



St. John the Baptist Parish School Board

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Patrick H. Sanders
Board President

Heidi Trosclair
Interim Superintendent

Sherry DeFrancesch
Board Vice-President

September 13, 2019

**REVISED
09-13-2019**

HONORABLE MEMBERS OF THE SCHOOL BOARD
Parish of St. John the Baptist

Dear Board Member:

Upon call of the President, the St. John the Baptist Parish School Board will meet in regular session at Godchaux Grammar Cafeteria, 1600 Highway 44, Reserve, Louisiana, on Thursday, September 19, 2019 at 6:00 p.m.

The agenda is attached for the meeting.

Sincerely,

Patrick H. Sanders
Board President

PHS:sww

xc: News Media
Legal Counsel
SJAE
Agenda Participants

MEMBERS OF THE ST. JOHN THE BAPTIST PARISH SCHOOL BOARD

Charo Holden, District 1	Gerald J. Keller, Ph.D., District 3	Sherry DeFrancesch, District 5	Phillip Johnson, District 7	Shawn Wallace, District 9	Clarence Triche, District 11
Albert Burl, District 2	Patrick H. Sanders, District 4	Keith Jones, District 6	Debbie Schum, District 8	Nia Mitchell, District 10	

AGENDA - ST. JOHN PARISH SCHOOL BOARD MEETING
September 19, 2019 – 6:00 p.m.
Godchaux Grammar Cafeteria ~ Reserve, Louisiana

REVISED
09-13-2019

1. CALL TO ORDER, INVOCATION, PLEDGE OF ALLEGIANCE
2. ROLL CALL OF MEMBERS
3. APPROVAL OF MINUTES
 - a. Public Comment. Revised Minutes of the Meeting of January 10, 2019 (Requires action)
 - b. Public Comment. Work Session of August 15, 2019 and Board Meeting of August 15, 2019 (Requires action)
4. SUPERINTENDENT'S REPORT – Ms. Heidi Trosclair
5. EDUCATIONAL PRESENTATIONS AND RECOGNITIONS BY THE BOARD OR STAFF
 - a. Public Comment. Dr. Juanita Hill – Recognition of LEAP 2025 Scholars
 - b. Public Comment. Mr. Patrick H. Sanders - Recognition of Ms. Eliza Eugene, Blessed to be a Blessing Backpack Extravaganza
 - c. Public Comment. Ms. Stacey Millet – 3rd Annual East St. John Tailgate
 - d. Public Comment. Mr. Patrick Sanders/Ms. Deborah Keys Write – Presentation of previous and current professional development being offered over the next several months to the Board members in preparation for hiring the new superintendent and the continuation of Board Governance Training.
6. PERSONNEL MATTERS
 - a. Public Comment. Mrs. Serina Duke – Introduction to Revised Job Descriptions: 1) Air Conditioning/Heating Technician/Electrician; 2) Custodian; 3) Drayage/Warehouseman; 4) Electrician; 5) General Maintenance Worker
 - b. Public Comment. Mrs. Serina Duke – Introduction to Revised Policy: Bulletin 130
7. BUSINESS AND FINANCE
 - a. Public Comment. Mr. Felix Boughton – Monthly Budget to Actual
 - b. Public Comment. Mr. Felix Boughton – Request Board Adopt Louisiana Compliance Questionnaire for June 30, 2019 (Requires action)
 - c. Public Comment. Mr. Peter Montz – Request Board approval on Proposal 20.26 Property and Casualty Insurance (Requires action)
8. OLD BUSINESS
 - a. Public Comment. Mr. Ty Manieri – Update on LAPC
 - b. Public Comment. Ms. Iman Montgomery – Request approval of Revised Policies: JGCB - Immunizations and JGCF – Behavioral Health Services for Students (Requires action)
9. NEW BUSINESS
 - a. Public Comment. Mrs. Debra Schum - One Time Salary Adjustment, equivalent to the recent educational raise by the State of Louisiana, to be provided no later than December 31, 2019 (Requires action)
 - b. Public Comment. Mrs. Debra Schum – Request Board approval to begin the process of creating a Salary Study Committee (Requires action)
 - c. Public Comment. Ms. Heidi Trosclair – Request Board approval for the SJBP Revised Organizational Chart (Requires action)
 - d. Public Comment. Sheriff Mike Tregre – Update: a) Rave Panic Button; b) CPR/Stop the Bleeding Training for Teachers; c) School Resource Officers Shared Cost for Training; d) School Traffic at LPE (SJSO Budget); e) RAD Classes for Seniors (1-Day Session)
 - e. Public Comment. Mr. Felix Boughton - Executive Session: Status Update on Marathon Ashland, LLC v. St. John the Baptist Parish, Docket # 18-22095-001, 002, 003, 004, 005, 006, 007, 008, 009 (La. Tax Comm'n).
10. ADMINISTRATIVE MATTERS
11. BOARD ITEMS OF INTEREST
12. ADJOURNMENT



Congratulations!

Perfect 850/TOPS-ACT



Student Name	School	Assessment Tool	Subject Area	Score	2018-2019 Grade Level
Mariah Amugo	ESJH	ACT	Composite	27	11 th
Jamiran Brumfield	ESJH	ACT	Composite	27	11 th
Olivia Eliser	ESJH	ACT	Composite	27	11 th
Tamiyah Gross	ESJH	ACT	Composite	27	11 th
Chloe Revere	ESJH	ACT	Composite	27	11 th
Christian Cage	ESJH	ACT	Composite	28	11 th
Joshua Stoker	ESJH	ACT	Composite	30	11 th
Jose Folgar	ESJH	ACT	Composite	31	11 th
Niall Pierce	ESJH	ACT	Composite	34	11 th
Amari Anderson	LPE	LEAP 2025	ELA	850	7 th
Jude Bizette	LES	LEAP 2025	ELA	850	3 rd
James Deville	LES	LEAP 2025	SOCIAL STUDIES	850	8 th
Laila Joseph	ESJH	LEAP 2025	ENGLISH II	850	10 th
Sabastian Wade	ESJH	LEAP 2025	ALGEBRA I	850	9 th



Dr. Juanita M. Hill
Supervisor of Student Information Services,
Accountability, & Testing

**ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 6a

DATE: 09/19/2019

TOPIC: Personnel Matters

BACKGROUND: Job Description Audit/Review: Support employees' job descriptions are under review. In alignment with the evaluation processes of certified personnel, support employees will be evaluated on a 4-point quantitative scale as opposed to an S-N-U scale. This will also assist in identifying areas where professional development is needed. Any score of 1 or 2 will require documentation and actionable feedback for improvement.

Introduction of Revised Job Descriptions:

1. Air Conditioning/Heating Technician/Electrician
2. Custodian
3. Drayage/Warehouseman
4. Electrician
5. General Maintenance Worker

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

**INFORMATION
SOURCES:**

Serina Duke,
Human Resources Director



ST. JOHN PARISH SCHOOL SYSTEM JOB DESCRIPTION

JOB TITLE:	<i>Air Conditioning/Heating Technician/Electrician</i>
REPORTS TO / EVALUATED BY:	Supervisor of Maintenance/Custodial Operations
TERMS OF EMPLOYMENT:	12 Months 260-261 Days
SALARY RANGE:	HVAC/Electrician Salary Schedule
SCOPE OF RESPONSIBILITIES:	To attain and achieve standards of quality as necessary for the completion of construction, repairs, and assignments of air conditioning and heating systems while maintaining standards of the electrical code.

For individuals with a disability, hiring decisions will be based on the individual's ability to perform the essential functions of the job with or without a reasonable accommodation.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

1. Performs air conditioning/heating/electrical repair work district-wide assigned.
2. Is responsible for new electrical installation of air conditioning and heating systems district-wide as assigned.
3. Is responsible for reviewing all air condition/heating/electrical subcontractors' work throughout the district.
4. Assists in the development of a checklist of scheduled maintenance on all air conditioning / heating/electrical units in the district schools.
5. Maintains an inventory of needed materials and parts to provide prompt service to all air conditioning /heating/electrical units in the district.
6. Prepares a "Repair Completion Report" at the end of each repair assignment.
7. Reports any and all repair work performed or requested to the Supervisor of Custodial/Maintenance.
8. Attends in service training programs and meetings as designated by the Supervisor of Custodial / Maintenance.
9. Maintains a daily log of activities and mileage traveled.
10. Stays abreast of safety codes and laws governing the installation and maintenance of all air conditioning/heating/electrical units in the district.
11. Advises and recommends air conditioning/heating solutions, expansions and new construction plans.
12. Completes requisition forms as necessary for materials and equipment needed to complete assigned jobs.
13. Performs preventative maintenance on air conditioning and heating systems throughout the district as assigned.
14. Creates and maintains a safe work environment.
15. ~~Follows the rules and regulations of the St. John the Baptist School Board.~~ **Follows policies, procedures, rules and regulations of the St. John the Baptist Parish School Board.**
16. Attends work regularly and arrives punctually.
17. **Follows the time and/or duty schedule authorized by supervisor/designee for the work day.**
18. Notifies supervisor promptly in case of absence and communicates in advance the date of return so proper provisions can be made.

19. ~~Follows assigned break schedule and returns to work station promptly.~~ Follows the time and/or duty schedule authorized by supervisor/designee for the work day.
20. Works cooperatively with others.
21. Displays proper respect for superiors.
22. Observes professional lines of communication at all times with individuals inside and outside the school system.
23. Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, inappropriate language and behavior, and the use of racial and ethnic slurs when dealing with others.
24. Perform other duties as may be assigned which are related to the scope of the job.

WORK ENVIRONMENT

Duties may be both inside and outside. The employee can be exposed to temperature variations of hot and cold. Work areas may be around high voltage. Surfaces can be wet, slippery, and of a variety of inclines. Evening, weekend, or holiday work may be required.

COMMUNICATION SKILLS

Must be able to: 1) effectively communicate in English both orally and in writing; 2) accurately give and receive information; and 3) communicate successfully and pleasantly with others.

PHYSICAL DEMANDS

Must possess the physical skills and stamina to perform job responsibilities, including but not limited to, climbing, digging, lifting, and carrying. Must possess skills in the use of tools, materials, and equipment, and be able to work in confined areas, from ladders, scaffolding, etc.

MENTAL RELATIONS INVOLVEMENT

Must be able to: 1) plan and implement appropriate work actions; 2) understand and interpret written and verbal instructions; 3) follow written and verbal instructions; 4) complete necessary paperwork for documentation of assignments; and 5) comply with state, parish and federal regulations.

HUMAN RELATIONS INVOLVEMENT

Must be able to: 1) work cooperatively with others; and 2) respond positively to supervision and suggestions for improvement.

MINIMUM QUALIFICATIONS

1. Must possess a high school diploma or GED
2. Must be a minimum of 18 years of age
3. Experience and training in electrical system preferred.
4. Must have specialized training in repair and maintenance of air conditioning and heating, including commercial systems, chiller and cooler towers, and computerized systems.
5. Must be in good health and must pass physical examination.
6. Must have a valid Louisiana driver's license, reliable transportation, and be insurable.
7. Must furnish all hand and pouch tools.
8. Must have a valid air conditioning/heating/electrician certification.

APPROVED: _____ DATE: _____

REVIEWED AND AGREED TO: _____ DATE: _____

ST. JOHN PARISH SCHOOL SYSTEM
JOB DESCRIPTION



JOB TITLE:	<i>Custodian</i>
REPORTS TO/EVALUATED BY:	Principal
TERMS OF EMPLOYMENT:	260-261 days 8 hours/day, 5 days/week
SALARY RANGE:	Custodian Salary Schedule
SCOPE OF RESPONSIBILITIES:	To insure a neat, clean, healthy, and safe physical plant and grounds in which all may learn, plan, and develop.

For individuals with a disability, hiring decisions will be based only on the individual's ability to perform the essential functions of the job with or without a reasonable accommodation.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

1. Performs regular ongoing duties designed to promote cleanliness, safety, and efficiency within school facilities, including but not limited to, exterior entrance, hallways, lobby, elevator, stairwell, office, classrooms, and restroom areas.
2. Requests necessary supplies and equipment to perform assigned duties.
3. Keeps supplies labeled and stored correctly.
4. Keeps equipment clean and stored correctly.
5. Performs routine manual labor which is customary and standard for the job description, such as moving furniture, housekeeping, preparing surfaces for painting, etc.
6. Takes breaks according to schedule and returns to station promptly.
7. Works cooperatively with others.
8. Attends inservice training programs and meetings as assigned.
9. Displays proper respect for superiors.
10. Observes professional lines of communication at all times with all individuals inside and outside the school system.
11. Follows the policies, procedures, rules and regulations of the St. John the Baptist Parish School Board.
12. Notifies supervisor promptly in case of absence, and communicates in advance the date of return so that provisions can be made.
13. Demonstrates proper attire and good grooming.
14. Attends work regularly and arrives punctually.
15. Follows the time and/or duty schedule authorized by supervisor/designee for the work day.
16. Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, inappropriate language and behavior, and the use of racial and/or ethnic slurs when dealing with others.
17. Performs other job duties as may be assigned which are related to the scope of the job.

Custodian Job Description

WORK ENVIRONMENT/HOURS:

The Custodian is required to work inside and outdoors adhering to School Board energy policy. The Custodian works an eight-hour day, 260-261 days per year, five days per week, and may be required to work overtime.

COMMUNICATION SKILLS:

The Custodian must be able to: 1) communicate in standard English, both orally and in writing; 2) accurately compile and access data, summarize information, and provide written reports to supervisor; and 3) communicate pleasantly with the public.

EQUIPMENT USED:

The Custodian must be able to handle and maintain all janitorial equipment and supplies including, but not limited to, brooms, mops, buckets, buffers, sweepers, vacuums, and chemicals.

PHYSICAL INVOLVEMENT:

The Custodian must be able to: 1) stand, walk, reach, bend, sit, and squat; 2) do heavy lifting (more than 50 lbs.) and move furniture and equipment such as buffers and waxers; 3) endure fumes when used in accordance with manufacturer's recommendation; 4) mix various chemicals/cleaning products.

MENTAL INVOLVEMENT:

The Custodian must understand and interpret written and verbal instructions from head custodian and other administrators.

HUMAN RELATIONS INVOLVEMENT:

The Custodian must be able to work compatibly with all the occupants of sites served.

MINIMUM QUALIFICATIONS:

The Custodian must: 1) possess a high school diploma or GED; 2) be a minimum of 18 years of age; 3) have physical and mental ability to complete tasks assigned; 4) be in a good physical condition and able to pass a physical examination; ~~5) pass criminal history record check~~

REVIEWED AND AGREED TO: _____ DATE: _____
Employee Signature

APPROVED: _____ DATE: _____
Supervisor Signature

Revised: 06/24/91 Adopted: 07/11/91 Revised: 12/18/97 Revised November 2013, September 2019

**ST. JOHN PARISH SCHOOL SYSTEM
JOB DESCRIPTION**

JOB TITLE:	<i>Drayage / Warehouseman</i>
REPORTS TO / EVALUATED BY:	Purchasing Agent Director
TERMS OF EMPLOYMENT:	260-261 Days, 8 hours/day, 5 days/week
SALARY RANGE:	Drayage Salary Schedule
SCOPE OF RESPONSIBILITIES:	To deliver all material in an efficient, timely manner and keep accurate records of incoming and outgoing items.

For individuals with a disability, hiring decisions will be based on the individual's ability to perform the essential functions of the job with or without a reasonable accommodation.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

1. Picks up and delivers mail to post office and UPS as necessary.
2. Deliver correspondence to all School Board members.
3. Delivers materials and supplies to all sites/department in a timely manner.
4. Delivers textbooks and packages to schools as they are delivered to the warehouse.
5. Received and documents all deliveries to the warehouse.
6. Keeps all delivery slips on file.
7. Picks up equipment from all sites and brings them to the warehouse.
8. Moves equipment, materials, and supplies from one area/department/site to another.
9. Loads and unloads trucks for transportation of equipment, materials, and supplies.
10. Follows maintenance schedule of assigned vehicle.
11. Performs routine manual labor tasks required, such as moving furniture, preparing surfaces for painting, housekeeping, etc.
12. Assembles equipment as necessary.
13. Labels equipment and supplies as necessary.
14. ~~Takes breaks according to schedule and returns to station promptly.~~ Follows the time and/or duty schedule authorized by supervisor/designee for the work day.
15. Displays proper respect for superiors.
16. Observes professional lines of communication at all times with all individuals inside and outside the school system.
17. Follows the policies, procedures, rules, and regulations of the St. John the Baptist Parish School Board.
18. Notifies supervisor promptly in case of absence, and communicates in advance the date of return so that provisions can be made.
19. Works cooperatively with others.
20. Attends work regularly and arrives punctually.
21. Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, inappropriate language, and behavior, and the use of racial and/or ethnic slurs when dealing with others.
22. Performs other job duties as may be assigned which are related to the scope of the job.

WORK ENVIRONMENT/HOURS

The warehouseman is required to work inside and outdoors adhering to School Board energy policy. The warehouseman works an eight-hour day, 260-261 days per year, five days per week, and may be required to work overtime.

COMMUNICATION SKILLS

The warehouseman must be able to: 1) communicate in English both orally and in writing; 2) accurately compile and access data, summarize information, and provide written reports to supervisor; and 3) communicate pleasantly with the public.

EQUIPMENT

The warehouseman must be able to handle and maintain all heavy equipment and supplies; and 2) operate and maintain the vehicle assigned.

PHYSICAL INVOLVEMENT

The warehouseman must be able to: 1) stand, walk, reach, bend, sit and squat; 2) do heavy lifting (more than 50 lbs.) and move furniture and equipment; and 3) assemble equipment.

MENTAL INVOLVEMENT

The warehouseman must understand and interpret written and verbal instructions from his/her supervisor and other administrators.

HUMAN RELATIONS INVOLVEMENT

The warehouseman must work compatibly with all the occupants of sites served.

MINIMUM QUALIFICATIONS

The warehouseman must: 1) possess a high school diploma or GED; 2) be a minimum of 18 years of age; 3) have physical and mental ability to complete tasks assigned; 4) be in a good physical condition and able to pass a physical examination; ~~5) pass criminal history record check.~~

APPROVED: _____

DATE: _____

REVIEWED AND AGREED TO: _____

DATE: _____

**ST. JOHN PARISH SCHOOL SYSTEM
JOB DESCRIPTION**



JOB TITLE:	General Maintenance Worker
REPORTS TO/EVALUATED BY:	Site Principal Coordinator of Maintenance/Custodial Operations
EVALUATED BY:	Coordinator of Maintenance and Custodial Services
SALARY RANGE:	Maintenance Worker Salary Schedule
TERMS OF EMPLOYMENT:	260-261 Days
SCOPE OF RESPONSIBILITIES:	To attain a high standard of maintenance of school system buildings and campuses.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

For individuals with a disability, hiring decisions will be based only on the individual's ability to perform the essential functions of the job with or without a reasonable accommodation.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

1. Maintains repairs and upkeeps property located throughout the school and school campus.
2. Assists craftsmen as needed for jobs being performed.
3. Uses hand tools of various trades in performing the tasks assigned by supervisor.
4. Assists in development and maintains a checklist of scheduled maintenance on all district owned buildings and property.
5. Maintains an inventory of needed materials and parts to provide prompt service to all maintenance at school site.
6. Prepares a "Repair Completion Report" at the end of each repair assignment.
7. Requested technical assistance as needed to the Coordinator of Custodial/Maintenance.
8. Attends inservice training programs and meetings as designed by the supervisor.
9. Maintains a daily log of activities and mileage traveled.
10. Stays abreast of safety and fire codes and laws governing the construction and repair of buildings.
11. Performs maintenance tasks at a high level of competency.
12. Completes requisition forms as necessary of material and equipment needed to complete assigned jobs.
13. Replaces air condition filters and light bulbs as needed.
14. Creates and maintains a safe work environment.
15. Acts as a model for students in behavior, speech, and dress.
16. **Monitors students and is diligent in supervising students in the hallways, classrooms, and during non-instructional times.**
17. Follows the **policies, procedures**, rules and regulations of the St. John the Baptist School Board.
18. Attends work regularly and arrives punctually.
19. **Follows the time and/or duty schedule authorized by supervisor/designee for the work day.**
20. Notifies supervisor promptly in case of absence and communicates in advance the date of return so proper provisions can be made.
21. Follows assigned break schedule and returns to workstation promptly.

General Maintenance Worker

22. Works cooperatively with others.
23. Displays proper respect for superiors.
24. Observes professional lines of communication at all times with individuals inside and outside the school system.
25. Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, inappropriate language and behavior, and the use of racial and ethnic slurs when dealing with others.
26. Performs other duties as may be assigned which are related to the scope of the job.

WORK ENVIRONMENT

Duties may be both inside and outside. The employee can be exposed to temperature variations of hot and cold. Surfaces can be wet, slippery, and of a variety of inclines. Must comply with assigned hours on duty. Evening, weekend, or holiday work may be required. 8 hours days 260-261 days per year.

COMMUNICATION SKILLS

Must be able to: 1) effectively communicate in English both orally and in writing; 2) accurately give and receive information; and 3) communicate successfully and pleasantly with others.

PHYSICAL DEMANDS

Must possess the physical skills and stamina to perform job responsibility, including but not limited to, digging, lifting, and carrying. Must be able to lift and carry 50 pounds. Must possess skills in the use of tools, materials, and equipment, and be able to climb ladders and scaffolds and work from either.

MENTAL RELATIONS INVOLVEMENT

Must be able to: 1) plan and implement appropriate work actions; 2) understand and interpret written and verbal instructions; 3) follow written and verbal instructions; 4) work independently and without supervision; 5) complete necessary paperwork for documentation of assignments; and 6) comply with state, parish, and federal regulations.

HUMAN RELATIONS INVOLVEMENT

Must be able to: 1) work cooperatively with others; and 2) respond positively to supervision and accept suggestions for improvement.

MINIMUM QUALIFICATIONS

1. Must possess a high school diploma or GED.
2. Must be a minimum of 18 years of age.
3. Experience and training in the area of carpentry and construction.
4. Must be in good health and must pass physical examination.
5. ~~Must pass criminal history record check.~~
6. Must have a valid Louisiana driver's license, reliable transportation, and be insurable.
7. Must furnish all small hand and pouch tools.
8. Must pass a job skills test.

General Maintenance Worker

REVIEWED AND AGREED TO: _____ DATE: _____
Employee Signature

APPROVED: _____ DATE: _____
Supervisor Signature

ST. JOHN PARISH SCHOOL SYSTEM JOB DESCRIPTION



JOB TITLE:	<i>Electrician</i>
REPORTS TO / EVALUATED BY:	Supervisor of Custodial / Maintenance
TERMS OF EMPLOYMENT:	260-261 Days 12 months ; 8 hours/day; 5 days/week
SALARY RANGE:	Electrician Salary Schedule
SCOPE OF RESPONSIBILITIES:	To attain and achieve standards of quality as necessary for the completion of construction, repairs, and assignments while maintaining standards of the electrical code.

For individuals with a disability, hiring decisions will be based on the individual's ability to perform the essential functions of the job with or without a reasonable accommodation.

PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS

1. Performs new electrical installation district wide as assigned.
2. Reviews electrical sub-contractors work throughout the district as assigned.
3. Performs electrical repair work throughout the district as assigned.
4. Assists with the development and maintenance of a checklist of scheduled maintenance on all electrical units in the district schools.
5. Maintains an inventory of needed materials and parts to provide prompt service to all electrical units in the district.
6. Prepares a "Repair Completion Report" at the end of each repair assignment.
7. Reports any and all repair work performed or requested to the Supervisor of Custodial / Maintenance.
8. Attends in service training programs and meetings as designated by the Supervisor of Custodial / Maintenance.
9. Maintains a daily log of activities and mileage traveled.
10. Stays abreast of the current safety codes and laws governing the installation and maintenance of all electrical systems in the district.
11. Advises and makes recommendations about electrical problems, expansions, and new construction plans.
12. Completes requisition forms as necessary for materials and equipment needed to complete assigned jobs.
13. Performs preventive maintenance on electrical systems throughout the district as assigned.
14. Creates and maintains a safe work environment.
15. Follows the policies, procedures, rules and regulations of the St. John the Baptist School Board.
16. Attends work regularly and arrives punctually.
17. **Follows the time and/or duty schedule authorized by supervisor/designee for the work day.**
18. Notifies supervisor promptly in case of absence and communicates in advance the date of return so proper provisions can be made.
19. Follows assigned break schedule and returns to work station promptly.
20. Works cooperatively with others.
21. Displays proper respect for superiors.
22. Observes professional lines of communication at all times with individuals inside and outside the

school system.

23. Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, inappropriate language and behavior, and the use of racial and ethnic slurs when dealing with others.
24. Performs other duties as may be assigned which are related to the scope of the job.

WORK ENVIRONMENT

Duties may be both inside and outside. The employee can be exposed to temperature variations of hot and cold. Work areas may be around high voltage. Surfaces can be wet, slippery, and of a variety of inclines. Must comply with assigned hours on duty. Evening, weekend, or holiday work may be required.

COMMUNICATION SKILLS

Must be able to: 1) effectively communicate in English both orally and in writing; 2) accurately give and receive information; and 3) communicate successfully and pleasantly with others.

PHYSICAL DEMANDS

Must possess the physical skills and stamina to perform job responsibilities, including but not limited to, climbing, digging, lifting, and carrying. Must possess skills in the use of tools, materials, and equipment, and be able to work in confined areas, from ladders, scaffolding, etc.

MENTAL RELATIONS INVOLVEMENT

Must be able to: 1) plan and implement appropriate work actions; 2) understand and interpret written and verbal instructions; 3) follow written and verbal instructions; 4) complete necessary paperwork for documentation of assignments; and 5) comply with state, parish and federal regulations.

HUMAN RELATIONS INVOLVEMENT

Must be able to: 1) work cooperatively with others; and 2) respond positively to supervision and suggestions for improvement.

MINIMUM QUALIFICATIONS

1. Must possess a high school diploma or GED.
2. Must be a minimum of 18 years of age.
3. Experience and training in electrical system preferred.
4. Must demonstrate knowledge of volts/ohms/amps/mega and know current capacity of different size wires, circuit breakers and fuses.
5. Must be in good health and must pass physical examination.
- ~~6. Must pass criminal history record check.~~
7. Must have a valid Louisiana driver's license, reliable transportation, and be insurable.
8. Must furnish all hand or pouch tools.
9. ~~Must have a valid electrician license.~~ Must demonstrate knowledge of electrical systems by passing a district-administered skills test.

APPROVED: _____

DATE: _____

REVIEWED AND AGREED TO: _____

DATE: _____

**ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 6b

DATE: 09/19/2019

TOPIC: Personnel Matters

BACKGROUND: Bulletin 130: Annual revision of Regulations for the Evaluation and Assessment of School Personnel

Introduction of Revised Policy:

1. Bulletin 130

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

INFORMATION

SOURCES:

Serina Duke,
Human Resources Director



ST. JOHN THE BAPTIST PARISH PUBLIC SCHOOLS

REGULATIONS FOR THE EVALUATION AND ASSESSMENT OF SCHOOL PERSONNEL BULLETIN 130

Revised 8/19

Bulletin 130
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Chapter 1. Overview

In order to ensure an excellent school system, one that provides opportunities for all children, St. John the Baptist Parish Public School System has developed a philosophy of work for its employees. This system recognizes that if it is to provide an excellent educational environment for its students, it must also provide an environment conducive to professional growth for its employees: one that is related to educational goals at the state level as well as the district and school building level; one that stimulates creativity and encourages new ideas; one that is flexible enough to allow for employee originality and experimentation; and one that nurtures the development of the master teacher as well as support for the professional development of the new teacher.

These guidelines are directly from Bulletin 130:

§101. Guidelines of the Program

A. As required by R.S. 17:391.2, et seq., all local educational agencies (LEAs) in Louisiana developed accountability plans to fulfill the requirements as set forth by the laws. Specifically, act 621 of 1977 established school accountability programs for all certified and other professional personnel. Act 9 of 1977 established a statewide system of evaluation for teachers and principals. Act 605 of 1980 gave the Louisiana Department of Education (LDE) the authority to monitor the LEAs' personnel evaluation programs. Act 54 of 2010 requires that measures of student growth be incorporated into teachers' and administrators' evaluations and represent fifty percent of their final rating. In addition, Act 54 of 2010 requires that all teachers and administrators receive annual evaluations. In passing these Acts, it was the intent of the legislature to establish within each LEA a uniform system for the evaluation of certified and other professional personnel.

B. The guidelines to strengthen local teacher evaluation programs include the Louisiana Components of Effective Teaching and were entitled "Toward Strengthening and Standardizing Local School Districts' Teacher Evaluation Programs." The guidelines were approved by the Louisiana Board of Elementary and Secondary Education (BESE) in September 1992. These guidelines, along with the requirements of local accountability legislation, form the basis for the local evaluation programs.

C. BESE also authorized the convening of the Louisiana Components of Effective Teaching (LCET) Panel in spring of 1992. The charge of the panel was to determine and to define the components of effective teaching for Louisiana's teachers. Reviewed and revised in the late 90s and 2002, the components are intended to reflect what actually takes place in the classroom of an effective teacher. The original 35-member panel was composed of a majority of teachers. The resulting *Louisiana Components of Effective Teaching*, a descriptive framework of effective teacher behavior, was intended to be a uniform element that served as evaluation and assessment criteria in the local teacher evaluation programs.

D. — In 1994, Act I of the third Extraordinary Session of the 1994 Louisiana Legislature was passed. Act I amended and reenacted several statutes related to Local Personnel Evaluation. In April 2000, Act 38 of the Extraordinary Session of the 2000 Louisiana Legislature was passed. Act 38 amended, enacted, and repealed portions of the legislation regarding the local personnel evaluation process. While local school districts are expected to maintain the elements of the local personnel evaluation programs currently in place and set forth in this document, Act 38 eliminated the LDE's required monitoring of the local implementation. Monitoring of local personnel evaluation programs is to occur as requested by BESE.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), 17:10.1, 17:391.10, 17:3881-3886, 17:3901-3904, and 17:3997.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010), amended LR 38:1214 (May 2012), LR 45:233 (February 2019).

§103. Purposes of Personnel Evaluation

St. John the Baptist Parish Public School System recognizes the need to fully implement Bulletin 130 - Regulations for the Evaluation and Assessment of School Personnel if it is to fulfill the expectations of this community and the state of Louisiana.

The philosophy of St. John the Baptist Parish Public School System stems from the belief that all students can learn, that good teaching increases the opportunities for learning, and that a collegial, collaborative relationship between an evaluatee and evaluator creates the appropriate climate for effective teaching. To support this relationship, the purposes of the evaluation program are explained and discussed with all evaluatees.

To that end, St. John the Baptist Parish Public School System has developed its District Strategic Plan that includes district-wide goals. Each school submits annually a Plan for Student Success that addresses goals that are reflective of the district's District Strategic Plan. Therefore, personnel evaluation in this parish is viewed as a process to encourage employees to develop Professional Growth Plans that reflect the goals of both the district and school.

The philosophy of principal evaluation in St. John the Baptist Parish Public School System embraces the belief that an effective principal works with staff to identify school goals. These goals promote the enhancement of student learning. The effective school leader maintains a safe and orderly school environment and creates (promotes) a positive school atmosphere where evaluatees are empowered to improve the instructional process collaboratively and the overall educational experience for the students of St. John. Effective principals are visible, positive role models who are respected by staff, students, and the school community. They are leaders who encourage by example, deliver, and support ongoing 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 be creative problem-solvers and risk-takers. St. John the Baptist Parish Public School System believes that this philosophy captures the essence of the effective principal and will serve as the foundation for the principal evaluation process. The purposes of St. John the Baptist Parish Public School System's personnel evaluation and assessment regulations are as follows:

- A. The purposes for which personnel evaluation will be used in Louisiana are as follows:
1. To support performance management systems that ensure qualified and effective personnel are employed in instructional and administrative positions;
 2. To enhance the quality of instruction and administration in public schools;
 3. To provide procedures that are necessary to retain effective teachers and administrators and to strengthen the formal learning environment; and
 4. To foster continuous improvement of teaching and learning by providing opportunities for targeted professional growth and development.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010), amended LR 38:1215 (May 2012).

§105. Framework for LEA Personnel Evaluation Programs

- A. St. John the Baptist Parish Public School System has the responsibility of providing an appropriate program for the evaluation of certified and other professional personnel employed within the system.
- B. The Local Personnel Evaluation Plans defined by the School Board shall include, at a minimum, the following elements:
1. Job Descriptions: Job descriptions for every category of teacher and administrator which contain the criteria by which the teacher and administrator shall be evaluated. Job descriptions must be reviewed annually; current signatures must be on file **of the district-selected electronic evaluation platform**. All originals of the job descriptions must be signed by the employee and the evaluator no later than September 15th of each year.
 2. Professional Growth Planning Process: St. John the Baptist Parish Public School System shall design and provide guidelines for teachers and administrators to develop a professional growth plan with their evaluators. The plans must be designed to assist each teacher or administrator in demonstrating effective performance, as defined by Bulletin 130. Each plan will include 2 objectives as well as the strategies that the teacher or administrator intends to use to attain each objective. Professional Growth Plans must be completed no later than September 15th for employees hired at the beginning of the school year. Employees hired after that date will develop PGP's with their evaluator within 30 days of their date of hire.
 3. Observation/Data Collection Process: The evaluator or evaluators of each teacher and administrator shall conduct a minimum of one formal, announced observation and at least one informal, unannounced observation of instructional practice per academic year. Each formal teacher observation must last at least one complete lesson. For each formal observation, evaluators shall conduct a pre-observation conference with their evaluatee during which the teacher or administrator shall provide the evaluator or evaluators with relevant information. For both formal and informal observations, evaluators shall provide evaluatees with feedback following the observation, including areas for commendation as well as areas for improvement. Additional evidence, such as data from periodic visits to the school and/or classroom as well as written materials or artifacts, may be used to inform evaluation. It is strongly suggested that all employees newly hired to St. John the Baptist Parish Public School System and those who have transferred to a new site or a new job description, be observed/evaluated during the first semester. All observations must be done no later than **April 30th**. **Evaluations for COMPASS teachers and NTGS will be complete by May 15th**. **VAM teachers' evaluation completion will align with state guidelines for standardized test score availability.**
 4. Professional Development and Support: St. John the Baptist Parish Public School System shall provide multiple opportunities for teachers and administrators to receive feedback, reflect on individual practice, and consider opportunities for improvement throughout the academic year, and shall provide intensive assistance plans to teachers and administrators, according to the requirements set forth in Bulletin 130.
 5. Grievance Process: A description of the procedures for resolving conflict and/or grievances relating to evaluation results in a fair, efficient, effective, and professional manner shall be included in the local evaluation plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010), amended LR 38:1215 (May 2012), LR 38:2359 (September 2012), LR 39:1273 (May 2013).

Chapter 3. Personnel Evaluation

§301. Overview of Personnel Evaluation

In addition to the criteria shown on job descriptions for teachers and other certified professionals, the following information will be used as evaluation criteria by St. John the Baptist Parish Public School System.

A. Personnel evaluation for teachers and administrators shall be composed of two parts. Fifty percent of the evaluation shall be composed of applicable measure(s) of growth in student learning. The remaining 50 percent shall be based upon a qualitative assessment of teacher or administrator performance.

1. For teachers, data derived from the value-added assessment model shall be a factor in measuring growth in student learning for grade levels and subjects for which value-added data are available. If value-added data are available, growth in student learning (50 percent of the total score) shall be comprised of 35 percent value-added data and 15 percent student learning targets. If value-added data are not available, growth in student learning shall be comprised of 50 percent student learning targets. For administrators, the 50 percent of the evaluation based upon growth in student learning shall incorporate a school-wide measure of growth and goal setting for principals is subject to §305.D of this bulletin.

2. The 50 percent of the evaluation that is based on a qualitative measure of teacher and administrator performance shall include a minimum of two observations or site visits. This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products.

B. The combination of the applicable measure of growth in student learning and the qualitative assessment of performance shall result in a composite score used to distinguish levels of overall effectiveness for teachers and administrators.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1215 (May 2012), amended LR 38:2359 (September 2012), LR 39:1273 (May 2013), LR 41:1266 (July 2015), LR 43:2480 (December 2017).

§303. Measures of Growth in Student Learning - Value-Added Model

A. A value-added model shall be used to measure student growth for the purposes of teacher and administrator evaluation, where available, according to guidelines provided by the department.

B. Value-added data shall be provided to teachers in grades and subjects that administer state-wide standardized tests and for which appropriate prior testing data is available. The value-added model shall not be applied for the purposes of evaluation in any cases in which there are fewer than 10 students with value-added results assigned to an educator.

C. The value-added model shall be a statistical model approved by the board for linking academic gains of students to teachers in grades and subjects for which appropriate data are available.

D. The value-added model shall take into account the following student-level variables:

1. prior achievement data that are available (up to three years);
2. gifted status;
3. section 504 status;
4. attendance;
5. disability status;
6. economically disadvantaged status;
7. limited English proficiency; and
8. prior discipline history.

E. Classroom composition variables shall also be included in the model.

F. Additional specifications relating to the value-added model shall be adopted by the board, in accordance with R.S. 17:10.1(D).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1216 (May 2012), amended LR 38:3123 (December 2012), LR 39:1273 (May 2013), LR 40:761 (April 2014), LR 41:1267 (July 2015), LR 43:2480 (December 2017).

§305. Measures of Growth in Student Learning - Non-Tested Grades and Subjects

A. The State Department of Education shall expand the value-added model, as new state assessments become available.

B. For teachers and administrators of progress towards pre-determined student learning targets - as measured by state-approved common assessments, where available - shall govern the student growth component of the evaluation. Student learning targets shall include goals which express an expectation of growth in student achievement over a given period of time, as well as common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence. ~~The quality of student learning targets as well as the attainment of targets shall be evaluated using a standard rubric provided by the department.~~

C. A minimum of two student learning targets shall be identified for each teacher ~~in NTGS~~. The department shall provide evaluative tools for evaluators to use in assessing the quality of student learning targets.

1. State-approved common assessments shall be used as part of the body of evidence measuring students' attainment of learning targets, where applicable. St. John the Baptist Parish Public School System will publish a list of district approved common assessments.
2. Where no state-approved common assessments ~~for NTGS~~ are available, evaluatees, and evaluators shall decide upon the appropriate assessment or assessments to measure students' attainment of learning targets.
3. St. John the Baptist Parish Public School System may define consistent student learning targets across schools and classrooms for teachers with similar assignments, ~~provided that they allow for ample flexibility to address the specific needs of students in each classroom.~~

D. Principals and administrators: A minimum of two student learning targets shall be identified for each administrator.

1. For principals, the LDE shall provide recommended targets to use in assessing the quality and attainment of both student learning targets, which will be based upon review of ~~the~~ “similar” schools. The LDE will annually publish the methodology for defining “similar” schools.

2. For principals at least one learning target shall be based on overall school performance improvement in the current school year, as measured by the school performance score.

3. For principals, at least one learning target shall be based on growth in a component (e.g., ELA or Math improvement) of school performance score.

~~4. Principals at schools with special population (e.g., K-2 schools) may define learning targets based on LDE guidance.~~ Principals at schools with special populations (e.g. alternative schools) or those that do not have grades with standardized testing and available value-added data (e.g., K-2 schools) may define learning targets based on LDE guidance.

E. The State Department shall provide annual updates to LEAs relating to:

1. The expansion of state-standardized testing and the availability of value-added data, as applicable;
2. The expansion of state-approved common assessments to be used to build to bodies of evidence for student learning where the value-added model is not available; and
3. The revision of state-approved tools to be used in evaluating student learning targets.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1216 (May 2012), amended LR 38:2359 (September 2012), LR 39:1273 (May 2013), LR 41:1267 (July 2015).

§307. Observation Tools

A. St. John the Baptist Parish Public School System shall utilize an observation tool to conduct a qualitative assessment of teacher, ~~content leader, mentor teacher,~~ and administrator performance, ~~which shall represent the fifty-percent of evaluations~~ that is not based on measures of growth in student learning and will represent 50 percent of all evaluations.

B. St. John the Baptist Parish Public School System observation tools shall adhere to the following minimum requirements:

1. The tool for ~~K-12~~ teacher evaluation shall align to the ~~competencies and performance standards contained within the~~ *Louisiana Components of Effective Teaching*. The tool for administrator evaluation shall align to the *Performance Expectations and Indicators for Education Leaders*, contained within Bulletin 125-Standards for Educational Leaders in Louisiana.
 - a. The *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Education Leaders* may be reviewed as needed by the Department in collaboration with educators administering the evaluation system and appropriate third parties to determine the need for modifications and their continuing utility.
 - b. The board shall approve any changes made to the *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Education Leaders*.
2. The observation tool for PreSchool, Model Early, and LA4 teacher evaluation shall align to CLASS (Classroom Scoring Assessment System) Observations.

3. Observation tools shall provide an overall score between 1.0 and 4.0. Total scores on observation tools may include tenths of points, indicated with a decimal point.
 4. Observation tools for content leader and mentor teacher evaluation shall align to the components of effective teaching in §901 of this Part and the Performance Expectations and Indicators for Educational Leaders, 2008 edition, as well as the competencies for content leaders or mentor teachers in LAC 28:CXXXI.350 and 351.
- C. The department shall develop and/or identify model observation tools according to these minimum requirements, which may be adopted by LEAs.
- D. If St. John the Baptist Parish Public School System should decide NOT to use model observation tools developed or identified by the department, St. John the Baptist Parish Public School System shall submit proposed alternate tools to the department for evaluation and approval. At this time, St. John the Baptist Parish Public School System, will allow any existing for future TAP schools to use any and all TAP evaluation/observation tools and instruments in lieu of the instruments used by all other St. John the Baptist Parish Public Schools.
1. With the submission of proposed alternate observation tools, St. John the Baptist Parish Public School System may request a waiver to use competencies and performance standards other than those provided in the *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Education Leaders*. Such requests shall include:
 - a. a justification for how the modified competencies and performance standards will support specific performance goals related to educator and student outcomes; and
 - b. an explanation of how St. John the Baptist Parish Public School System will ensure the reliability and validity of the alternate observation tool intended to measure the modified competencies and performance standards.
 2. The department may request revisions to proposed alternate observation tools to ensure their compliance with the minimum requirements set forth in this bulletin.
 3. If requested, revisions to proposed alternate observations tools shall be submitted to the department by the St. John the Baptist Parish Public School System.
 4. St. John the Baptist Parish Public School System proposed alternate observation tools shall be either approved or denied by the department no later than August 1.
 5. Should the St. John the Baptist Parish Public School System secure department approval for use of an alternate observation tool(s), then the System need not submit them for approval in subsequent years, unless the alternate observation tool(s) is revised, the *Louisiana Components of Effective Teaching/Performance Expectations and Indicators for Education Leaders* are revised, or revisions to this Section are approved by the board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), 17:10.1, 17:391.10, 17:3881-3886, 17:3901-3904, and 17:3997.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1216 (May 2012), amended LR 38:2360 (September 2012), LR 45:233 (February 2019).

§309 Standards of Effectiveness

The following Standards of Effectiveness will be used as scoring criteria by the St. John the Baptist Parish Public School System.

- A. Teachers and administrators shall receive a final composite score on annual evaluations to determine their effectiveness rating for that academic year:
1. The 50 percent of evaluations that is based on student growth will be represented by a sub-score between 1.0 and 4.0.
 2. The 50 percent of evaluations that is based on a qualitative assessment of performance will also be represented by a sub-score between 1.0 and 4.0.
 3. The final composite score for teachers and administrators shall be the average of the two sub-scores and shall be represented as a score between 1.0 and 4.0.
- B. The composite score ranges defining *ineffective*, *effective (emerging or proficient)* and *highly effective* performance shall be as follows:

Effectiveness Rating	Composite Score Range
Ineffective	$x < 1.5$
Effective: Emerging	$1.5 \leq x < 2.5$
Effective: Proficient	$2.5 \leq x < 3.5$
Highly Effective	$3.5 \leq x$

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1217 (May 2012), amended LR 38:2360 (September 2012), LR 41:1267 (July 2015).

§311. Evaluators

- A. St. John the Baptist Parish Public School System shall establish and maintain an accountability relationships register to clearly define who shall be the evaluator or evaluators within the ranks of teachers and administrators.
- B. Evaluators of teachers may be school principals, assistant principals, and central office administrators.
1. Other designees, such as literacy coaches, mentor and master teachers may conduct observations to help inform the evaluator's assessment of teacher performance. These designees shall be recorded as additional observers within the accountability relationships register.
- C. Evaluators of administrators shall be St. John the Baptist Parish Public School Board supervisors, Chief Academic Officers, Superintendents, or the evaluatee's respective supervisory-level designee.
- D. All evaluators shall be certified to serve as evaluators, according to the minimum requirements provided by the department.
1. The department, its contractors, and LEA's with approved alternate observation tools shall serve as the sole certifier of evaluators.
 2. The evaluator certification process shall include an assessment to ensure inter-rater reliability and accuracy of ratings, based on the use of the teacher or leader observational rubric.

3. Evaluators on record must renew certification to evaluate annually.

Listed below is the Accountability Relationship Register:

EVALUATEE	EVALUATOR
Adapted P. E. Teacher	Special Education Program Coordinator
Assistant Principal	Principal
Asst Superintendent	Superintendent
Athletic Director	Principal/Designee
Behavior Interventionist	Coordinator of Compliance & Discipline
Child Nutrition Supervisor	Exec. Dir. Of Business & Finance
Coordinator of Compliance & Discipline	Director of Special Education
Coordinator of Educational Technology	Asst Superintendent
Coordinator of Executive Programs of Finance	Exec. Dir. of Business & Finance
Coordinator of Federal & State Programs	Asst Superintendent
Coordinator of Information Tech. Services	Exec. Dir. of Business & Finance
Coordinator of Maintenance	Purchasing Agent/Director
Coordinator of Pupil Appraisal/Child Search	Director of Special Education
Coordinator of Testing and SIS	Exec. Dir. of Assessment & Accountability
Coordinator of Transportation	Exec. Dir. of Business & Finance
Curriculum Facilitators	Executive Master Teacher
Director of Headstart and PreK	Executive Director of Curriculum and Instruction
Director of Human Resources	Superintendent
Director of Safe & Drug Free Schools/Child Welfare & Attendance	Superintendent
Director of Special Education	Executive Dir. Curriculum & Instruction
Disciplinarian	Principal/Designee
Early Interventionist	Special Education Program Coordinator
Educational Diagnostician	Coordinator of Pupil Appraisal
English Learner Coach	Title III Coordinator/Compliance Monitor

Executive Director of Curriculum & Instruction	Superintendent
Executive Director of Business & Finance	Superintendent
Executive Master Teacher	Assistant Superintendent
Field Manager for Child Nutrition Program	Director of Child Nutrition
Headstart Family & Community Engagement/Ersea Coordinator	Director of Head Start/Designee
Head Start Nurse (Health/Handicap Coordinator)	Director of Head Start/Designee
Headstart Parental Involvement Coordinator	Director of Head Start/Designee
Head Start Parent Liason	Director of Head Start/Designee
Head Start Social Worker (Social Services Coord.)	Director of Head Start/Designee
Head Start Teacher	Director of HeadStart/Designee
IEP Coordinator	Director of Special Education
Inclusion Support Teacher/504 Facilitator	Director of Special Education
Librarian	Principal/Designee
Literacy Coach	Supervisor of Educational Technology
Master Teacher (Secondary)	Principal/Designee
Model Early Teacher	Principal/ Director of Head Start
PreK Teacher	Principal/Director of Head Start
Principal	Superintendent/Designee
Professional School Nurse	Director of Special Education
Pupil Appraisal Social Worker	Coordinator of Pupil Appraisal
Purchasing Agent/Director	Exec. Dir. Of Business & Finance
Risk Management Director	Superintendent
School Counselor	Principal/Designee
School Psychologist/School Psychological Asst.	Coordinator of Pupil Appraisal
Social Worker	Coordinator of Pupil Appraisal
Special Education Homebound Teacher	Special Education Program Coordinator
Special Education Program Coordinator	Director of Special Education

Special Education Teacher (I & II)	Principal/Designee
Speech/Language Diagnostician	Director of Special Education/Designee
Speech/Language Pathologist	Director of Special Education/Designee
Speech/Language Pathologist Medicaid Facilitator	Director of Special Education
Superintendent of Schools	St. John Parish School Board
Supervisor of Instructional Technology	Assistant Superintendent
Teacher	Principal/Designee
Technology Master Teacher	Coordinator of Educational Technology
Television Production Specialist	Principal/Designee
Transportation Assistant	Supervisor of Transportation
Transportation Supervisor	Exec. Dir. Of Business & Finance
Truant Officer	Director of Child Welfare and Attendance

Magnet School Resource Specialist
In-School Suspension Teacher
Redirection Center School Social Worker
Implementation Coach
IDEA Compliance Monitors

Principal/Designee
Principal/Designee
Principal/Designee
Director of Special Education
Director of Special Education/Designee

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1217 (May 2012), amended LR 38:2360 (September 2012), LR 45:233 (February 2019).

§313. Professional Development

A. The St. John the Baptist Parish Public School System shall provide professional development to all teachers and administrators, based upon their individual areas of improvement, as measured by the evaluation process. Professional development opportunities provided by the System shall meet the following criteria:

1. Professional development shall be job-embedded, where appropriate.
2. Professional development shall target identified individualized areas of growth for teachers and administrators, based on the results of the evaluation process, as well as data gathered through informal observations or site visits, and St. John the Baptist Parish Public School System shall utilize differentiated resources and levels of support accordingly.
3. Professional development shall include follow-up engagement with participants, such as feedback on performance, additional supports, and/or progress monitoring.
4. Professional development shall include measurable objectives to evaluate its effectiveness, based on improved teacher or administrator practice and growth in student learning.

B. Failure by the LEA to provide regular professional development opportunities to teachers and administrators shall not invalidate any results of the evaluation process.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1218 (May 2012).

§315. Intensive Assistance

This process must be used by all evaluators when it becomes necessary to prepare an Intensive Assistance Plan for an evaluatee who has been determined to be in need of assistance. The intensive assistance program applies to all teachers whether they are new or experienced personnel. If it is determined through the evaluation process that an evaluatee does not satisfactorily meet the St. John the Baptist Parish Public School Systems standards of performance, then that evaluatee is placed in an intensive assistance program.

An intensive assistance plan is then developed with the evaluatee. Evaluatees must continue to be evaluated until the need for intensive assistance no longer exists, or until resolved through due process, or the employee is terminated.

An intensive assistance program must conform to the guidelines listed below:

- A. An intensive assistance plan shall be developed by evaluators and evaluatees when an evaluatee has received an overall rating of *Ineffective* or has consistently demonstrated *Ineffective* performance, as determined by the evaluator, prior to receiving such a rating.
- B. An intensive assistance plan shall be developed with the evaluatee within 30 school days of an evaluation resulting in the initiation of the intensive assistance plan.
- C. The evaluatee shall be formally re-evaluated within one calendar year of the initiation of the intensive assistance plan. The evaluatee may be re-evaluated as needed, as determined by the principal, supervisor, or designee during the intensive plan timeframe. These evaluations may be formal and/or informal in nature and must be documented on the appropriate evaluation form(s).
- D. If the evaluatee is determined to be Ineffective after a formal evaluation conducted immediately upon completion of the intensive assistance plan or if the intensive assistance plan is not completed in conformity of its provisions, the St. John the Baptist Parish Public School System shall initiate termination proceedings within six months following such unsatisfactory performance.
- E. The intensive assistance plan shall be developed collaboratively by the evaluator and the evaluatee and must contain the following information:
 1. What the evaluatee needs to do to strengthen his/her performance including a statement of the objective(s) to be accomplished and the expected level(s) of performance according to student growth and/or qualitative measures;
 2. An explanation of the assistance/support/resource to be provided or secured by the school district and/or the school administrator; The St. John the Baptist Parish Public School System will offer professional development support to meet the objectives of this plan. With complete regard to all due process rights, plans will be made jointly by the evaluator and evaluatee to provide assistance in developing skills necessary to fulfill the job responsibilities of the evaluatee. Specific assistance programs could possibly include but are not limited to:
 - Inter-school and intra-school classroom visitation and/or observations;
 - Demonstrated instruction by other professionals;
 - Preview by supervisor of detailed lesson plans;
 - Observation by supervisor;
 - Utilization of community resources;
 - Special in-service meetings and training programs;
 - Voluntary peer assistance or selection of a mentor;
 - Academic assistance, i.e. consultation, course work, and applicable research;
 - Inter- or intra-school teaching/classroom observations;
 - Use of the strategies for effective teaching;
 - Professional reading, writing, and viewing of professional videos;
 - Programs of on-the-job training;
 - Others as agreed upon.
 3. The date that the assistance program shall begin;
 4. The date when the assistance program shall be completed;
 5. The evaluator's and evaluatee's signatures and date lines (Signatures and date lines shall be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);
 6. The timeline for achieving the objective and procedures for monitoring the evaluatee's progress (not to exceed one calendar year);
 7. An explanation of the provisions for multiple opportunities for the evaluatee to obtain support and feedback on performance (The intensive assistance plans shall be designed in such a manner as to provide the evaluatee with more than one resource to improve.); and

8. The action that will be taken if improvement is not demonstrated.

- F. Completed intensive assistance plans and appropriate supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, shall be filed in the evaluatee's single official file at the central office. The evaluatee shall receive a copy of the signed intensive assistance plan and any supporting documents.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010), amended LR 38:1218 (May 2012).

§317. Due Process and Grievance Procedures

- A. The St. John the Baptist Parish Public School System grievance procedures to address the following components of due process are as follows:

1. The evaluatee shall be provided with a copy of his/her evaluation results no later than 15 days after the final evaluation rating is determined and shall be entitled to any documentation related to the evaluation.
2. The evaluatee shall be entitled to provide a written response to the evaluation, to become a permanent attachment to the evaluatee's single official personnel file. The response may be a signed statement clarifying or rebutting the issue(s) in question and must be submitted within fifteen (15) working days after receipt of the dated evaluation.
3. Upon the request of the evaluatee, a meeting between the evaluatee and evaluator shall be held after the evaluation and prior to the end of the academic year within 15 days to discuss the results of the evaluation (this discussion will concern the strengths and areas in need of improvement of the evaluatee).
- ~~4. The evaluation and the assistance and assessment programs include procedures of resolving conflict in a fair, efficient, effective, and professional manner.~~
- ~~5. The evaluatee shall be entitled to provide a written response to the evaluation, to become a permanent attachment to the evaluatee's single official personnel file. The response may be a signed statement clarifying or rebutting the issue(s) in question and must be submitted within fifteen (15) working days after receipt of the dated evaluation.~~
- ~~6. The evaluatees not performing satisfactorily are informed in writing of such determination by receipt of the evaluation report.~~
7. The evaluatee has the right to receive proof, by documentation, of any item contained in the evaluation or the assessment that the evaluatee believes to be inaccurate, invalid or misrepresented. If documentation does not exist, the item in question is amended or is removed from the evaluation. It must be noted, however, that it is always incumbent upon the evaluator to comment on and document specific needs in the evaluation report.
8. The evaluatee is provided with ample assistance to improve performance.
9. The evaluatee may request that an evaluation be conducted by another source, such as a member of the Central Office staff, another administrator from within the school, or from another school.
10. The evaluatee shall be entitled to grieve to the superintendent or his/her designee, if the conflict in question is not resolved between evaluatee and evaluator. The evaluatee shall be entitled to representation by the St. John Association of Educators during the grievance procedure. An employee shall be entitled to Association representation at any conference at which an employee's alleged failure to comply with the provisions of an assistance plan is the subject of discussion.
11. The results of any observation or evaluation conducted hereunder and any recommendation for professional assistance, if disputed by an employee, may be made the subject of a grievance pursuant to the grievance procedures established in the Agreement but the same shall not be arbitrable. Procedural disputes with respect to whether an observer or evaluator followed the correct procedure in observing or evaluating an employee or correctly interpreted any plan adopted pursuant to Article XII of the Collective Bargaining Agreement shall be both grievable and arbitrable. Any disciplinary action taken or recommended by the principal or administrator as a result of an unsatisfactory observation, evaluation or failure to fulfill the terms of a professional assistance plan may be disputed under the grievance and arbitration procedure of this Agreement. (See the Agreement between the St John Association of Educators and School Employees and St. John the Baptist Parish Public School Board).

12. Copies of the evaluation results and any documentation related thereto of any school employee may be retained by the St. John the Baptist Parish Public School System, the board, or the department and, if retained, are confidential, do not constitute a public record, and shall not be released or shown to any person except as provided by law.
- B. Failure by the St John the Baptist Parish Public School System to adhere to the requirements of this section shall be a grievable matter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010), amended LR 38:1218 (May 2012).

§319. Staff Development for Personnel Involved in Evaluation

- A. The St. John the Baptist Parish Public School System shall provide training on a continuing basis for all staff involved in the evaluation process (i.e., district level administrators and supervisors, principals and assistant principals, and other observers, and classroom teachers). It is recommended that all training concentrate on fostering the elements listed below:
 1. A positive, constructive attitude toward the teacher and administrator evaluation process;
 2. A knowledge of state laws and St. John the Baptist Parish Public School System policies governing the evaluation process for teachers and administrators along with the associated procedures for intensive assistance and due process;
 3. An understanding of the *Louisiana Components of Effective Teaching*;
 4. An understanding of the *Performance Expectations and Indicators for Education Leaders*; or an approved, modified set of teacher competencies and performance standards.
 5. An understanding of the measures of growth in student learning, as adopted by the BESE Board;
 6. An understanding of the process for calculating a composite score to determine final effectiveness ratings for teacher and administrators;
 - ~~7. Data collection skills necessary to document a teacher's performance accurately;~~
 - ~~8. Data analysis skills necessary to make accurate judgments about a teacher's performance;~~
 - ~~9. Conferencing skills necessary to provide clear, constructive feedback regarding a teacher's performance;~~
 - ~~10. Skills in developing and facilitating meaningful professional growth plans that strengthen teaching effectiveness; and;~~
 - ~~11. Skills in writing effective evaluations and reports that document how evaluation and assessment has impacted the quality of the teaching-learning process in the classroom.~~
- B. All personnel involved in the teacher evaluation will receive instructions on how to access the St. John the Baptist Parish Public School Systems Guidelines for Personnel Evaluation. Staff development is documented in the following ways:
 1. School Improvement Plan Evaluation Reports
 2. District and School Reports
 3. Parish In-Service Days

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010), amended LR 38:1219 (May 2012), LR 38:2360 (September 2012).

§321. Evaluation Records Guidelines

- A. Copies of evaluation results and any related documentation shall be retained by the St. John the Baptist Parish Public School System.
- B. All such files shall be confidential and shall not constitute a public record.
- C. Such files shall not be released or shown to any person except:
 1. The evaluated employee or his/her designee;

2. Authorized school system officers and employees for all personnel matters, including employment applications and for any hearing, which relates to personnel matters, which includes the authorized representative of any school or school system, public or private, to which the employee has made application for employment; and
 3. For introduction in evidence or discovery in any court action between the local board and a teacher when:
 - a. The performance of the teacher is at issue; or
 - b. The evaluation was an exhibit at a hearing, the result of which is being challenged.
- D. Any local board considering an employment application for a person evaluated pursuant to this bulletin shall request such person's evaluation results as part of the application process, regardless of whether that person is already employed by that school system or not, and shall notify the applicant that evaluation results shall be requested as part of this mandated process. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems applicable.
- E. The State Superintendent of Education shall make available to the public the data specified in R. S. 17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational personnel. However, the Superintendent shall not reveal information pertaining to the evaluation report of a particular employee.
- F. Public information may include school level growth data, as specified in R.S. 17:3902(B)(5).
- G. Nothing in this Section shall be interpreted to prevent de-identified student growth data from view.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1219 (May 2012), amended LR 38:2361 (September 2012).

§323. Job Descriptions

- A. The Local Personnel Evaluation Plan shall contain a copy of the job descriptions currently in use in the St. John the Baptist Parish Public School System. The St. John the Baptist Parish Public School System shall establish competency-based job descriptions for every category of teacher and administrator pursuant to its evaluation plan. The chart that follows identifies a minimum listing of the categories and titles of personnel for which job descriptions must be developed.

Personnel Category	Positions or Title
Administrative	1. Superintendent
	2. Assistant Superintendent
	3. Director
	4. Supervisor
	5. Coordinator
	6. Principal
	7. Assistant Principal
	8. Any employee whose position does not require certification but does require a minimal educational attainment of a bachelor's degree from an accredited institution of learning
	9. Any employee whose position requires certification, but whose title is not given in this list
	10. Any employee who holds a major management position, but who is not required to have a college degree or certification
Instructional Personnel	1. Teachers of Regular and Special Education Students 2. Special Projects Teachers 3. Instructional Coaches and/or Master Teachers

Support Services	<ol style="list-style-type: none"> 1. Guidance Counselors 2. Librarians 3. Therapists
	<ol style="list-style-type: none"> 1. Any employee whose position does not require certification but does require a minimal educational attainment of a bachelor's degree from an accredited institution of learning
	<ol style="list-style-type: none"> 2. Any employee whose position requires certification, but whose title is not given in this list 3. Any employee who holds a major management position, but who is not required to have a college degree or certification

B. The competency-based job description shall:

1. Be grounded in the state standards of performance;
2. Include job tasks that represent the essential knowledge, skills and responsibilities of an effective teacher or administrator that lead to growth in student achievement;
3. Be reviewed regularly to ensure that the description represents the full scope of the teacher's or administrator's responsibilities; and
4. Be distributed to all certified and professional personnel prior to employment. If said job description is modified based on the district's annual review, it must be distributed to all certified and professional teachers and leaders prior to the beginning of the next school year.

C. The following components shall be included in each job description developed:

1. Position title;
2. Overview of position;
3. Position qualifications shall be at least the minimum requirements as stated in *Bulletin 746-Louisiana Standards for State Certification of School Personnel* (The qualifications shall be established for the position, rather than the employee);
4. Title of the person to whom the employee reports;
5. Performance standards, including statement on responsibility for growth in student learning;
6. Salary or hourly pay range;
7. Statement acknowledging receipt of job description; and
8. A space for the employee's signature and date.

NOTE: Job descriptions must be reviewed annually. Current signatures must be on file ~~at the central office in the single official file of the district's selected electronic evaluation platform~~ to document the annual review and/or receipt of job descriptions. All originals of job description must be signed by the employee and the evaluator no later than Sept 4th 30th of each year

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010), amended LR 38:1219 (May 2012), LR 38:2361 (September 2012).

§325. Extenuating Circumstances

- A. For any year in which a school temporarily closes due to natural disasters or any other unexpected events, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting a letter to the State Superintendent of Education. ~~Requests for invalidation of evaluation results shall be made prior to the State's release of annual value-added results and in no instance later than June 4. The state superintendent of education shall publish annually the process and timeline for making such requests.~~
- B. Evaluation results shall be invalidated for any teacher or administrator with 60 or more excused absences in a given academic year, due to approved extended leave, such as maternity leave, military leave, extended sick leave, or sabbatical leave.

- ~~C. For any other extenuating circumstances that significantly compromise an educator's opportunity to impact student learning, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting such requests in a report to the State Superintendent of Education. Requests for invalidation of evaluation results shall be made prior to the state's release of annual value-added results and no later than June 1.~~ For approved leave of fewer days and for any other extenuating circumstances that significantly compromise an educator's opportunity to impact student learning, educators, on their own behalf, district superintendents, or CEOs may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting such requests to the state superintendent of education. The state superintendent of education shall publish annually the process and timeline for making such requests.
- D. In the event that a yearlong resident has substantially negatively impacted student learning in the mentor teacher classroom, the district superintendent or CEO may submit a written request to the state superintendent for invalidation of student achievement growth data with relation to the value-added assessment model, in accordance with processes and timelines set forth by the LDE.
- E. In cases where value-added data is invalidated, the principal or designee will have the discretion to determine the evaluation rating, based on the evidence available from students learning targets and observations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), 17:391.10, 17:3881-3886, 17:3901-3904, 17:3997, and 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1220 (May 2012), amended LR 38:2361 (September 2012), LR 39:1274 (May 2013), LR 40:761 (April 2014), LR 45:233 (February 2019).

§327. Statement of Assurance not included in Bulletin 130

- ~~A. A statement of assurance shall be signed by the superintendent and a representative of the governing body of the St. John the Baptist Parish Public School System. The statement of assurance includes a statement that the St. John the Baptist Parish Public School System personnel evaluation programs shall be implemented as written. The original Statement of Assurance shall be signed and dated by the St. John the Baptist Parish Public School System superintendent and by the representative of the governing body of the School Board. The State Department requests that the LEA submit the statement of assurance prior to the opening of each school year.~~

~~AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.~~

~~HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2253 (October 2010), amended LR 38:1220 (May 2012).~~

§329. Charter School Exceptions

- A. Charter governing authorities are subject only to §301, §303, §305, §307, §309, §325, §329, and §701 of this Bulletin.
- B. Each charter governing authority shall terminate employment of any teacher or administrator determined not to meet standards of effectiveness for three consecutive years.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1220 (May 2012).

Chapter 7. Reporting and Monitoring

§701. Annual Summary Reporting Format

- A. The St. John the Baptist Parish Public School System will submit an annual personnel evaluation report of the most recent academic year to the State Department by **July 15th**. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the State Department, as well as the LEAs. The reporting of such information includes a variety of responses directed toward the collection of data useful to

an analysis of the evaluation process from a statewide perspective. Items that are reported by the LEAs on forms provided by the department include, but are not limited to, the following items:

1. Individual-level teacher evaluation results, by teacher;
2. The number of certified and other professional personnel, by categories, who were evaluated as performing ineffectively;
3. The number of certified and other professional personnel, by categories, who were terminated because of not having improved performance within the specified time allotment (Include the reasons for termination.);
4. The number of evaluations, by categories, used to evaluate certified and other professional personnel during the reporting period (Distinguish between the number of evaluations performed for personnel in position 0-3 years as opposed to personnel in position 4 or more years.);
5. The number of formal grievances filed as a result of ineffective performance ratings or disagreement with evaluation results;
6. The number of evaluatees who received intensive assistance.

B. The department shall annually report on the performance of administrators and teachers. Such reporting and monitoring shall include, but not be limited to, the following:

1. the percentage and number, where available, of administrators and teachers rated as highly effective, effective: proficient, effective: emerging, and ineffective;
2. the percentage and number, where available, of teachers whose student growth ratings are increased or decreased, per §303.H of this bulletin, relative to the value-added model rating; and
3. information on principal learning targets relative to those recommended by the LDE (e.g., percentage and number of principal learning targets that are above, at, or below the LDE recommended targets).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2253 (October 2010), amended LR 38:1220 (May 2012), LR 38:2361 (September 2012), LR 39:1274 (May 2013), LR 41:1268 (July 2015).

Chapter 9. General Provisions

§901. *Louisiana Components of Effective Teaching*

A. The chart below contains the domains and components which represent the *Louisiana Components of Effective Teaching*.

Domain	Component
1. Planning and Preparation	1c. Setting Instructional Outcomes
2. The Classroom Environment	2c. Managing Classroom Procedures
3. Instruction	3b. Questioning and Discussion Techniques
	3c. Engaging Students in Learning
	3d. Using Assessment in Instruction

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, and R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2254 (October 2010), amended LR 38:1221 (May 2012), LR 38:2361 (September 2012).

§905. Definitions

- A. In order that consistency in terminology is maintained on a statewide basis, the State Department has established a list of terms and definitions. Careful consideration of each should be given during the training and implementation of personnel evaluation programs. The definitions below must be adopted by all LEAs. If additional terms are necessary in establishing a clear and concise understanding of evaluation procedures, they must be included in the LEA Local Personnel Evaluation Plan.

Accountability—shared responsibility for actions relating to the education of children.

Administrator—any person who serves in an academic leadership role at the school-level and is employed in a professional capacity other than a teacher. Principals, assistant principals, and academic deans shall be considered administrators according to this definition.

Beginning Teacher—any teacher in their first three years of the profession.

Board—State Board of Elementary and Secondary Education (BESE).

Certified School Personnel—those persons whose positions require certification.

Charter School—an independent public school that provides a program of elementary and/or secondary education established pursuant to an in accordance with the provisions of the Louisiana Charter School Law to provide a learning environment that will improve student achievement.

Classroom Visitation—an informal visit to a classroom of sufficient duration to monitor progress toward achievement of professional growth plan objectives and to provide support or assistance.

Common Assessment—a state-approved assessment to be used for measuring student growth in grades and subjects where value-added data is not available.

Components of Effective Teaching—the elements of teaching performance defined by the board in formal, recognized collaboration with educators and other stakeholders involved in education, to be critical to providing effective classroom instruction.

Competencies—skills, knowledge, and abilities required to demonstrate a particular level of performance.

Criteria—demonstrable levels of performance upon which a judgment may be based.

Department—Louisiana Department of Education (LDOE).

Due Process—fair and impartial treatment, including notice and an opportunity to be heard. 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.

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

Educational Leader—a person who is certified to serve in any school or district leadership capacity with the exception of Superintendent.

Evaluation—process by which a local board monitors continuing performance of its teachers and administrators annually, by considering judgments concerning the professional accomplishments and competencies of a certified employee, as well

as other professional personnel, based on a broad knowledge of the area of performance involved, the characteristics of the situation of the individual being evaluated, and the specific standards of performance pre-established for the position.

Evaluatee—teacher or administrator undergoing evaluation.

Evaluator—one who evaluates; the school principal or assistant principal or respective supervisory level designees charged with evaluating teachers or the superintendent or other LEA-level supervisor-charged with evaluating administrators.

Formal Observation—an announced observation of a teacher in which the evaluator observes the beginning, middle, and end of a lesson, that is preceded by a pre-observation conference and followed by a post-observation conference in which the teacher is provided feedback on his/her performance.

Formal Site Visit—an announced site visit by an administrator's evaluator, that is preceded by a pre-visit conference and followed by a post-visit conference in which the administrator is provided feedback on his/her performance.

Grievance—a procedure that provides a fair and objective resolution of complaint by an evaluatee that the evaluation is inaccurate due to evaluator bias, omission, or error.

Informal Observation—an observation of a teacher which provides evidence to be used in the evaluation process. Such observations may not last for the entirety of a lesson and may not be announced.

Intensive Assistance Plan—the plan that is implemented when it is determined, through the observation process, that personnel have not meet the standards for effectiveness. This plan includes the specific steps the teacher or administrator shall take to improve; the assistance, support, and resources to be provided by the St. John the Baptist Parish Public School System; an expected timeline for achieving the objectives and the procedures for monitoring progress, including observations and conferences; and the actions to be taken if improvement is not demonstrated.

Job Description—a competency-based summary of the position title, qualifications, supervisor, supervisory responsibilities, duties, job tasks, and standard performance criteria, including improving student achievement, that specify the level of job skill required. Space shall be provided for signature and date.

Local Board—governing authority of the local education agency, parish/city school or local school system.

Local Board—governing authority of the local education agency, parish/city school or local school system.

Local Education Agency (LEA)—city, parish, or other local public school system, including charter schools.

Non-Instructional Certified and Other Professional School Personnel—those St. John the Baptist Parish Public School System personnel who do not provide classroom instruction.

Non-Tested Grades and Subjects (NTGS)—grades and subjects for which a value-added score is not available for teachers or other certified personnel.

Objective—a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evident of achievement.

Observation—the process of gathering facts, noting occurrences, and documenting evidence of performance.

Observer—one who gathers evidence to be used in the evaluation process through the observation of educator performance.

Performance Expectations—the elements of effective leadership approved by the board that shall be included as evaluation criteria for all building-level administrators.

Performance Standards—the behaviors and actions upon which performance is evaluated.

Philosophy—a composite statement of the relationship between the individual and society based upon the beliefs, concepts, and attitudes from which the goals and objectives of the St. John the Baptist Parish Public School System are derived.

Post-Observation Conference—a discussion between the evaluatee and evaluator for the purpose of reviewing an observation and sharing commendations, insights, and recommendations for improvement.

Pre-observation Conference—a discussion between the evaluatee and evaluator which occurs prior to a formal observation; the purposes are to share information about the lesson to be observed and to clarify questions that may occur after reviewing the lesson plan.

Professional Growth Plan—a written plan developed to enhance the skills and performance of an evaluatee. The plan includes specific goal(s), objective(s), action plans, timelines, opportunities for reflection, and evaluation criteria.

Self-Evaluation/Self-Reflection—the process of making considered judgments of one's own performance concerning professional accomplishments and competencies as a certified employee or other professional person based upon personal knowledge of the area of performance involved, the characteristics of the given situation, and the specific standards for performance pre-established for the position; to be submitted by the evaluatee to the appropriate evaluator for use in the compilation of the individual's evaluation.

Single-Official Personnel File—the single personnel file maintained by the St. John the Baptist Parish Public School System's Center Office (Human Resources Department). At minimum, the contents of the single official personnel file must include: 1) documentation for the annual review or update of job descriptions, 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.

Staff Development—process designed for groups of personnel with similarities and guided by school/district goals and plans; encourages collective growth in a common direction and leads to enhanced repertoire of skill/concepts.

Standard Certificate—a credential issued by the state to an individual who has met all requirements for full certification as a teacher.

Standard of Effectiveness—adopted by the State Board of Elementary and Secondary Education as the final composite score required for teacher or administrator performance to be considered *Effective*.

Student Learning Target—a goal which expresses an expectation of growth in student achievement over a given period of time, as measured by an identified assessment and/or body of evidence.

Teacher—any person who provides direct instruction or direct instructional support to students, to whom he/she has been formally assigned. Classroom teachers, special education teachers, librarians, and guidance counselors shall be considered teachers according to this definition.

Teachers of Record—Educators who are responsible for a portion of a student's learning outcomes within a subject/course.

Value-Added—the use of prior achievement history and appropriate demographic variables to estimate typical achievement outcomes through a statistical model for students in specific content domains based on a longitudinal data set derived from students who take state-mandated tests in Louisiana for the purpose of comparing typical and actual achievement.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1222 (May 2012), amended LR 38:2362 (September 2012), LR 39:1275 (May 2013).

**ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 7a

DATE: 09/19/2019

TOPIC: Monthly Budget-to-Actual

BACKGROUND:

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

COST:

INFORMATION

SOURCES: Mr. Felix Boughton

GENERAL FUND REVENUES

Code	Type	Original Appropriation	Revised Budget	Difference
01	Local revenues	\$32,829,405	\$32,829,405	\$0
02	State revenues	\$30,522,143	\$30,522,143	\$0
04	Other revenues	\$2,478,531	\$2,478,531	\$0
	Total Revenues	<u>\$65,830,079</u>	<u>\$65,830,079</u>	\$0

GENERAL FUND EXPENDITURES

Code	Type	Original Appropriation	Revised Budget	Difference
11	Regular Education	\$27,599,699	\$27,599,699	\$0
12	Special Education	\$10,931,193	\$10,931,193	\$0
13	Vocational Ed	\$1,447,132	\$1,447,132	\$0
14	Other Instruction	\$2,185,052	\$2,185,052	\$0
15	Special Programs	\$837,521	\$837,521	\$0
21	Pupil Support	\$5,404,389	\$5,404,389	\$0
22	Instructional Staff	\$1,132,207	\$1,132,207	\$0
23	General Admin	\$1,794,782	\$1,794,782	\$0
24	School Adm	\$6,018,988	\$6,018,988	\$0
25	Business Adm	\$671,765	\$671,765	\$0
26	Maintenance	\$8,456,431	\$8,456,431	\$0
27	Transportation	\$4,426,124	\$4,426,124	\$0
28	Central Services	\$1,059,339	\$1,059,339	\$0
50	Other	\$1,392,481	\$1,392,481	\$0
		<u>\$73,357,103</u>	<u>\$73,357,103</u>	\$0
	Current Year Projected Deficit	<u>-\$7,527,024</u>	<u>-\$7,527,024</u>	
	Beginning Total Fund Balance	<u>\$11,372,991</u>	<u>\$11,372,991</u>	
	Ending Total Fund Balance	<u>\$3,845,967</u>	<u>\$3,845,967</u>	

**ST. JOHN THE BAPTIST PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 7b

DATE: 09/19/2019

TOPIC: Adopt Louisiana Compliance Questionnaire for June 30th, 2019

BACKGROUND: Required by Legislative Auditor

ALTERNATIVES: N/A

**SUPERINTENDENT'S
RECOMMENDATION:**

COST: N/A

INFORMATION SOURCES: Felix Boughton

**LOUISIANA COMPLIANCE QUESTIONNAIRE
(For Audit Engagements of Governments)**

Dear Chief Executive Officer:

Attached is the Louisiana Compliance Questionnaire that is to be completed by you or your staff. This questionnaire is a required part of a financial audit of Louisiana state and local government agencies. Upon completion, the questionnaire must be presented to and adopted by the governing body, if any, of your organization by means of a formal resolution in an open meeting. Independently elected officials should sign the document, in lieu of such a resolution.

The completed questionnaire and a copy of the adoption instrument, if appropriate, must be given to the auditor at the beginning of the audit. The auditor will, during the course of his/her regular audit, test the accuracy of the responses in the questionnaire. It is not necessary to return the questionnaire to my office.

Certain portions of the questionnaire may not be applicable to your organization. In such cases, it is appropriate to mark the representation "not applicable." However, you must respond to each applicable representation. A 'yes' answer indicates that you have complied with the applicable law or regulation. A 'no' answer to any representation indicates a possible violation of law or regulation and, as such, should be fully explained. These matters will be reviewed by the auditor during the course of his/her examination. Please feel free to attach a further explanation of any representation.

Your cooperation in this matter will be greatly appreciated.

Sincerely,


Daryl G. Purpera, CPA, CFE
Louisiana Legislative Auditor

Enclosure

LOUISIANA COMPLIANCE QUESTIONNAIRE
(For Audit Engagements of Government Agencies)

_____ (Date Transmitted)

_____ (CPA Firm Name)

_____ (CPA Firm Address)

_____ (City, State Zip)

In connection with your audit of our financial statements as of _____ June 30, 2018
and for _____ (period of audit)
the period ended June 30, 2018 for the purpose of expressing an opinion as to the fair presentation of our financial statements in accordance with accounting principles generally accepted in the United States of America, to assess our internal control structure as a part of your audit, and to review our compliance with applicable laws and regulations, we confirm, to the best of our knowledge and belief, the following representations. These representations are based on the information available to us as of _____
(date completed/date of the representations) December 15, 2018

PART I. AGENCY PROFILE

1. Name and address of the organization.

St. John the Baptist Parish School Board

2. List the population of the municipality or parish based upon the last official United States Census or most recent official census (municipalities and police juries only). Include the source of the information.

50,000

3. List names, addresses, and telephone numbers of entity officials. Include elected/appointed members of the governing board, chief executive and fiscal officer, and legal counsel.

Letterhead Attached

4. Period of time covered by this questionnaire.

7-1-2018 through 6-30-2019

5. The entity has been organized under the following provisions of the Louisiana Revised Statute(s) (R.S.) and, if applicable, local resolutions/ordinances.

Local school board

6. Briefly describe the public services provided.

Public education

7. Expiration date of current elected/appointed officials' terms.

12/31/2018

LEGAL COMPLIANCE

PART II. PUBLIC BID LAW

8. The provisions of the public bid law, R.S. Title 38:2211-2296, and, where applicable, the regulations of the Division of Administration, State Purchasing Office have been complied with.

A) All public works purchases exceeding \$154,450 have been publicly bid.

B) All material and supply purchases exceeding \$30,000 have been publicly bid.

Yes [☒] No []

]

PART III. CODE OF ETHICS LAW FOR PUBLIC OFFICIALS AND PUBLIC EMPLOYEES

9. It is true that no employees or officials have accepted anything of value, whether in the form of a service, loan, or promise, from anyone that would constitute a violation of R.S. 42:1101-1124.

Yes [☒] No []

10. It is true that no member of the immediate family of any member of the governing authority, or the chief executive of the governmental entity, has been employed by the governmental entity after April 1, 1980, under circumstances that would constitute a violation of R.S. 42:1119.

Yes [☒] No []

PART IV. LAWS AFFECTING BUDGETING

11. We have complied with the budgeting requirements of the Local Government Budget Act (R.S. 39:1301-15) R.S. 39:33, or R.S. 39:1331-1342, as applicable:

A. Local Budget Act

1. We have adopted a budget for the general fund and all special revenue funds (R.S. 39:1305).

2. The chief executive officer, or equivalent, has prepared a proposed budget that included a budget message, a proposed budget for the general fund and each special revenue fund, and a budget adoption instrument that specified the chief executive's authority to make budgetary amendments without approval of the governing authority. Furthermore, the proposed expenditures did not exceed estimated funds to be available during the period (R.S. 39:1305).

3. The proposed budget was submitted to the governing authority and made available for public inspection at least 15 days prior to the beginning of the budget year (R.S. 39:1306).

4. To the extent that proposed expenditures were greater than \$500,000, we have made the budget available for public inspection and have advertised its availability in our official journal. The advertisement included the date, time, and place of the public hearing on the budget. Notice has also been published certifying that all actions required by the Local Government Budget Act have been completed (R.S. 39:1307).

5. If required, the proposed budget was made available for public inspection at the location required by R.S. 39:1308.

6. All action necessary to adopt and finalize the budget was completed prior to the date required by state law. The adopted budget contained the same information as that required for the proposed budget (R.S. 39:1309).

7. After adoption, a certified copy of the budget has been retained by the chief executive officer or equivalent officer (R.S. 39:1309).

8. To the extent that proposed expenditures were greater than \$500,000, the chief executive officer or equivalent notified the governing authority in writing during the year when actual receipts plus projected revenue collections for the year failed to meet budgeted revenues by five percent or more, or when actual expenditures plus projected expenditures to year end exceeded budgeted expenditures by five percent or more (R.S. 39:1311).

9. The governing authority has amended its budget when notified, as provided by R.S. 39:1311. (Note, general and special revenue fund budgets should be amended, regardless of the amount of expenditures in the fund, when actual receipts plus projected revenue collections for the year fail to meet budgeted revenues by five percent or more; or when actual expenditures plus projected expenditures to year end exceed budgeted expenditures by five percent or more. State law exempts from the amendment requirements special revenue funds with anticipated expenditures of \$500,000 or less, and exempts special revenue funds whose revenues are expenditure-driven - primarily federal funds - from the requirement to amend revenues.)

Yes [☒] No []

B. State Budget Requirements

1. The state agency has complied with the budgetary requirements of R.S. 39:33.

Yes [] No []

C. Licensing Boards

1. The licensing board has complied with the budgetary requirements of R.S. 39:1331-1342.

Yes [] No []

PART V. ACCOUNTING, AUDITING, AND FINANCIAL REPORTING LAWS

12. We have maintained our accounting records in such a manner as to provide evidence of legal compliance and the preparation of annual financial statements to comply with R.S. 24:513 and 515, and/or 33:463.

Yes [☒] No []

13. All non-exempt governmental records are available as a public record and have been retained for at least three years, as required by R.S. 44:1, 44:7, 44:31, and 44:36.

Yes [☒] No []

14. We have filed our annual financial statements in accordance with R.S. 24:514, and 33:463 where applicable.

Yes [☒] No []

15. We have had our financial statements audited in a timely manner in accordance with R.S. 24:513.

Yes [☒] No []

16. We did not enter into any contracts that utilized state funds as defined in R.S. 39:72.1 A. (2); and that were subject to the public bid law (R.S. 38:2211, et seq.), while the agency was not in compliance with R.S. 24:513 (the audit law).

Yes [☒] No []

17. We have complied with R.S. 24:513 A. (3) regarding disclosure of compensation, reimbursements, benefits and other payments to the agency head, political subdivision head, or chief executive officer.

Yes [☒] No []

18. We have remitted all fees, fines, and court costs collected on behalf of other entities, in compliance with applicable Louisiana Revised Statutes or other laws.

Yes [☒] No []

PART VI. MEETINGS

19. We have complied with the provisions of the Open Meetings Law, provided in R. S. 42:11 through 42:28.

Yes [☒] No []

PART VII. ASSET MANAGEMENT LAWS

20. We have maintained records of our fixed assets and movable property records, as required by R.S. 24:515 and/or 39:321-332, as applicable.

Yes [☒] No []

PART VIII. FISCAL AGENCY AND CASH MANAGEMENT LAWS

21. We have complied with the fiscal agency and cash management requirements of R.S. 39:1211-45 and 49:301-327, as applicable.

Yes [☒] No []

PART IX. DEBT RESTRICTION LAWS

22. It is true we have not incurred any long-term indebtedness without the approval of the State Bond Commission, as provided by Article VII, Section 8 of the 1974 Louisiana Constitution, Article VI, Section 33 of the 1974 Louisiana Constitution, and R.S. 39:1410.60-1410.65.

Yes [☒] No []

23. We have complied with the debt limitation requirements of state law (R.S. 39:562).

Yes [☒] No []

24. We have complied with the reporting requirements relating to the Fiscal Review Committee of the State Bond Commission (R.S. 39:1410.62).

Yes [☒] No []

PART X. REVENUE AND EXPENDITURE RESTRICTION LAWS

25. We have restricted the collections and expenditures of revenues to those amounts authorized by Louisiana statutes, tax propositions, and budget ordinances.

Yes [☒] No []

26. It is true we have not advanced wages or salaries to employees or paid bonuses in violation of Article VII, Section 14 of the 1974 Louisiana Constitution, R.S. 14:138, and AG opinion 79-729.

Yes [☒] No []

27. It is true that no property or things of value have been loaned, pledged, or granted to anyone in violation of Article VII, Section 14 of the 1974 Louisiana Constitution.

Yes [☒] No []

PART XI. ISSUERS OF MUNICIPAL SECURITIES

28. It is true that we have complied with the requirements of R.S. 39:1438.C.

Yes [☒] No []

PART XI. QUESTIONS FOR SPECIFIC GOVERNMENTAL UNITS

Parish Governments

29. We have adopted a system of road administration that provides as follows:

- A. Approval of the governing authority of all expenditures, R.S. 48:755(A).
- B. Development of a capital improvement program on a selective basis, R.S. 48:755.
- C. Centralized purchasing of equipment and supplies, R.S. 48:755.
- D. Centralized accounting, R.S. 48:755.
- E. A construction program based on engineering plans and inspections, R.S. 48:755.
- F. Selective maintenance program, R.S. 48:755.
- G. Annual certification of compliance to the auditor, R.S. 48:758.

Yes [] No []

School Boards

30. We have complied with the general statutory, constitutional, and regulatory provisions of the Louisiana Department of Education, R.S. 17:51-400.

Yes [☒] No [☐]

31. We have complied with the regulatory circulars issued by the Louisiana Department of Education that govern the Minimum Foundation Program.

Yes [☒] No [☐]

32. We have, to the best of our knowledge, accurately compiled the performance measurement data contained in the following schedules and recognize that your agreed-upon procedures will be applied to such schedules and performance measurement data:

Parish school boards are required to report, as part of their annual financial statements, measures of performance. These performance indicators are found in the supplemental schedules:

- Schedule 1, General Fund Instructional and Support Expenditures and Certain Local Revenue Sources
- Schedule 2, Education Levels of Public School Staff
- Schedule 3, Number and Type of Public Schools
- Schedule 4, Experience of Public Principals, Assistant Principals, and Full-time Classroom Teachers
- Schedule 5, Public School Staff Data: Average Salaries
- Schedule 6, Class Size Characteristics
- Schedule 7, Louisiana Educational Assessment Program (LEAP)
- Schedule 8, Graduation Exit Examination (GEE) (Note: this schedule is no longer applicable.)
- Schedule 9, iLEAP Tests

Yes [☒] No [☐]

Tax Collectors

33. We have complied with the general statutory requirements of R.S. 47.

Yes [☐] No [☐]

Sheriffs

34. We have complied with the state supplemental pay regulations of R.S. 40:1667.7.

Yes [☐] No [☐]

35. We have complied with R.S. 13:5535 relating to the feeding and keeping of prisoners.

Yes [☐] No [☐]

District Attorneys

36. We have complied with the regulations of the DCFS that relate to the Title IV-D Program.

Yes [☐] No [☐]

Assessors

37. We have complied with the regulatory requirements found in R.S. Title 47.

Yes [☐] No [☐]

38. We have complied with the regulations of the Louisiana Tax Commission relating to the reassessment of property.

Yes [☐] No [☐]

Clerks of Court

39. We have complied with R.S. 13:751-917 and applicable sections of R.S. 11:1501-1562.

Yes [☐] No [☐]

Libraries

40. We have complied with the regulations of the Louisiana State Library.

Yes [☐] No [☐]

Municipalities

41. Minutes are taken at all meetings of the governing authority (R.S. 42:20).
Yes [] No []
42. Minutes, ordinances, resolutions, budgets, and other official proceedings of the municipalities are published in the official journal (R.S. 43:141-146 and A.G. 86-528).
Yes [] No []
43. All official action taken by the municipality is conducted at public meetings (R.S. 42:11 to 42:28).
Yes [] No []

Airports

44. We have submitted our applications for funding airport construction or development to the Department of Transportation and Development as required by R.S. 2:802.
Yes [] No []
45. We have adopted a system of administration that provides for approval by the department for any expenditures of funds appropriated from the Transportation Trust Fund, and no funds have been expended without department approval (R.S. 2:810).
Yes [] No []
46. All project funds have been expended on the project and for no other purpose (R.S. 2:810).
Yes [] No []
47. We have certified to the auditor, on an annual basis, that we have expended project funds in accordance with the standards established by law (R.S. 2:811).
Yes [] No []

Ports

48. We have submitted our applications for funding port construction or development to the Department of Transportation and Development as required by R.S. 34:3452.
Yes [] No []
49. We have adopted a system of administration that provides for approval by the department for any expenditures of funds made out of state and local matching funds, and no funds have been expended without department approval (R.S. 34:3460).
Yes [] No []
50. All project funds have been expended on the project and for no other purpose (R.S. 34:3460).
Yes [] No []
51. We have established a system of administration that provides for the development of a capital improvement program on a selective basis, centralized purchasing of equipment and supplies, centralized accounting, and the selective maintenance and construction of port facilities based upon engineering plans and inspections (R.S. 34:3460).
Yes [] No []
52. We have certified to the auditor, on an annual basis, that we have expended project funds in accordance with the standards established by law (R.S. 34:3461).
Yes [] No []

Sewerage Districts

53. We have complied with the statutory requirements of R.S. 33:3881-4159.10.
Yes [] No []

Waterworks Districts

54. We have complied with the statutory requirements of R.S. 33:3811-3837.
Yes [] No []

Utility Districts

55. We have complied with the statutory requirements of R.S. 33:4161-4546.21.
Yes [] No []

Drainage and Irrigation Districts

56. We have complied with the statutory requirements of R.S. 38:1601-1707 (Drainage Districts); R.S. 38:1751-1921 (Gravity Drainage Districts); R.S. 38:1991-2048 (Levee and Drainage Districts); or R.S. 38:2101-2123 (Irrigation Districts), as appropriate.

Yes [] No []

Fire Protection Districts

57. We have complied with the statutory requirements of R.S. 40:1491-1509.

Yes [] No []

Other Special Districts

58. We have complied with those specific statutory requirements of state law applicable to our district.

Yes [] No []

The previous responses have been made to the best of our belief and knowledge. We have disclosed to you all known noncompliance of the foregoing laws and regulations, as well as any contradictions to the foregoing representations. We have made available to you documentation relating to the foregoing laws and regulations.

We have provided you with any communications from regulatory agencies or other sources concerning any possible noncompliance with the foregoing laws and regulations, including any communications received between the end of the period under examination and the issuance of this report. We acknowledge our responsibility to disclose to you and the Legislative Auditor any known noncompliance that may occur subsequent to the issuance of your report.

_____	Secretary	_____	Date
_____	Treasurer	_____	Date
_____	President	_____	Date

**ST. JOHN THE BAPTIST PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 7c

DATE: 09/19/2019

TOPIC:

Request Board on Proposal 20.26 Property and Casualty Insurance.

BACKGROUND:

The Board previously approved the solicitation of proposals.

ALTERNATIVES:

Accept recommendation

Do not accept

Table

SUPERINTENDENT'S RECOMMENDATION:

COST:

\$

FUNDING SOURCE:

General Fund

INFORMATION SOURCES:

Mr. Peter Montz

ST. JOHN PARISH SCHOOL BOARD

PROPOSAL RECOMMENDATION SUMMARY

Meeting Date: September 19, 2019
Proposal Name: Property and Casualty Insurance

RELEASE/RECEIPT INFORMATION

Number of Proposal packages released: 13

Dave Millet Insurance Agency	LUBA
Riverlands Insurance Agency	McGriff Insurance Agency
Louisiana Insurance Service	Regions Insurance
LOCA	Tatje Insurance Agency
Benchmark Investments	Hammerman and Gainer
Demand Benefit	Brown and Brown Insurance
Risk Services of LA	

Number of Proposals submitted: 3

Louisiana Insurance Service	
Hammerman and Gainer	Riverlands Insurance Agency

Number of Web Page Hits 2

Number of no Proposals: 0

Number of Proposals rejected: 0

PROPOSAL AWARD RECOMMENDATION

Type	Company	Agent	Premium	Expires
Boiler/Machinery	Travelers	LA Insurance Service	\$ 4,376.00	10.01.19
Employee Bond	Travels	LA Insurance Service	\$ 5,018.00	10.01.19
Workers Comp	Star Insurance	Riverland Insurance	\$ 61,506.00	10.01.19
TPA Services	Hammerman and Gainer		\$ 25,000.00	10.01.19

TOTAL INSURANCE PREMIUM	\$ 95,900.00
-------------------------	--------------

**ST. JOHN PARISH SCHOOL BOARD
PROPERTY AND CASUALTY INSURANCE
PROPOSAL 20.26**

Boiler and Machinery	Insurance Co.:		<u>Travelers</u>
	Limit	Deductible	Premium
\$	50,000,000.00	<u>\$ 50,000.00</u>	<u>\$ 4,376.00</u>

Employee Bond	Insurance Co.:		<u>Travelers</u>
	Limit	Deductible	Premium
\$	500,000.00	<u>\$ 25,000.00</u>	<u>\$ 5,018.00</u>

Includes coverages A1, B, C, D, F,G as required by GOSHEP
Social Engineering Coverage \$100,000/\$5,000 deductible
Telecommunications Fraud \$100,000

Workers Compensation	Insurance Co.:		<u>Star Insurance Co</u>
Self insured up to \$550K	Limit	Deductible	Premium
deductable TPA pays	\$1,000,000 each occur		
all claim	<u>\$1,000,000 policy limit</u>	<u>\$550,000 SIR</u>	<u>\$ 61,506.00</u>
est payroll \$40,352,355.01	\$1,000,000 each occur		
Options	<u>\$1,000,000 policy limit</u>	<u>\$600,000 SIR</u>	<u>\$ 55,218.00</u>

TPA Services	Insurance Co.:		<u>HGI</u>
All vendors used by the TPA and invoiced through the escrow will be approved by the Board. All vendors used by the TPA the TPA cannot have any ownership interest in.			Premium
			<u>\$ 25,000.00</u>

**ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 8b

DATE: 09/19/2019

TOPIC: Request Approval of Revised Policies:
JGCB, Immunizations; JGCF,
Behavioral Health Services for Students

BACKGROUND:

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

COST:

**INFORMATION
SOURCES:**

Ms. Iman Montgomery

IMMUNIZATIONS

The St. John the Baptist Parish School Board shall require ~~all-children~~ each student entering any school for the first time, and ~~upon-entering-the-sixth-grade~~ at any other time as required by the state, to present satisfactory evidence of immunity to or immunization against vaccine-preventable diseases according to state law and a schedule approved by the state Department of Health and Hospitals (DHH), Office of Public Health (OPH), or ~~shall~~ present evidence of an immunization program in progress. ~~In-addition,-a-student who-is-eleven-(11)-years-old-and-entering-a-grade-other-than-the-sixth-grade-shall-provide satisfactory-evidence-of-current-immunization-against-meningococcal-disease.~~ The School Board may require immunizations or proof of immunity more extensive than required by the Department of Health and Hospitals (DHH), Office of Public Health (OPH). Any student failing to meet the immunization standards shall be prohibited from attending school until such time as the immunization standards are met.

In progress shall mean that the child student has an immunization due after the date school has begun, because the child student began his/her immunization late, or because the child's student's pediatrician has provided written orders for the child student to receive an immunization after a certain date.

TRANSFERRING STUDENTS

A child student transferring from another school system in or out of the state shall submit either a certificate of immunization or a letter from his/her personal physician or a public health clinic indicating immunization against the diseases ~~mentioned-above-and/or-any others-which-may-be-required-and-certificate-or-statement-indicating-that-the-tests required-have-been-performed,~~ in the schedule approved by the Office of Public Health have been performed, or a statement that such immunizations are in progress.

If booster injections for the diseases enumerated on the state schedule are advised, such booster injections shall be administered before the child student enters a school system within the state.

ENFORCEMENT

Principals or their designated representatives, ~~of-all-schools~~ shall be responsible for checking students' records to see that the provisions of this policy are enforced, and to electronically transmit immunization reports to the OPH through the Louisiana Immunization Network for Kids Statewide, when capable.

EXCEPTIONS

No child student seeking to enter any public school in St. John the Baptist Parish shall be required to comply with the provisions of this written policy if the child student or his/her

parent or guardian submits either a written statement from a physician stating that this procedure is contraindicated for medical reasons, or a written dissent from the student or his/her parents.

Exception in compliance may also apply to any person who is unable to comply due to a shortage in the supply of available vaccinations against meningococcal disease.

EXCLUSION FROM ATTENDANCE

If an outbreak of a vaccine-preventable disease occurs, upon the recommendation of the state Office of Public Health, school administrators may exclude from attendance unimmunized students until the appropriate disease incubation period has expired, or the unimmunized person presents evidence of immunization.

Revised: December, 1984

Revised: December, 1990

Revised: December, 1991

Revised: April 2, 2009

Revised: June, 2019

Ref: La. Rev. Stat. Ann. §§17:170, 17:170.1, 17:170.2, 17:170.3, 17:170.4; Health and Safety, Bulletin 135, Louisiana Department of Education; Board minutes, 4-2-09.

BEHAVIORAL HEALTH SERVICES FOR STUDENTS

The St. John the Baptist Parish School Board recognizes the connection between a student's social, emotional, and mental well-being and the student's academic success. The School Board desires to assist students in developing the social and emotional skills needed for participation in the educational environment and society at large. In addition to any support services provided by the School Board, the School Board shall allow behavioral health providers to provide behavioral health services to a student at school during school hours if the student's parent or legal guardian provides a written request for such behavioral health provider and services to the Superintendent or Superintendent's designee, and all other requirements of La. Rev. Stat. Ann. §§17:173 and 17:3996, this policy, and any administrative procedures are met.

A behavioral health provider who provides services according to this policy shall:

1. Maintain general liability insurance coverage in an amount not less than \$1,000,000.00 per occurrence and \$1,000,000.00 per aggregate and provide a certificate of insurance naming the public school as the certificate holder.
2. Complete a criminal background check conducted by the Louisiana State Police and shall pay all related costs.

Behavioral health services shall be permitted during school hours if the student's parent or legal guardian presents a behavioral health evaluation performed by an evaluator chosen by the parent or legal guardian and the evaluation indicates that the services are necessary during school hours to assist the student with behavioral health impairments that the evaluator determines are interfering with the student's ability to thrive in the educational setting. A behavioral health evaluation presented by the parent or legal guardian of a student shall not be construed as an independent educational evaluation for purposes of determining if a student meets the criteria established for eligibility for special education and related services.

In addition, the parent or legal guardian of a student receiving services from a behavioral service provider shall be required to execute a *consent to release information* form between the provider and the School Board.

Behavioral health services may be provided during instructional time in English, reading, mathematics, and science if the School Board and the behavioral health provider mutually agree that it is in the best interest of the student.

The School Board shall not enter into a contract or an exclusive agreement with a behavioral health provider that prohibits the parent or legal guardian from choosing the behavioral health provider for the student. However the provisions of this paragraph shall not impair any existing contract on the effective date of this policy, or the renewal thereof.

The cost of all behavioral health services provided to a student shall be the sole responsibility of the parent or legal guardian, individually or through an applicable health insurance policy, Medicaid, or other third-party payor, other than the School Board, that has made funds available for the payment for the services provided.

While on a school campus, a behavioral service provider shall comply with, and abide by, the terms of any *Individualized Education Plan*, *Individualized Accommodation Plan*, *Section 504 Plan*, *Behavior Management Plan*, or *Individualized Health Plan* applicable to a student who is a patient of the provider. The services furnished by a provider shall be incorporated into a written treatment plan applicable to a student.

The School Board shall establish reporting requirements for a behavioral health provider related to the student's progress and student and school safety concerns as related to the student's educational program.

The Superintendent shall approve administrative procedures to provide for student safety and effective implementation of this policy.

The School Board may establish sanctions, including termination of a provider's authorization to provide services on any school campus, against a behavioral health provider for failure to comply with the provisions of this policy and associated procedures and/or any other School Board policy and procedures.

DEFINITIONS

Applied behavior analysis provider shall mean a provider who is licensed, certified, or registered by the Louisiana Behavior Analyst Board and is in good standing to provide applied behavior analysis services.

Applied behavior analysis services shall include the design, implementation, and evaluation of systematic instructional and environmental modifications by an applied behavior analysis provider to produce socially significant improvements in behavior as described in the Behavior Analyst Practice Act.

Behavioral health evaluation shall include but not be limited to the following criteria:

- Diagnosis.
- Type of intervention.
- Length of intervention.
- Identification of a student's goals.
- Identification of impact of student behavior on a student's educational program.
- Recommendations for applied behavior analysis services.

Behavioral health provider shall mean a provider who is licensed by the Louisiana Department of Health or a health profession licensing board and is in good standing to

provide behavioral health services in Louisiana including but not limited to a psychiatrist, psychologist, medical psychologist, licensed specialist in school psychology, marriage and family therapist, professional counselor, clinical social worker, [applied behavioral analysis provider](#), or a behavioral health provider organization licensed to provide health services in Louisiana.

Behavioral health services shall include but not be limited to individual psychotherapy, family psychotherapy, psychotropic medication management, community psychiatric support and treatment, ~~and~~ crisis intervention, [and medically necessary applied behavior analysis services](#).

Evaluator shall mean a licensed psychiatrist, psychologist, medical psychologist, licensed specialist in school psychology, professional counselor, marriage and family therapist, or clinical social worker who is certified by the respective board of examiners in Louisiana to provide necessary evaluations and who is not an employee of the School Board or the Louisiana Department of Education.

No provisions of this policy shall be construed to supersede any of the following:

1. The authority of a student's Individualized Education Program Team or Section 504 Committee to determine appropriate services for a student pursuant to applicable federal and state law ~~shall not be superseded by any provisions of this policy~~.
2. [The provisions of the Behavioral Health Services Provider Licensing Law or any regulation promulgated by the Louisiana Department of Health pursuant to that law.](#)
3. [The provisions of the Behavior Analysis Practice Act.](#)

New policy: October 18, 2018

Revised: July, 2019

Ref: 20 USC 1232(g-i) (*Family Educational Rights and Privacy Act*); La. Rev. Stat. Ann. §§17:7, 17:173; Board minutes, 10-18-18.

**ST. JOHN THE BAPTIST PARISH SCHOOL BOARD
BOARD MEETING
AGENDA ITEM**

ITEM #: 9c

DATE: 09/19/2019

TOPIC: Seeking Board approval for the SJBP Organization Chart (revised)

BACKGROUND:

The attached Organizational Chart has been revised to address the following:

1. When the prior Superintendent did not recommend that Dr. Stephen Zafirau's Data Supervisor position not be filled in March, he assigned and split the duties to be completed by Current Supervisor of SIS/Testing and Coordinator of Curriculum/Assessment/Instruction. When he divided the duties, these administrators were performing their own duties plus half of Dr. Zafirau's. (Reference attached email and contracts for interim positions.)
2. When Mrs. Triche became Interim Exec. Director, she could no longer fulfill the duties of PreK/HeadStart Director. Mrs. Pamelyn Smith's current role aligns similarly to the duties of the Director; therefore, I am recommending she be named Director of HeadStart/PreK. (The addendum for this position is attached.)
3. I am recommending advertising for an Accounting Supervisor to work in tandem with the Executive Director of Finance.

ALTERNATIVES:

Accept recommendation

Do not accept

Table

SUPERINTENDENT'S RECOMMENDATION: Recommends Approval

COST:

~\$5000 additional per Interim Position = \$15,000

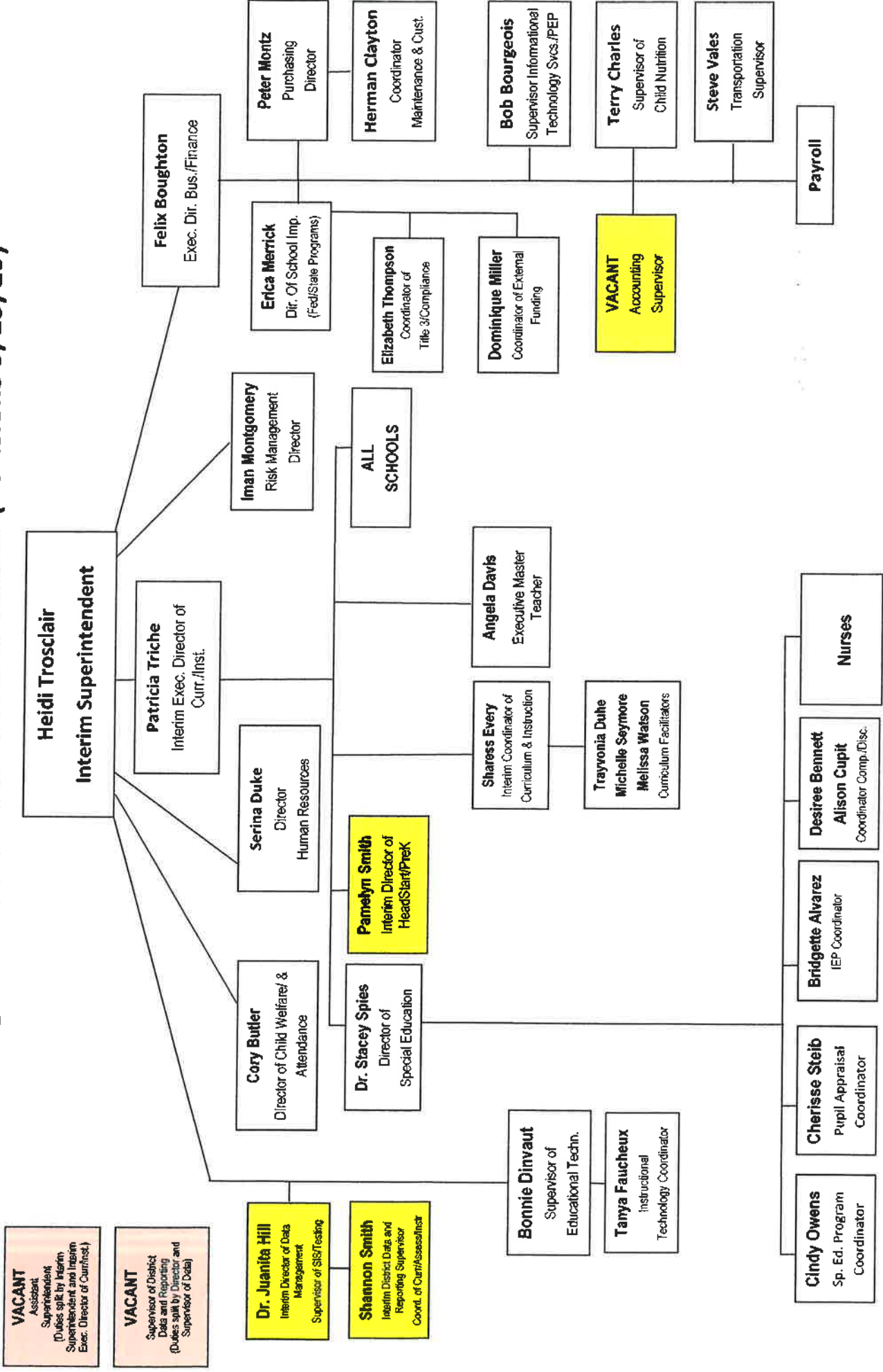
Accounting Supervisor Salary starting at \$80,968

Current Funds Available = Assistant Superintendent's Unused Salary of \$101,035 which will cover all positions.

INFORMATION SOURCES: See attached documents.

St. John the Baptist Parish School District

Organization Chart 2019-2020 (Revisions 9/19/19)





St. John the Baptist Parish School Board

118 West 10th Street • P.O. Drawer AL • Reserve, Louisiana 70084
www.stjohn.k12.la.us • PHONE: 985-536-1106 • 1-800-296-1106 • FAX: 985-536-1109

Patrick H. Sanders
Board President

Kevin R. George
Superintendent

Sherry DeFrancesch
Board Vice-President

September ____, 2019

XXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXX

Dear XXXXXXXXXXXX:

I am pleased to offer you an interim appointment to the position of Director of Early Childhood/Head Start. The effective date of your appointment in this position will be XXXXXX ____, 2019. Your appointment to this position is designated as interim or temporary. As such, your current annual salary shall be adjusted to reflect a daily rate of pay of \$_____ payable in equal monthly installments consistent with Board policy and procedures.

Effective XXXXXX ____, 2019, you are to perform the duties of Director of Early Childhood/Head Start acting in an interim status. Your appointment to the position will end upon the selection of a regular appointment to this position, or upon 15 days' written notice with or without cause. You will have the right to return to your previous position at the conclusion of this interim assignment. The specific details of your position, and all future positions with the School Board, will be detailed in your employee record.

Please acknowledge acceptance of this appointment by signing and returning this letter to me.

Sincerely,

Heidi A. Trosclair
Interim Superintendent

Date: _____

Employee: _____
XXXXXXXXXXXXXXXXXX

MEMBERS OF THE ST. JOHN THE BAPTIST PARISH SCHOOL BOARD

Charo Holden, District 1
Albert Burl, District 2

Gerald J. Keller, Ph.D., District 3
Patrick H. Sanders, District 4

Sherry DeFrancesch, District 5
Keith Jones, District 6

Phillip Johnson, District 7
Debbie Schum, District 8

Shawn Wallace, District 9
Nia Mitchell, District 10

Clarence Triche, District 11



ST. JOHN PARISH SCHOOL SYSTEM JOB DESCRIPTION

JOB TITLE:	<i>Director of Early Childhood and Head Start</i>
REPORTS TO / EVALUATED BY:	Assistant Superintendent
TERMS OF EMPLOYMENT:	12 months
SALARY RANGE:	Director Salary Schedule
SCOPE OF RESPONSIBILITIES:	To ensure that each preschool student is provided with the richest educational experience the district can provide.

For individuals with a disability, hiring decisions will be based on the individual's ability to perform the essential functions of the job with or without a reasonable accommodation.

PERFORMANCE RESPONSIBILITIES / ESSENTIAL FUNCTIONS

1. Plans for and develops the curriculum for the Head Start and Early Childhood programs.
2. Provides for continual monitoring and evaluation of all Head Start and Early Childhood centers, making appropriate adjustments to insure an optimum level of service and adherence to budget.
3. Provides information to staff personnel concerning the latest developments in the field of early childhood education.
4. Develops and maintains rapport with other community agencies to insure effective coordination of the preschool education program within the community.
5. Develops and implements an effective planning process for head Start and Early Childhood programs, including budgeting and staffing requirements.
6. Considers motivational and teaching techniques used to direct preschool teachers in health and safety, personality and educational development.
7. Develops an effective in-service program.
8. Serves as resource person for curriculum studies and workshops.
9. Conducts an instructional orientation program annually for new personnel.
10. Provides technical assistance to those teachers identified as in need of remediation.
11. Observes teachers in their classrooms and offers insight for the enhancement of the teaching-learning situation pertaining to matters of curriculum and instruction.
12. Prepares reports and statistical data related to the program.
13. Participates in professional growth and development activities.
14. Follows the rules and regulations of the St. John the Baptist Parish School Board.
15. Notifies supervisor promptly in case of absence, and communicates in advance the date of return so that proper provisions can be made.
16. Attends work regularly and arrives punctually.
17. Works cooperatively in sharing knowledge, expertise, and skills with others.
18. Displays proper respect for superiors.
19. Observes professional lines of communication at all times with individuals inside and outside the school system.
20. Maintains the confidentiality of school and student records.
21. Assisted by his/her evaluator, collaboratively develop and implement a professional growth plan based on the district's Personnel Evaluation criteria.
22. Serves as an acceptable role model for students, demonstrates personal and intellectual honesty and respects the rights of others.

23. Makes use of constructive criticism and avoids use of sarcasm, undue criticism, inappropriate language and behavior, and use of racial and/or ethnic slurs when dealing with others.
24. Accepts other duties as may be assigned which are related to the scope of the job.

WORK ENVIRONMENT

The Director of Early Childhood and Head Start is required to: 1) work in an office type setting, climate controlled environment adhering to school board energy policy; 2) sometimes work evenings, weekends, and holidays as required by job responsibilities and supervisors; 3) often visit schools and attend meetings in various locations locally and outside the parish.

COMMUNICATIONS SKILLS

The Director of Early Childhood and Head Start must be able to: 1) communicate effectively in English both orally and in writing; 2) have ability to accurately give and receive information via telecommunication system; 3) communicate successfully and pleasantly with the public and St. John Parish school system employees; 4) accurately compile data, summarize information and provide written reports to supervisor; 5) have ability to represent school system at various public functions.

EQUIPMENT USED

Telephone, copy machine, facsimile machine, calculator, word processor, microcomputer.

PHYSICAL INVOLVEMENT

Sitting is required most of each work day. Must be able to operate office equipment. Standing, walking, reaching, bending lifting up to 10 pounds is sometimes required. Ability to provide own transportation to schools, work locations, and meeting sites. Mobility skills necessary to access a variety of work locations,

MENTAL INVOLVEMENT

The Director of Early Childhood and Head Start must: 1) understand and interpret written and verbal instructions from supervisor; 2) must be able to work independently with minimal supervision; 3) have ability to manage, direct, supervise and evaluate staff; 4) comply with federal, state and parish regulations.

HUMAN RELATIONS INVOLVEMENT

The Director of Early Childhood and Head Start must be: 1) able to work compatibly in group settings; 2) able to respond positively to supervision and to accept suggestions for improvement; 3) able to use resourcefulness, tact, and sensitivity in meetings and assisting persons who make inquiries as well as work positively with other departments.

MINIMUM QUALIFICATIONS

1) Master's Degree with Elementary School Principalship and/or Parish or City School Supervisor certification in accordance with Louisiana State Department of Education Bulletin 746, Revised, 2) Valid Type A Certificate.

REVIEWED AND AGREED TO: _____
Employee Signature

DATE: _____

APPROVED: _____
Supervisor Signature

DATE: _____

Revised November 2013



St. John the Baptist Parish School Board

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Patrick H. Sanders
Board President

Kevin R. George
Superintendent

Sherry DeFrancesch
Board Vice-President

September ____, 2019

XXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXX

Dear XXXXXXXXXXXX:

I am pleased to offer you an interim appointment to the position of Director of Data Management. The effective date of your appointment in this position will be XXXXXX ____, 2019. Your appointment to this position is designated as interim or temporary. As such, your current annual salary shall be adjusted to reflect a daily rate of pay of \$_____ payable in equal monthly installments consistent with Board policy and procedures.

Effective XXXXXX ____, 2019, you are to perform the duties of Director of Data Management acting in an interim status. Your appointment to the position will end upon the selection of a regular appointment to this position, or upon 15 days' written notice with or without cause. You will have the right to return to your previous position at the conclusion of this interim assignment. The specific details of your position, and all future positions with the School Board, will be detailed in your employee record.

Please acknowledge acceptance of this appointment by signing and returning this letter to me.

Sincerely,

Heidi A. Trosclair
Interim Superintendent

Date: _____

Employee: _____
XXXXXXXXXXXXXXXXXX

MEMBERS OF THE ST. JOHN THE BAPTIST PARISH SCHOOL BOARD

Charo Holden, District 1
Albert Burl, District 2

Gerald J. Keller, Ph.D., District 3
Patrick H. Sanders, District 4

Sherry DeFrancesch, District 5
Keith Jones, District 6

Phillip Johnson, District 7
Debbie Schum, District 8

Shawn Wallace, District 9
Nia Mitchell, District 10

Clarence Triche, District 11

**ST. JOHN PARISH SCHOOL SYSTEM
JOB DESCRIPTION**

JOB TITLE:	<i>Director of Data Management / Student Services</i>
REPORTS TO / EVALUATED BY:	Assistant Superintendent
TERMS OF EMPLOYMENT:	12 months
SUPERVISES:	Supervisor of Child Welfare and Attendance
SCOPE OF RESPONSIBILITIES:	To gather and maintain all computerized information relating to student registration, enrollment, attendance, scheduling, testing, etc. To provide all reports required by the State Department of Education or requested by the Superintendent of Schools.

For individuals with a disability, hiring decisions will be based on the individual's ability to perform the essential functions of the job with or without a reasonable accommodation.

PERFORMANCE RESPONSIBILITIES / ESSENTIAL FUNCTIONS

1. Serves as the district's SIS and PEP Coordinator.
2. Insures that sponsor site data is correct.
3. Oversees school scheduling and insures that all new students are registered and entered into the system.
4. Insures that all student counts are accurate and correct for all sites.
5. Insures that all student information required by the state department of education is in the correct format for state reporting.
6. Responsible for all reporting of student information to the State Department of Education.
7. Follows up and corrects all errors in the student information database.
8. Cooperates and provides all required information to auditors and other State Department of Education employees.
9. Insures that Sponsor Calendar System (SCS) information is correct.
10. Insures that the Profile of Education Personnel (PEP) database is correct.
11. Cooperates with Personnel, Payroll and the principals to insure the accuracy of the personnel information.
12. Responsible for the submission of the PEP report to the State Department of Education.
13. Follows up and corrects all errors in the PEP database.
14. Organizes the distribution, collection, printing and dissemination of progress reports and report cards.
15. Maintains the electronic and paper copies of all reports sent to the Department of Education.
16. Serves as the Test coordinator of the St. John Parish School system.
17. Responsible for the receipt, distribution, and collection of LEAP and IOWA tests.
18. Responsible for providing staff development on test administration and test security.
19. Works cooperatively with administrators, teachers, and co-workers.
20. Trains school personnel on student data input.
21. Conducts ongoing monitoring of Student Information System (SIS) information to insure accuracy and conducts random audits.
22. Trains all school-based personnel on SIS and PEP procedures.
23. Notifies supervisor promptly in case of absence, and communicates in advance the date of return so that proper provisions can be made.
24. Attends work regularly and arrives punctually.
25. Maintains confidentiality of student records.
26. Displays proper respect for superiors.
27. Observes professional lines of communication at all times with individuals inside and outside the school system.

28. Assisted by his/her evaluator, collaboratively develop and implement a professional growth plan based on the district's Personnel Evaluation criteria.
29. Collaboratively assists in the development of professional growth plans for all personnel assigned to supervise.
30. Serves as an acceptable role model for students, demonstrates personal and intellectual honesty and respects the rights of others.
31. Makes use of constructive criticism and avoids use of sarcasm, undue criticism, inappropriate language and behavior, and use of racial and/or ethnic slurs when dealing with others.
32. Accepts other duties as may be assigned which are related to the scope of the job.

WORK ENVIRONMENT

1) Works in an office type setting, climate controlled environment adhering to school board energy policy; 2) sometimes works evenings, weekends, and holidays as required by job responsibilities and supervisors; 3) visits schools and attends meetings in various locations locally and outside parish.

COMMUNICATION SKILLS

1) Communicates in English both orally and in writing; 2) has ability to accurately give and receive information via telecommunication system; 3) communicates successfully and pleasantly with the public and St. John Parish school system employees; 4) accurately compiles data, summarizes information and provides written reports to supervisor.

EQUIPMENT USED

Telephone, calculator, facsimile, audio-visual equipment, terminal scanner, computer mainframe, laser printer.

PHYSICAL INVOLVEMENT

Sitting is required most of each work day. Must be able to operate office equipment. Standing, walking, reaching, bending, lifting up to 10-50 pounds is sometimes required. Ability to provide own transportation to schools, work locations, and meeting sites is required. Mobility skills are necessary to access a variety of work locations, including allocations not on the ground floor.

MENTAL INVOLVEMENT

1) Understand and interpret written and verbal instructions from supervisor; 2) must be able to work independently with minimal supervision; 3) have ability to manage, direct, supervise and evaluate staff; 4) be able to organize, develop, and present concepts and information at meetings and workshops; 5) troubleshoot data collection problems; and 6) comply with federal, state and parish regulations.

MINIMUM QUALIFICATIONS

1) Master's Degree in Education; 2) Valid Louisiana Type A Certificate.

DESIRABLE QUALIFICATIONS:

Experience with parishwide computer systems and state/federal regulations regarding student data.

APPROVED: _____

DATE: _____

REVIEWED AND AGREED TO: _____

DATE: _____



St. John the Baptist Parish School Board

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Patrick H. Sanders
Board President

Kevin R. George
Superintendent

Sherry DeFrancesch
Board Vice-President

September ____, 2019

XXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXX

Dear xxxxxxxxx:

I am pleased to offer you an interim appointment to the position of District Data and Reporting Supervisor. The effective date of your appointment in this position will be Xxxxxx ____, 2019. Your appointment to this position is designated as interim or temporary. As such, your current annual salary shall be adjusted to reflect a daily rate of pay of \$_____ payable in equal monthly installments consistent with Board policy and procedures.

Effective Xxxxxx ____, 2019, you are to perform the duties of District Data and Reporting Supervisor acting in an interim status. Your appointment to the position will end upon the selection of a regular appointment to this position, or upon 15 days' written notice with or without cause. You will have the right to return to your previous position at the conclusion of this interim assignment. The specific details of your position, and all future positions with the School Board, will be detailed in your employee record.

Please acknowledge acceptance of this appointment by signing and returning this letter to me.

Sincerely,

Heidi A. Trosclair
Interim Superintendent

Date: _____

Employee: _____
XXXXXXXXXXXXXXXXXX

MEMBERS OF THE ST. JOHN THE BAPTIST PARISH SCHOOL BOARD

Charo Holden, District 1
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Phillip Johnson, District 7
Debbie Schum, District 8

Shawn Wallace, District 9
Nia Mitchell, District 10

Clarence Triche, District 11

**ST. JOHN PARISH SCHOOL SYSTEM
JOB DESCRIPTION**



JOB TITLE: *District Data and Reporting Supervisor*
REPORTS TO/EVALUATED BY: Director of Curriculum/Assessment/Instruction
TERMS OF EMPLOYMENT: 12 Months
SALARY RANGE: Supervisor Schedule
SCOPE OF RESPONSIBILITIES: Supervises and monitoring the collection and submission of quality district data that is provided to the United States Department of Education (USDOE), Louisiana Department of Education (LDE), the National Institute for Excellence in Teaching (NIET), and utilized by the District. The Supervisor facilitates knowledge of data requirements to multiple divisions and departments including developing and monitoring training protocols and reporting and presenting findings.

For individuals with a disability, hiring decisions will be based on the individual's ability to perform the essential functions of the job with or without a reasonable accommodation.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Assist the District Administration in implementing and maintaining professional learning programs for educators to effectively use data to drive decisions and to determine districts academic investments.
2. Serve as a liaison between the US Department of Education and National Center for Excellence in Teaching and schools regarding data and reporting issues.
3. Create custom data reports within a proprietary software platform to aid teachers in evaluating student learning and teaching effectiveness.
4. Query, organize, and present data using lay language and in a manner that assists in the evaluation of program effectiveness as it relates to District initiatives and strategic plan implementation.
5. Provide assistance in the collection, analysis and interpretation of data, including, but not limited to, state assessment data, student demographics, and other data related to school and student improvement.
6. Develop and provide professional learning opportunities for administrators and others in the use and analysis of student/program data to improve student performance and programs.
7. Oversees the professional development of an effective, districtwide assessment programs.
8. Oversees district-initiated testing.
9. Initiates and maintains effective liaison with other school districts and with independent schools in order to keep abreast of new educational developments and ideas.
10. Assists in conducting curriculum team meetings.
11. Makes specific recommendations to the Superintendent for in-service training on a quarterly basis or as necessary to upgrade principal and teacher performance skills.

District Data and Reporting Supervisor Job Description

12. Supervises the usage of local and state produced assessments, along with development and revisions of locally produced assessment.
13. Construct and provide models of analysis for national, state and local student performance measures.
14. Create and conduct surveys and data analysis to benchmark and improve District initiatives.
15. Support and train Professional Learning Community (PLC) liaisons and other appropriate staff in analyzing common assessments and other relevant district/student achievement data using appropriate technology tools.
16. Collaborate with PLC liaisons and other administrators to provide support as needed or requested.
17. Develop and maintain historical student and school data files to monitor and track performance.
18. Interpret and review assessment data with administrators and teachers; support planning of action steps
19. Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.
20. Ensure the validity of all data presented to staff.
21. Attend, and lead as appropriate, training sessions and site meetings related to assigned responsibilities.
22. Serve as direct contact for data program provider
23. Manage, collect, coordinate, and input system-wide data associated with the incentive program.
24. Oversees the training of district employees in the appropriate dissemination, collection, and submission of forms related to program data collection
25. Perform other related duties as assigned

The District Data and Reporting Supervisor engages in growth opportunities, creates, and sustains partnerships with families, colleagues, and communities to accomplish district's mission.

26. Engages in self-reflection and growth opportunities to enhance individual skills and knowledge needed to support high levels of learning for teachers and students.
27. Functions professionally and harmoniously with parents, school personnel, and students.
28. Serves on task force and decisions making committees when appropriate.
29. Maintains accurate, complete, and correct records as required.
30. Provides for communication with students and parents outside the instructional day as determined by administrative policy.
31. Performs class and duty assignments dependably and punctually.
32. Accepts constructive criticism as an evaluative element of professional and instructional improvement.
33. Exhibits loyalty and maintains a positive attitude in the promotion of the school/system's goals.
34. Uses grammatically correct written and spoken language.
35. Follows the rules and regulations of the St. John Parish School Board.

District Data and Reporting Supervisor Job Description

36. Notifies the principal promptly in case of absence, and communicates in advance the date of return so that proper provisions can be made.
37. Knows and follows the district's adopted Code of Discipline.
38. Maintains neat, accurate, current and complete records and reports and submits on time to the appropriate personnel when requested.
39. Attends school regularly and arrives punctually.
40. Displays proper respect for superiors.
41. Maintains the confidentiality of teacher observations.
42. Serves as an acceptable model for students, demonstrates personal and intellectual honesty and respects the rights of others.
43. Makes use of constructive criticism and avoids use of sarcasm, undue criticism, inappropriate language and behavior, and use of racial and/or ethnic slurs when dealing with others.
44. Accepts other duties as may be assigned which are related to the scope of the job.

WORK ENVIRONMENT

The District Data and Reporting Supervisor is required to: 1) work in an office type setting, climate controlled environment adhering to school board energy policy; 2) sometimes work evenings, weekends, and holidays as required by job responsibilities and supervisors; 3) often visit schools and attend meetings in various locations locally and outside the parish.

COMMUNICATION SKILLS

The District Data and Reporting Supervisor must be able to: 1) communicate in English both orally and in writing; 2) have ability to accurately give and receive information via telecommunication system; 3) communicate successfully and pleasantly with the public; 4) accurately compile data, summarize information and provide written reports to supervisor; 5) have ability to represent school system at various public functions.

PHYSICAL INVOLVEMENT

Sitting is required most of each work day. Must be able to operate office equipment. Standing, walking, reaching, bending, lifting up to 10-50 pounds is sometimes required. Ability to provide own transportation to schools, work locations, and meeting sites. Mobility skills necessary to access a variety of work locations.

MENTAL INVOLVEMENT

The District Data and Reporting Supervisor must: 1) understand and interpret written and verbal instructions from supervisor; 2) must be able to work independently with minimal supervision; 3) have ability to manage, direct, supervise and evaluate staff; and 4) comply with federal, state, and parish regulations.

District Data and Reporting Supervisor Job Description

HUMAN RELATIONS INVOLVEMENT

The District Data and Reporting Supervisor must be: 1) able to work compatibly in group settings; 2) able to respond positively to supervision and to accept suggestions for improvement; 3) able to use resourcefulness, tact, and sensitivity in meeting and assisting persons who make inquiries about federal and state programs as well as work positively with other departments.

MINIMUM QUALIFICATIONS

1) Must possess Master's Degree; 2) three years successful teaching experience; 3) three years' successful experience as a school or district administrator; and 4) valid Louisiana Teaching Certificate.

PREFERRED QUALIFICATIONS

M.Ed. +30, Education Leader Type A or Level 3 Certificate; five years' successful experience as a Principal or district administration.

EXPERIENCE

Must have experience working with data from various types of student assessments, including assessments required by the State of Louisiana and other norm/criterion-referenced tests; Must have experience working with large data sets including data analysis, interpretation, and display; Must possess strong communication, organizational, analytical, and written skills; Must demonstrate initiative and the ability to handle multiple tasks simultaneously; Must have ability to interact positively with teachers and administrators; Must have prior experience working with adult learners; Must possess knowledge of the school improvement process; Must possess technological proficiency using the Microsoft Office Suite.

APPROVED: _____ DATE: _____

REVIEWED AND AGREED TO: _____ DATE: _____

Board Approved: March 16, 2017

Revised: September 21, 2017