluatee** - Regular full-time or part-time certified or classified employee who is evaluated.
13. **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.
14. **Evaluation Period** - the period of time during each school year during which the evaluation program will be conducted.
15. **Evaluator** - one who evaluates.
16. **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.
17. **Instructional Personnel** - those LEA personnel who provide classroom instruction (e.g., classroom teacher, special education teacher, special projects teacher).
18. **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.
19. **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.
20. **LEA** - local educational agency; parish school board; local school system.

21. **LEA Steering Committee** - a local school district committee representing instructional, certified and other professional personnel to review the current personnel evaluation program.
22. **LDE** - Louisiana Department of Education.
23. **Multi-opportunity** - more than one opportunity.
24. **New Teacher** - any full-time employee of a local board who is engaged to directly and regularly provide instruction to students in any elementary, secondary, or special education school setting, one who is not an administrator and who is employed for the first time in a public school in this state after August 1, 1994; and one who holds a regular teaching certificate which when issued was valid three years, or who is authorized under law or board regulation to teach temporarily while seeking a regular teaching certificate.
25. **Non-Instructional Certified and Other Professional School Personnel** - those LEA personnel who do not provide classroom instruction.
26. **Objective** - a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evidence of achievement.
27. **Observation** - the process of gathering facts, noting occurrences, and documenting evidence of performance.
28. **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.
29. **Performance Criteria** - general and specific standards by which personnel may be evaluated or on which judgments and decision making may be based.
30. **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.
31. **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.
32. **Program (6.7.)** is defined as a specified curriculum or type of supplementary instruction (examples: Title I, Reading Recovery, Speech Therapy, etc.).
33. **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
34. **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 (SBESE).
35. **School Board** - parish or city school board governing public elementary and secondary schools.
36. **School District** - the area of each parish or municipality under the jurisdiction of a local school board.

39. **Single Official Personnel File** - single personnel file maintained in the LEA central office. At minimum, the contents of single official personnel files must include: 1) documentation for the annual review or update of job descriptions and self-evaluations, 2) copies of completed observations and evaluations, and 3) completed professional growth plans or evidence to support the initiation and annual review of long term growth plans.
40. **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 enhanced repertoire of skills/concepts.
41. **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.
42. **Standard of Performance** - an authoritative or mutually established level of accomplishment.
43. **Teacher** - any full-time employee of a local board who is engaged to directly and regularly provide instruction to students in any elementary, secondary, or special education school setting including a librarian, an assessment teacher, a speech therapist, and a counselor, who is not an administrator, and who has successfully completed the Teacher Assistance and Assessment Program or who is not required to participate in the Teacher Assistance and Assessment Program.
44. **Triennially** - occurring every third years
45. **Transcript** - a written verbatim account taken from the audiotape of the testimony and any other written evidence presented in the hearing.
46. **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.

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 as evidenced through examples such as newsletters, brochures, newspaper articles, and meeting agendas.

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 all certificated and professional personnel is based on one or a combination of the following:

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

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

SECTION 6.1 EVALUATION CRITERIA

The evaluation criteria for all certified and other professional personnel are defined in their job descriptions. Ratings of Satisfactory (S), Needs Improvement (NI), and unsatisfactory (U) are assigned by the evaluator after referral to and careful study of multiple data sources, professional practices and behaviors which conforms to local and state requirement.

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 Standards for School Principals in Louisiana, 1998

See Appendix B

SECTION 6.1C NON-INSTRUCTIONAL CERTIFIED/OTHER PROFESSIONAL PERSONNEL

The evaluation instruments are reflective of the job descriptions, which contain the evaluation criteria. The job descriptions include a description of standards for satisfactory performance. The Standards for School Principals is the criteria for evaluation for all building-level administrators. The instruments include criteria for addressing the specific Professional Growth Plan.

SECTION 6.2. ACCOUNTABILITY RELATIONSHIPS:

EVALUATEE	INSTRUMENT	PRIMARY EVALUATOR
Superintendent	A	Board Members
Deputy Superintendent for Instruction	B	Superintendent
Deputy Superintendent for Operations and Budget Management	B	Superintendent
Public Information Officer	B	Superintendent
Staff Attorney	B	Superintendent
Internal Auditor	B	Superintendent
Director for Equal Opportunity	B	Superintendent
Assistant Superintendent of Human Resources	B	Superintendent
Assistant Supt. for Instructional Services Area I	B	Deputy Supt. for Instruction
Assistant Supt. for Instructional Services Area II	B	Deputy Supt. for Instruction
Assistant Supt. for Instructional Services Area III	B	Deputy Supt. for Instruction
Executive Director for Special Programs	B	Deputy Supt. for Instruction
Administrative Director for Technology Management	B	Deputy Supt. for Instruction
Director for Personnel Services	B	Assistant Supt. Human Resources
Director for Magnet Programs	B	Deputy Supt. for Instruction
Administrative Director of Academic Accountability	B	Deputy Supt. for Instruction
Director of ADAPP/I CARE	B	Deputy Supt. for Instruction
Director Transfers/Security	B	Deputy Supt. for Instruction
Director Child Welfare/Attendance	B	Deputy Supt. for Instruction
Director of Student Activities	B	Deputy Supt. for Instruction
Supervisor - J.R.O.T.C.	B	Deputy Supt. for Instruction
Director for Library Services/Instructional Technology	B	Deputy Supt. for Instruction
Specialists	D	Deputy Supt. For Instruction

Assistant Supt. Auxiliary Services	B	Deputy Superintendent for Operations and Budget Management
Budget Analyst	B	Deputy Superintendent for Operations and Budget Management
Director for Finance	B	Deputy Supt. for Operations and Budget Management
Graphic Arts Supervisor	B	Deputy Supt. for Operations & Budget Management
Director of Special Education Services	B	Assistant Supt. for Instructional Services – Area I
Director of Elementary Programs	B	Assistant Supt. for Instructional Services – Area I
Director of Counseling/Guidance	B	Deputy Supt. For Instruction
Elementary School Principals	C	Assistant Supt. for Instructional Services Area – I
Director of Preschool Programs	B	Assistant Supt. for Instructional Services – Area I
Administrative Director No Child Left Behind Act/Federal Programs	B	Deputy Supt. for Instruction
Middle School Principals	C	Assistant Superintendent for Instructional Services – Area II
Director for Adult, Alternative and Continuing Education	B	Assistant Supt. for Instructional Services – Area III
High School and Alternative School Principals	C	Assistant Superintendent for Instructional Services – Area III
Director for Vocational/Technical Education	B	Assistant Supt. for Instructional Services – Area III
Hearing Officer	B	Assistant Supt. for Instructional Services – Area III
Administrative Director Transportation	B	Assistant Supt. for Auxiliary Services
Administrative Director – Facilities	B	Deputy Superintendent for Operations and Budget Mgmt.
Director for Procurement/Warehouse Services	B	Assistant Supt. for Auxiliary Services
Director for Operations/Child Nutritional Program	B	Assistant Supt. for Auxiliary Services
Coordinator Technology Prep/School to Work	B	Administrative Director for Tech. Management
Program Manager for Information Systems	B	Administrative Director of Tech. Management
Leap Specialists	D	Director for Academic Accountability
Supervisor for Child Welfare/Attendance	B	Director for Child Welfare/Attendance
Supervisors of Title I	B	Director for Federal Programs
Coordinator – Title I/Compliance	B	Director for Federal Programs
Supervisor Payroll/Benefits	B	Director of Finance
Chief Accountant	B	Director of Finance
Grants Fiscal Officer	B	Director of Finance

Supervisor of Accounting	B	Director of Finance
Supervisor - Human Resources/Elementary School Staffing	B	Director for Personnel Services
Supervisor Human Resources/Middle School Staffing	B	Director for Personnel Services
Supervisor – Human Resources/High School Staffing	B	Director for Personnel Services
Coordinator Alternative Certification/Induction	B	Director for Personnel Services
Coordinator for Support Programs	B	Director for Personnel Services
Coordinator for Data/Records/HR	B	Director of Personnel Services
Supervisor for Gifted/Talented	B	Director of Special Education Services
Supervisor of Ancillary Services	B	Director of Special Education Services
Supervisors of Special Education	B	Director of Special Education Services
Coordinator – Pupil Appraisal Services	B	Director for Special Education Services
Coordinator – Quality Assurance	B	Director for Special Education Services
Coordinator of Special Education Student Advocacy	B	Director of Special Education Services
Supervisor of Transfers/Behavior Clinics	B	Director of Transfers/Security
Supervisor of Security	B	Director of Transfers/Security
Supervisor of Transportation	B	Director of Transportation
Technology Specialist/Tech Prep/School-to-Work	B	Director of Vocational /Technical Education
Manager Food Services	B	Assistant Director of Child Nutrition
Certified School Psychologist	B	Coordinator of Pupil Appraisal
Qualified School Social Worker	B	Coordinator of Pupil Appraisal
Auditor of School Accounts	B	Internal Auditor
Manager/Degreed, Food Services	B	Supervisor for Child Nutrition
Education Training Coordinator, Child Nutrition Program	B	Supervisor for Child Nutrition
School Nurses	B	Deputy Supt. for Instruction
Assistant Principals	C	Principals
Educational Diagnostician	B	Coordinator of Pupil Appraisal
Teachers	D	Principals
Teachers for Instructional Support	D	Principals
Dean of Students	D	Principals

Time Out Room Moderator	D	Principals
A. Regular Education	D	Principals
B. Title I	D	Principals
C. Special	D	Principals
Guidance Counselors	D	Principals
Media Specialist/Librarians	D	Principals
School/Parent Liaisons	D	Principals

SECTION 6.3 PROGRAM INSTRUMENTS REGISTER

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

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

SECTION 6.4. OBSERVATION PROCEDURES

A. The following observation procedures shall be used by the observer:

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.
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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 evaluator 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, innovation 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 performance.

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 in-service 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 L.D.E.
6. Teachers new to a location (and were not formally evaluated the prior year) or new to a program and/or discipline, will be evaluated the first year using the EBR 6.7 A.
7. All certified and other professional personnel who work directly with students with 4 or more years of experience in their present position will be evaluated every year using either EBR 6.7A or the 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.
 - 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 utilize the grievance procedure.

SECTION 6.9 INDUCTION OF NEW TEACHERS

1. East Baton Rouge Parish will follow the Assessment Program as outlined in Louisiana State Department of Education 1993.
2. Should there be a need to place a new teacher in Intensive Assistance, the procedure outlined in Bulletin 1525, Section II, page 33 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, routines and other pertinent information.

Section 6.10 DUE PROCESS PROCEDURE

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

GRIEVANCE PROCEDURE

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

Grievance - Definition

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

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 of receipt of the grievance by the hearing officer in charge of the grievances, the employee may write to the Superintendent, East Baton Rouge Parish School Board, 1050 South Foster Drive, Baton Rouge, LA 70806 and request a full hearing before the Superintendent or his designee. The Superintendent or his designee shall maintain a transcript of the proceedings, and make a written recommendation for the disposition of the grievance. A copy of the transcript and the recommendation shall be provided to the employee representative.

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

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

Miscellaneous

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

8. The management-level official and/or hearing officer shall make every effort to schedule the hearing at a time which is acceptable to the employee and the employee's designated representative, if any. The employee and the employee's designated representative, if any, shall be given at least 24 hours notice of the grievance hearing.
9. The grievance shall be submitted at the lowest level at which it is capable of effective resolution.
10. Grievances may be filed by individual employees or by a group of employees.

Definitions:

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

SECTION 7.0 STAFF DEVELOPMENT FOR PERSONNEL INVOLVED IN EVALUATION

Training will be provided on a continuing basis for all staff, central office administrators and supervisors, principals and assistant principals, and classroom teachers involved in the 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, understanding of the Louisiana Components of Effective Teaching, an understanding of the Standards for School Principals in Louisiana, 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 performance accurately.
- 2) Data analysis skills necessary to make accurate judgments about a performance.
- 3) Conferencing skills necessary to provide clear, constructive feedback regarding a performance.
- 4) Skills in developing and facilitating meaningful professional growth plans that strengthen or enhance effectiveness.
- 5) Skills in writing effective evaluation reports that document how evaluation has impacted the performance.

SECTION 8.0. PROCESS INSTRUMENTS

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

971951

Time _____

II. Commendations:

9719/51

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

I. Observation Statement: Evidence of the Standards for School Principals in Louisiana being addressed.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

II. Commendations:**III. Recommendations:****IV. Employee's Comments:**

**Post Observation
Conference
Date:**

Observer's Signature

Evaluatee's Signature

EAST BATON ROUGE PARISH SCHOOL SYSTEM PROFESSIONAL GROWTH PLAN/SELF EVALUATION/POSITION DESCRIPTION YEAR _____

LOCATION _____ NEW PLAN _____ REVIEW _____
EMPLOYEE _____ POSITION _____ SOCIAL SECURITY NO. _____

1. Objectives – What area do you want to strengthen or enhance? (Topic) Professional Growth Plan Modification (if any)

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

Evaluatee's Signature _____ Date _____

Fall Evaluator's Signature _____ Date _____ Evaluatee's Signature _____ Date _____

Spring Evaluator's Signature _____ Date _____ Evaluatee's Signature _____ Date _____

White Copy – Human Resources

Pink Copy – Evaluatee

Yellow Copy - File

9/27/24

EAST BATON ROUGE PARISH SCHOOL SYSTEM TEACHER EVALUATION

Teacher _____ Evaluator: _____
 Social Security#: _____ Position: _____
 Subject/Grade: _____ Date: _____
 Years in Position 0-3 _____ 4+ _____ Location: _____

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 to 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 | _____ |
| Produces evidence of student academic growth under his/her instruction | _____ |
| Employs a variety of methods and techniques | _____ |
| Integrates technology into instruction | _____ |
| Presents appropriate content | _____ |
| 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. SCHOOL IMPROVEMENT..... S NI U

- Takes an active role in building-level decision making
- Participates in grade level and subject area curriculum planning and evaluation
- Serves on task forces and decision making committees, when appropriate
- Implements school improvement plan
- Creates partnerships with parents/caregivers and colleagues
- Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning
- Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom
- Seeks community involvement in instructional program

E. PERSONAL TRAITS..... S NI U

- Exhibits:
- Poise, self-confidence, enthusiasm and optimism
 - Punctuality
 - Dependability
 - Flexibility
 - Acceptable speech and grammar
 - Effective communication with students, parents, and other adults
 - Discreet handling of confidential information
 - Unbiased attitude regarding race, sex, creed, religion, or disability
 - Use of suggestions for improvement

II. TEACHER'S PERFORMANCE AT THIS TIME IS:

Satisfactory _____ Needs Improvement _____ Unsatisfactory _____

III. PROGRESS TOWARD ACHIEVEMENT OF THE PROFESSIONAL GROWTH PLAN:

Is Minimal _____ Is Satisfactory _____ Has reached completion _____

IV. COMPLETION OF SELF-EVALUATION: Yes _____ No _____**V. EVALUATOR'S NARRATIVE COMMENTS: (Attach supplemental sheet if necessary):**

EVALUATOR'S SIGNATURE: _____ DATE: _____

VI. TEACHER'S COMMENTS: (Attach supplemental 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.

EAST BATON ROUGE PARISH SCHOOL SYSTEM SPECIAL EDUCATION TEACHER EVALUATION

Special Education Teacher: _____ Evaluator: _____
 Social Security Number: _____ Position: _____
 Position Assigned: _____ Date: _____
 Years in Position: 0-3 _____ 4+ _____ Location: _____

Direction: 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

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..... S NI U

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 a timely manner according to Pupil Appraisal requirements _____
 Creates a classroom environment conducive to learning and appropriate to the functioning levels of students _____
 Maximizes the amount of time available for instruction _____

C. INSTRUCTION..... S NI U

Implements short-term objectives as indicated by the IEP _____
 Delivers instruction effectively _____
 Presents appropriate content _____
 Provides opportunities for student involvement in the learning process _____
 Assesses student progress on an on-going basis _____
 Integrates technology into instruction _____
 Produces evidence of student academic growth under his/her instruction _____

D. SCHOOL IMPROVEMENT..... S NI U

Takes an active role in building-level decision making _____
 Participates in grade-level/subject area curriculum planning and evaluation _____
 Serves on task forces and decision making committees, when appropriate _____
 Implements school improvement plan _____
 Creates partnerships with parents/caregivers and colleagues _____
 Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning _____
 Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom _____
 Seeks community involvement in the instructional program _____

E. PROFESSIONAL GROWTH AND DEVELOPMENT S NI U

- 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 _____

F. PERSONAL TRAITS S NI U

- Exhibits: Poise and 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. SPECIAL EDUCATION TEACHER'S PERFORMANCE AT THIS TIME IS:
Satisfactory _____ Needs Improvement _____ Unsatisfactory _____**III. PROGRESS TOWARD ACHIEVEMENT OF THE PROFESSIONAL GROWTH PLAN:**
Is Minimal _____ Is Satisfactory _____ Has reached completion _____**IV. COMPLETION OF SELF-EVALUATION:** Yes _____ No _____**V. EVALUATOR'S NARRATIVE COMMENTS:** (Attach supplemental sheet if necessary.)

EVALUATOR'S SIGNATURE: _____ DATE: _____

VI. TEACHER'S COMMENTS: (Attach supplemental 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.

**EAST BATON ROUGE PARISH SCHOOL SYSTEM
SPEECH THERAPIST EVALUATION**

6.7 (Spch. T.)

Speech Therapist: _____ Evaluator: _____
 Social Security Number: _____ Position: _____
 Location: _____ 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 therapeutic intervention _____
 Develops clear and concise written objectives for lesson plans _____
 Identifies and plans for individual differences in the therapy setting _____

B. MANAGEMENT..... S NI U

Maintains an environment conducive to therapeutic intervention _____
 Takes appropriate precautions to protect students, equipment, materials and facilities _____
 Performs duty assignment _____
 Maximizes the amount of time available for each therapy session _____
 Maintains records mandated by federal, state and school board guidelines and policies _____
 Manages learner behavior to provide productive learning opportunities _____
 Administers appropriate diagnostic tests in the areas of speech, language, and hearing _____
 Serves as a member of the Pupil Appraisal team for students with suspected communication disorders _____
 Refers any student with suspected vocal pathologies to laryngology clinics and prepares the student for the examination _____
 Conducts or attends IEP conferences for students identified by Pupil Appraisal with speech impairments _____

C. INSTRUCTION..... S NI U

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 _____
 Reteaches 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 _____
 Informs students, parents/guardians, teachers, and other professionals of student progress _____
 Integrates technology into instruction _____
 Produces evidence of student academic growth under his/her instruction _____

D. SCHOOL IMPROVEMENT.....S NI U

- Takes an active role in building-level decision making _____
- Participates in grade-level/subject area curriculum planning and evaluation _____
- Serves on task forces and decision making committees, when appropriate _____
- Implements school improvement plan _____
- Creates partnerships with parents, caregivers, and colleagues _____
- Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning _____
- Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom _____
- Seeks community involvement in the instructional program _____

E. PERSONAL TRAITSS NI U

- Exhibits: Poise and self-confidence _____
- Enthusiasm and optimism _____
- Punctuality _____
- Dependability _____
- Flexibility _____
- Willingness to implement recommendations _____
- Acceptable speech and grammar _____
- Effective communication with students, parents, guardians and other professionals _____
- Discreet handling of confidential information _____
- Unbiased attitude regarding race, sex, creed, religion or disability _____

F. PROFESSIONAL DEVELOPMENT

- Maintains certification and qualifications _____

II. SPEECH THERAPIST'S PERFORMANCE AT THIS TIME IS:

Satisfactory _____ Needs Improvement _____ Unsatisfactory _____

III. PROGRESS TOWARD ACHIEVEMENT OF THE PROFESSIONAL GROWTH PLAN:

Minimal _____ Satisfactory _____ Has reached completion _____

IV. COMPLETION OF SELF-EVALUATION: Yes _____ No _____**V. EVALUATOR'S NARRATIVE COMMENTS: (Attach supplemental sheet if necessary.)**

EVALUATOR'S SIGNATURE: _____ DATE: _____

VI. SPEECH THERAPIST'S COMMENTS: (Attach supplemental sheet if necessary.)

SPEECH 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-Evalutee

**EAST BATON ROUGE PARISH SCHOOL SYSTEM
LIBRARY MEDIA SPECIALIST EVALUATION**

6.7

Library Media Specialist: _____ Location: _____
 Social Security Number: _____ Evaluator: _____
 Grades: _____ Position: _____
 Years in Position: 0 - 3 _____ 4+ _____ Date: _____

Directions: The evaluator is to indicate the appropriate rating of each major topic by circling S, NI, or U. The evaluator will also 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. PROGRAM ADMINISTRATION

Develops and implements effective policies and procedures for the operation of the library media center S NI U
 Demonstrates proficiency in the use of library hardware, software, and network _____
 Evaluates and selects appropriate resources to update the collection and withdraws obsolete, worn or damaged materials _____
 Processes and organizes resources for easy access _____
 Prepares and administers federal, state, and local budgets, as applicable _____
 Maintains a functional, attractive, and welcoming environment _____
 Manages student behavior for productive learning _____
 Establishes a flexible access schedule _____
 Maintains appropriate records and inventories _____
 Trains and directs work of paraprofessional (if applicable), student assistants, and volunteers _____

B. INFORMATION ACCESS

Provides access to varied information sources to meet students' needs S NI U
 Leads in evaluating, selecting and utilizing traditional and technological resources _____
 Demonstrates effective strategies for accessing information using technology _____
 Promotes the legal and ethical use of information according to School Board policies _____

C. INSTRUCTION

Instructs students and staff in use of hardware and software used for information access S NI U
 Provides programs and services to promote reading, viewing, listening, and thinking skills _____
 Implements programs to encourage reading diverse types of literature for pleasure _____
 Plans collaboratively with teachers to incorporate information and technological literacy skills into content curricula _____
 Delivers instruction effectively and involves students in learning tasks _____
 Assists principal in curriculum coordination and staff development _____
 Integrates technology into instruction _____

D. PROFESSIONAL GROWTH

Engages in continual professional growth and self-evaluation S NI U
 Participates in staff development to update skills and knowledge _____
 Uses available resources and technology to stay abreast of research _____

E. SCHOOL IMPROVEMENT **S NI U**

- Takes an active role in building-level decision making _____
- Participates in grade level and subject area curriculum planning and evaluation _____
- Serves on task forces and decision making committees, when appropriate _____
- Implements school improvement plan _____
- Creates partnerships with parents/caregivers and colleagues _____
- Provides clear and timely information to parents/caregivers and colleagues regarding _____
- Classroom expectations, student progress, and ways they can assist learning _____
- Encourages parents/caregivers to become active partners in their children's education _____
- and to become involved in school and classroom _____
- Seeks community involvement in the instructional program _____

F. PERSONAL TRAITS **S NI U**

- Exhibits poise and self-confidence _____
- Exhibits enthusiasm and optimism _____
- Exhibits punctuality _____
- Exhibits dependability _____
- Exhibits flexibility _____
- Exhibits acceptable speech and grammar _____
- Exhibits effective communication with students _____
- Exhibits effective communication with colleagues _____
- Exhibits effective communication with parents and other adults _____
- Exhibits discreet handling of confidential information _____
- Exhibits 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:

Satisfactory _____ Needs Improvement _____ Unsatisfactory _____

III. IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN

Progress toward achievement of the 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. LIBRARY MEDIA SPECIALIST'S COMMENTS: (Supplementary sheet may be attached 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 GUIDANCE COUNSELOR EVALUATION

Counselor: _____ Evaluator: _____
Social Security #: _____ Position: _____
Years in Position: 0 – 3 _____ 4+ _____ Date: _____
Location: _____

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 | S NI U |
| Provides individual counseling in a confidential setting | _____ |
| Provides small group counseling sessions in a confidential setting | _____ |
| Provides activities and experiences for students to develop a positive self-concept through an understanding of abilities, interests, and strengths | _____ |
| Provides activities and experiences for students to develop appropriate social skills | _____ |
| Provides activities and experiences for students to develop a positive attitude toward acceptable behavior at school, at home, and in the community | _____ |
| Provides activities and experiences for students to develop problem-solving skills | _____ |
| Provides activities and experiences for students to develop career-related goals | _____ |
| B. CONSULTATION | S NI U |
| Consults with appropriate personnel and/or agencies on behalf of the student | _____ |
| Provides opportunities for administrators, teachers, and parents to discuss concerns related to students | _____ |
| Maintains and fosters confidentiality in regard to information concerning students | _____ |
| Participates in the School Building Level Committee/Building Level Committee | _____ |
| C. COORDINATION | S NI U |
| Coordinates the testing program and interprets test scores | _____ |
| Coordinates and disseminates information regarding graduation requirements and course descriptions, as appropriate | _____ |
| Participates in orientation activities | _____ |
| D. PLANNING | S NI U |
| Identifies and plans for individual differences | _____ |
| Develops a written plan with clear and concise objectives for providing guidance services | _____ |
| Plans effectively for instruction | _____ |
| E. MANAGEMENT | S NI U |
| Takes appropriate precautions to protect students, equipment, materials and facilities | _____ |
| Maintains an environment conducive to learning | _____ |
| Maximizes the amount of time available for instruction | _____ |
| Maintains accurate, complete and correct records as related to counseling services | _____ |
| Manages learner behavior to provide productive learning opportunities | _____ |
| F. INSTRUCTION | S NI U |
| Assesses student progress | _____ |
| Provides opportunities for student involvement in the learning process | _____ |
| Presents appropriate content | _____ |
| Delivers instruction effectively | _____ |
| Integrates technology into instruction | _____ |

G. SCHOOL IMPROVEMENT S NI U

Takes an active role in building-level decision making _____

Participates in grade level and subject area curriculum planning and evaluation _____

Serves on task forces and decision making committees, when appropriate _____

Implements school improvement plan _____

Creates partnerships with parents/caregivers and colleagues _____

Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning _____

Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom _____

Seeks community involvement in instructional program _____

H. PERSONAL TRAITS S NI U

Exhibits:

Poise and self-confidence _____

Enthusiasm and optimism _____

Punctuality _____

Dependability _____

Flexibility _____

Acceptable speech and grammar _____

Effective communication with students, colleagues, and other adults _____

Confidential and ethical handling of information regarding students acquired in the course of professional service _____

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. GUIDANCE COUNSELOR'S PERFORMANCE AT THIS TIME IS:

Satisfactory _____ Needs Improvement _____ Unsatisfactory _____

III. IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN

Progress toward achievement of the 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. GUIDANCE COUNSELOR'S NARRATIVE COMMENTS: (Supplementary sheet may be attached 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
TEACHER FOR INSTRUCTIONAL SUPPORT EVALUATION**

Name: _____ Evaluator: _____
 Social Security #: _____ Position: _____
 Location: _____ Years in Position: 0-3 _____ 4+ _____ 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.

PART I PERFORMANCE RESPONSIBILITIES

Leadership and Instruction

S NI U

- Assists in defining and gaining support for the School Improvement Plan _____
- Communicates and participates effectively in gaining support for goals within the school and the community _____
- Assists in providing incentives for both teachers and students to excel _____
- Serves as a model of professionalism and communicates educational values _____
- Assists in identifying areas for instructional and program development through the collection and interpretation of student and school data _____
- Involves others effectively in the improvement of curriculum and instruction _____
- Guides and/or assists teachers in enhancing their instructional effectiveness through a variety of techniques and methods _____
- Engages in and promotes a program of ongoing professional development _____
- Records, interprets and reports data related to school improvement _____
- Demonstrates knowledge of child growth and development, subject matter, and assessment techniques _____
- Integrates technology into instruction _____

Human Relations

S NI U

- Solicits and gives specific and constructive feedback _____
- Maintains a positive attitude to enhance the school climate _____
- Demonstrates an appreciation for the accomplishments of others _____
- Listens actively to others _____
- Utilizes clear and meaningful oral and written expression _____
- Fosters teamwork and collegiality _____
- Participates in decision-making and cultivates leadership in others _____
- Facilitates group processes _____

Parental/Community Involvement

S NI U

- Communicates effectively with students, parents, and the community, and gains their support for school goals, programs, and policies _____
- 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 _____
- Encourages the volunteer participation of parents and the community and uses their resources to enhance the quality of education in the school _____

School Improvement

S NI U

- Takes an active role in building-level decision making _____
- Participates in grade level and subject area curriculum planning and evaluation _____
- Serves on task forces and decision making committees, when appropriate _____
- Implements school improvement plan _____
- Creates partnerships with parents/caregivers and colleagues _____
- Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning _____
- Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom _____
- Seeks community involvement in the instructional program _____

S NI U

Personal Traits**Exhibits:**

Self-Direction	_____
Poise and self-confidence	_____
Enthusiasm and optimism	_____
Punctuality	_____
Dependability	_____
Flexibility	_____
Acceptable speech and grammar	_____
Effective communication with principal	_____
Effective communication with students	_____
Effective communication with colleagues	_____
Effective communication with parents and other adults	_____
Discreet handling of confidential information	_____
Unbiased attitude regarding race, sex, creed, religion or 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:** (Supplementary sheet may be attached 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: _____ Evaluator: _____
Social Security #: _____ Position: _____
Location: _____ 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

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 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 _____
9. Integrates technology into instruction _____

HUMAN RELATIONS

S NI U

Consideration

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

Communication

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

PARENTAL/COMMUNITY INVOLVEMENT

S NI U

Communication

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

Participation

20. 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 _____
21. 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

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

Rules and Regulations

25. Assists in identifying rules, guidelines, and procedures for total school operation and accepts responsibility for student, teacher, and staff compliance _____
26. Develops effective discipline and attendance policies collaboratively _____

27. Maintains a visible and accessible presence in the school _____
28. Assists in protecting instructional time when scheduling events and communication efforts _____
29. Assists in ensuring that school facilities are conducive to a positive school environment _____
30. Assists the principal with the responsibility for all physical properties assigned to the school _____
31. Assists in planning, preparing, and distributing student and faculty handbooks _____
32. Cooperates with community agencies whose purpose relate to the health, safety, and welfare of students _____
33. Assists with responsibilities for graduation and/or closing of school activities _____

SCHOOL IMPROVEMENT**S NI U**

34. Takes an active role in building-level decision making _____
35. Participates in grade-level/subject area curriculum planning and evaluation _____
36. Serves on task forces and decision making committees, when appropriate _____
37. Implements the school improvement plan _____
38. Creates partnerships with parents, caregivers, and colleagues _____
39. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning _____
40. Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom _____
41. Seeks community involvement in the instructional program _____

PERSONAL TRAITS**S NI U**

- Exhibits: Poise and self-confidence _____
- Enthusiasm and optimism _____
- Punctuality _____
- Dependability _____
- Flexibility _____
- Willingness to implement recommendations _____
- Acceptable speech and grammar _____
- Effective communication with students, parents, guardians, and other professionals _____
- Discreet handling of confidential information _____
- Unbiased attitude regarding race, sex, creed, religion or disability _____

II. PERFORMANCE OF THE DEAN OF STUDENTS AT THIS TIME IS:

Satisfactory ____ Needs Improvement ____ Unsatisfactory ____

III. PROGRESS TOWARD ACHIEVEMENT OF THE 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. COMMENTS OF DEAN OF STUDENTS: (Supplementary sheet may be attached 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.

White Copy – Human Resources

Yellow Copy – File

Pink Copy Evaluatee

EAST BATON ROUGE PARISH SCHOOL SYSTEM TIME OUT ROOM MODERATOR EVALUATION

Name: _____ Evaluator: _____
 Social Security #: _____ Position: _____
 Location: _____ 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 by using (S) to denote satisfactory performance, (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

I. GENERAL CHECKLIST

Leadership

S NI U

- Assists in gaining support for the school mission and goals _____
- Communicates effectively and gains support for goals within the school and community _____
- Sets high expectations and performance standards that lead to the attainment of school and district goals _____
- Identifies and analyzes relevant information before making decisions or committing resources _____
- Assists in providing incentives for students to excel _____
- Serves as a model of professionalism and communicates educational values _____
- Assists in identifying areas for program development through the collection and interpretation of data _____
- Engages in and promotes a program of ongoing professional development _____

Human Relations

S NI U

- Solicits and gives specific and constructive feedback _____
- Maintains a positive attitude to enhance the school climate _____
- Demonstrates an appreciation for the accomplishments of others _____
- Listens actively to others _____
- Utilizes clear and meaningful oral and written expression _____
- Fosters teamwork and collegiality _____
- Elicits participation in decision-making and cultivates leadership in others _____
- Facilitates group processes and effectively manages conflict _____

Parental/Community Involvement

S NI U

- Communicates effectively with students, parents, and the community and gains their support for school goals, programs, and policies _____
- Encourages the volunteer participation of parents and the community, and gains their support for school goals, programs, and policies _____

Management

S NI U

- Maintains accurate records for the Time Out Room program _____
- Assists in implementing school programs within the confines of the district's goals and policies _____
- Understands and applies knowledge of community organizations in generating support for the school _____
- Takes appropriate precautions to protect students, equipment, materials, And facilities _____
- Performs duty assignment _____
- Maximizes the amount of time available for instruction _____

White Copy – Human Resources

Yellow Copy – File

Pink Copy - Evaluatee

Integrates technology into instruction _____
 Produces evidence of student growth under his/her instruction _____
 Manages learner behavior to provide productive learning opportunities _____
 Maintains effective discipline and attendance in the Time Out Room _____
 Assists in ensuring that the Time Out Room is conducive to a positive school environment _____

School Improvement**S NI U**

Takes an active role in building-level decision making _____
 Participates in grade-level/subject level area curriculum planning and evaluation _____
 Serves on task forces and decision making committees, when appropriate _____
 Implements school improvement plan _____
 Creates partnerships with parents, caregivers, and colleagues _____
 Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning _____
 Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom _____
 Seeks community involvement in the instructional program _____

Personal Traits:**S NI U**

Exhibits: Poise and self-confidence _____
 Enthusiasm and optimism _____
 Punctuality _____
 Dependability _____
 Flexibility _____
 Willingness to implement recommendations _____
 Acceptable speech and grammar _____
 Effective communication with students, parents, guardians and other professionals _____
 Discreet handling of confidential information _____
 Unbiased attitude regarding race, sex, creed, religion or disability _____

II. TIME OUT ROOM MODERATOR'S PERFORMANCE AT THIS TIME IS:

Satisfactory _____ Needs Improvement _____ Unsatisfactory _____

III. PROGRESS TOWARD ACHIEVEMENT OF THE PROFESSIONAL GROWTH PLAN:

Is minimal _____ Is satisfactory _____ Has reached completion _____

IV. COMPLETION OF SELF-EVALUATION: Yes _____ No _____**V. EVALUATOR'S NARRATIVE COMMENTS:(Attach supplemental sheet if necessary.)**

EVALUATOR'S SIGNATURE: _____ DATE: _____

VI. TIME OUT ROOM MODERATOR'S NARRATIVE COMMENTS: (Attach sheet if necessary.)

T. O. R. MODERATOR'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 - Evaluatee

**EAST BATON ROUGE PARISH SCHOOL SYSTEM
SCHOOL/PARENT LIAISON EVALUATION
LOCATION: _____**

Name: _____ SS#: _____ Yrs. in Position: 0-3 ____ 4+ ____

Evaluator: _____ Position: _____ 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. GENERAL CHECKLIST

Job Related Responsibilities

S NI U

1. Discharges assigned duties according to the position description _____
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

S NI U

1. Demonstrates ability to work well with individuals and groups _____
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:

Satisfactory _____ Needs Improvement _____ Unsatisfactory _____

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

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

EVALUATOR'S SIGNATURE: _____ **DATE:** _____

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.

Years in Position: 0-3 ___ 4+ ___ Social Security #: _____ 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 heading using (S) to denote satisfactory performance; (NI) to denote needs improvement, and (U) to denote unsatisfactory performance.

I. ELABORATED STANDARDS FOR SCHOOL PRINCIPALS

S N I U

1. Works collaboratively with the school community to develop and maintain a shared school vision
2. Brings the school vision to life by using it to guide decision making about students and the instructional programs
3. Maintains faculty focus on developing learning experiences that will enable students to prosper in subsequent grades and as adults
4. Maintains open communication with the school community and effectively conveys high expectations for students learning to the community
5. Provides opportunities and support for collaboration, the exchange of ideas, experimentation with innovative teaching strategies, and ongoing school improvement
6. Monitors, assesses, and revises the school vision and goals as needed
7. Fosters the integration of students into mainstream society while valuing diversity

1. Recognizes, models, and promotes effective teaching strategies that enable students to apply what they learn to real world experiences
2. Encourages and supports the use of both innovative, research-based teaching strategies to engage students actively in solving complex problems and methods of student assessment which will enhance learning for all students
3. Conducts frequent classroom visits and periodic observations, provides constructive feedback to faculty and staff, and suggests models of effective teaching techniques when needed
4. Fosters a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for students achievement are emphasized
5. Promotes collaboration and team building among faculty

1. Maintains a safe, secure, clean, and aesthetically pleasing physical school plant
2. Establishes and/or implements laws, policies, regulations, and procedures that promote effective school operations
3. Maintains a positive school environment where proper student discipline is the norm
4. Manages fiscal resources responsibly, efficiently, and effectively and monitors whether others do as well
5. Manages human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective school staff
6. Monitors support services such as transportation, food, health, and extended care responsibly
7. Provides and coordinates appropriate co-curricular and extra-curricular activities

- | | | | |
|---|-------|-------|-------|
| 8. Uses shared decision making effectively in the management of the school | _____ | _____ | _____ |
| 9. Manages time and delegates appropriate administrative tasks to maximize attainment of the school goals | _____ | _____ | _____ |
| 10. Uses available technology effectively to manage school operations | _____ | _____ | _____ |
| 11. Monitors and evaluates school operations and uses feedback appropriately to enhance effectiveness | _____ | _____ | _____ |

SCHOOL IMPROVEMENT

- | | | | |
|--|-------|-------|-------|
| 1. Provides ongoing opportunities for staff to reflect on their roles and practices in light of students standards and school goals | _____ | _____ | _____ |
| 2. Grows professionally by engaging in professional development activities and making such activities available to others | _____ | _____ | _____ |
| 3. Facilitates school-based research and uses these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning | _____ | _____ | _____ |
| 4. Fosters the genuine continuous involvement and commitment of the school community in promoting the progress of all students toward attaining high standards | _____ | _____ | _____ |
| 5. Enhances school effectiveness by appropriately integrating the processes of teacher selection/evaluation and professional development with school improvement | _____ | _____ | _____ |

PROFESSIONAL DEVELOPMENT

- | | | | |
|--|-------|-------|-------|
| 1. Communicates a focused vision for both school and individual professional growth | _____ | _____ | _____ |
| 2. Uses research and data from multiple sources to design and implement professional development activities | _____ | _____ | _____ |
| 3. Secures the necessary resources for meaningful professional growth, including the time for planning and the use of emerging technologies | _____ | _____ | _____ |
| 4. Provides opportunities for individual and collaborative professional development | _____ | _____ | _____ |
| 5. Provides incentives for learning and growth and encourages participation in professional development activities at the national, state, and parish levels | _____ | _____ | _____ |
| 6. Assesses the overall impact of professional development activities on the improvement of teaching and students learning | _____ | _____ | _____ |

SCHOOL COMMUNITY RELATIONS

- | | | | |
|---|-------|-------|-------|
| 1. Is visible and involved in the community and treats members of the school community equitably | _____ | _____ | _____ |
| 2. Involves the school in the community while keeping the school community informed | _____ | _____ | _____ |
| 3. Uses school-community resources to enhance the quality of school programs, including those resources available through business and industry | _____ | _____ | _____ |
| 4. Recognizes and celebrates school successes publicly | _____ | _____ | _____ |
| 5. Communicates effectively, both interpersonally and through the media | _____ | _____ | _____ |

PROFESSIONAL ETHICS

- | | | | |
|--|-------|-------|-------|
| 1. Models ethical behavior at both the school and community levels | _____ | _____ | _____ |
| 2. Communicates to others expectations of ethical behavior | _____ | _____ | _____ |
| 3. Respects the rights and dignity of others | _____ | _____ | _____ |
| 4. Provides accurate information without distortion and without violating the rights of others | _____ | _____ | _____ |
| 5. Develops a caring school environment in collaboration with faculty and staff | _____ | _____ | _____ |
| 6. Applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately | _____ | _____ | _____ |
| 7. Minimizes bias in self and others and accepts responsibility for his/her own decisions and actions | _____ | _____ | _____ |
| 8. Addresses unethical behavior in self and others | _____ | _____ | _____ |

II. EVALUATEE'S PERFORMANCE AT THIS TIME IS:

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 EVALUATEE'S COMMENTS: (Supplementary sheet may be attached 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 results.

9719/64

**EAST BATON ROUGE SCHOOL SYSTEM
MANAGEMENT EVALUATION**

NAME _____ POSITION _____
YEARS IN POSITION- 0-3 _____ 4+ _____ SOCIAL SECURITY# _____
EVALUATOR _____ POSITION _____
DATE _____ LOCATION _____

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

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

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

EVALUATEE'S PERFORMANCE AT THIS TIME IS: (check one)

Satisfactory _____ Needs Improvement _____ Unsatisfactory _____

IMPLEMENTATION OF PROFESSIONAL GROWTH PLAN

Progress Toward Achievement of Professional Growth Plan is - Minimal _____ Satisfactory _____
Has Reached Completion _____

COMPLETION OF SELF-EVALUATION: (attach sheet if necessary)

Yes _____ No _____

NARRATIVE COMMENTS BY EVALUATOR: (attach sheet if necessary)

EVALUATOR'S SIGNATURE _____ **DATE** _____

EVALUATEE'S COMMENTS: (attach sheet if necessary)

EVALUATEE'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 Superintendent Evaluation

Name: _____ Evaluator: _____

Years in Position 0-3 ____ 4+ ____ 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.

A. RELATIONSHIP WITH THE BOARD

S NI U

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 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 RELATIONS

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 morals 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 position 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 _____

(continued on page 2)

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 _____

F. PERSONAL QUALITIES***The Superintendent:***

1. Maintains high standards of ethics, 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 committees _____
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. IMPLEMENTATION OF THE PROFESSIONAL GROWTH PLAN:**

Progress toward achievement of Professional Growth Plan –

Is Minimal _____

Is Satisfactory _____

Has reached completion _____

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

SCHOOL BOARD PRESIDENT'S SIGNATURE: _____ DATE: _____

K. 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
INTENSIVE ASSISTANCE PROGRAM

Evaluatee _____ 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)

Goldenrod copy - Evaluator
(initial conference)

SECTION 9.0. JOB DESCRIPTIONS (See attached)

East Baton Rouge Parish will submit a copy of all job descriptions. The minimum scope of development for job descriptions by EBR 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 not required to have 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
- 4) Any employee whose position does not require certification but does require a minimum educational attainment of a bachelor's degree from an accredited institution of higher learning.

All certified and professional personnel shall be provided with his/her job description prior to the beginning of his/her first employment.

- * Job descriptions for instructional personnel must include the Louisiana Components of Effective Teaching as part of the performance responsibilities. Job descriptions for building-level administrators must include the Standards for School Principals in Louisiana as part of the performance responsibilities.

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 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:**

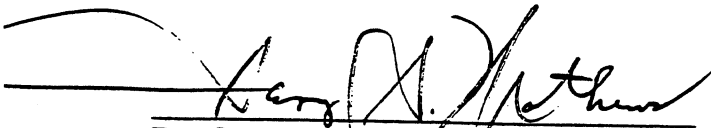
- 1) Teachers assessed under the Teaching Internship Law or Children First Act are exempt from the accountability evaluation required by law during the year(s) that they are assessed.
- 2) This exemption shall not interfere with the right and duty of the assigned administrator to observe and evaluate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

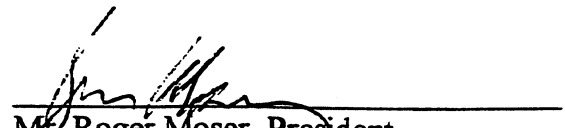
SECTION 12.0 STATEMENT OF ASSURANCE

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 1999


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


Mr. Roger Moser, President
East Baton Rouge Parish School System

Date: 5/19/00

Date: 5/19/00

APPENDIX A

LOUISIANA COMPONENTS OF EFFECTIVE TEACHING

DOMAIN I. PLANNING

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

COMPONENT A. The teacher plans effectively for instruction.

ATTRIBUTES:

1. Specifies learner outcomes in clear, concise objectives

It is not necessary to specify different objectives for each child or groups of children.

2. Includes activity/activities that develop objectives

A required number of activities is not specified because this decision must be made by the teacher.

3. Identifies and plans for individual differences

It is not necessary to specifically describe ways individual differences are to be met in written plans. This will be discussed in the pre-conference.

4. Identifies materials, other than standard classroom materials, as needed for lesson

Standard classroom materials include such things as textbooks, chalkboard, pencils, paper, etc.

5. States method(s) of evaluation to measure learner outcomes

Evaluation may be formal or informal.

6. Develops an Individual Educational Program (IEP), ITP, and/or IFSP*

The Individual Educational Plan (IEP), Individual Transitional Plan (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 rationale for any modifications during the lesson.

The observer must take into account the individual plans of ACT 504, special education regulations, and any other identifiable groups.

COMPONENT A. The teacher delivers instruction effectively.

ATTRIBUTES:

1. **Uses technique(s) which develop(s) lesson objective(s)**
Technique(s) may include teacher-directed activity/activities or student-centered activity/activities
2. **Sequences lesson to promote learning**
Sequencing means that the teacher initiates, develops, and closes the lesson with continuity.
3. **Uses available teaching material(s) to achieve lesson objective(s)**
4. **Adjusts lesson when appropriate**
5. **The teacher integrates technology into instruction**

COMPONENT B. The teacher presents appropriate content.

ATTRIBUTES:

1. **Presents content at a developmentally appropriate level**
The teacher is knowledgeable of the content and relates it to the abilities and interests of the students.
2. **Presents accurate subject matter**
3. **Relates relevant examples, unexpected situations, or current events to the content.**

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

ATTRIBUTES:

1. Accommodates individual differences

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

2. Demonstrates ability to communicate effectively with students

3. Stimulates and encourages higher order thinking at the appropriate developmental levels

4. Encourages student participation

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

ATTRIBUTES:

1. Consistently monitors ongoing performance of students

2. Uses appropriate and effective assessment techniques.

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

3. Provides timely feedback to students

4. Produce evidence of student academic growth under his/her instruction

DOMAIN IV. PROFESSIONAL DEVELOPMENT **(NON-PERFORMANCE)**

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

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

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

These recommended activities are not limited to but may include being a mentor teacher; developing curriculum; delivering 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. These activities will be monitored on the local level.

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

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

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

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

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

DOMAIN V. SCHOOL IMPROVEMENT

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

Attributes:

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

Component B. The teacher creates partnerships with parents/caregivers

Attributes:

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

APPENDIX B

PHILOSOPHICAL STATEMENT ON THE ROLE OF PRINCIPALS/ADMINISTRATORS

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

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

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

PURPOSE OF PRINCIPAL EVALUATION

- A. School Improvement: to promote the improvement of school programs and the enhancement of student learning.
- B. Professional Growth and Development: to foster the professional growth and development of new and continuing principals.
- C. Accountability: to insure that only effective principals continue in that role in school districts.

The following is a minimum list of proficiencies that are considered necessary by the East Baton Rouge Parish School System's Steering Committee.

PROCEDURES FOR PRINCIPAL/ADMINISTRATOR 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/Administrators with 0-3 years of experience in their present position will be observed at least two (2) times each year and as the need arises. Principals/Administrator 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.

PROCEDURES FOR PRINCIPAL EVALUATION (cont.)

5. The Certificated Professional 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 may be conducted to reinforce acceptable positive practices and to determine how recommendations have impacted the quality of the school instructional program and school climate.
8. Within fifteen (15) working days following an observation, a post-observation conference will be held with the principal/administrator being evaluated. The items on the observation form will be discussed and analyzed. During this conference, the principal/administrator evaluatee is given the opportunity to give input on commendations and recommendations. After the signatures of the evaluator and evaluatee have been affixed and dated, the evaluatee will receive a copy of the completed form.
9. The 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 June 15th of each year.

Standards for Principals in Louisiana, 1998

Standard #1 – Vision:

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

Standard #2 – Teaching and Learning:

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

Standard #3 – School Management:

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

Standard #4 – School Improvement:

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

Standard #5 – School-Community Relations:

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

Standard #6 – Professional Development:

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

Standard #7 – Professional Ethics:

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

Elaborated Standard: Vision

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

Knowledge and Skills

The principal has knowledge, skills, and understanding of:

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

Depositions

The principal believes in, values, and commits to

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

¹school community – individuals who have interests in or are affected by events at the school, including administrators, faculty, staff, students, parents, and external community members, such as those associated with business, civic, and service organizations, etc.

²preferred future – an understanding and conviction conveyed to teachers and students that opportunities available to students are not limited.

Performances

The principal demonstrates the ability to

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

Elaborated Standard: Teaching and Learning

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

Knowledge and Skills

The principal has knowledge, skills, and understanding of

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

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

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

Dispositions

The principal believes in, values, and commits to

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

Performances

The principal demonstrates the ability to

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

Elaborated Standard: School Management

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

Knowledge and Skills

The principal has knowledge, skills, and understanding of

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

Dispositions

The principal believes in, values, and commits to

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

⁵School community – individuals who have interests in or area affected by events at the school, including administrators, faculty, staff, students, parents, and external members, such as those associated with business, civic, and service organization, etc.

Performances

The principal demonstrates the ability to

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

Elaborated Standard: School Improvement

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

Knowledge and Skills

The principal has knowledge, skills, and understanding of

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

Dispositions

The principal believes in, values, and is commits to

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

Performances

The principal demonstrates the ability to:

- ☐ provide ongoing opportunities for staff to reflect on their roles and practices in light of student standards and school goals;
- ☐ grow professionally by engaging in professional development activities and making such activities available to others;
- ☐ facilitate school-based research and use these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning;
- ☐ foster the genuine continuous involvement and commitment of the school community in promoting the progress of all students toward attaining high standards; and
- ☐ enhance school effectiveness by appropriately integrating the processes of teacher selection/evaluation and professional development with school improvement.

Elaborated Standard: Professional Development

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

Knowledge and Skills

The principal has knowledge, skills, and understanding of

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

Dispositions

The principal believes in, values, and is commits to

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

Performances

The principal demonstrates the ability to

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

Elaborated Standards: School-Community Relations

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

Knowledge and Skills

The principal has knowledge, skills, and understanding of:

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

Dispositions

The principal believes in, values, and commits to

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

Performances

The principal demonstrates the ability to

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

Elaborated Standard: Professional Ethics

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

Knowledge and Skills:

The principal has knowledge, skills, and understanding of

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

Dispositions

The principal believes in, values, and commits to

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

Performances

The principal demonstrates the ability to:

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



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